GRADUATE COUNCIL – October 16, 2018

College of Education – Department of College Student Personnel

1. Change the name of the department from Department of College Student Personnel to Department of Higher Education Administration; change the name of the Master of Science in College Student Personnel to Master of Science in Student Affairs Administration; and change the CIP Code for the program from 13.1102 to 13.0406.

College of eTEch – Department of Professional Studies

1. Add the following courses to the course descriptions:
   a. LLOD 5003: Foundations of Organizational Leadership and Learning;
   b. LLOD 5013: Adult Learning, Training, and Development;
   c. LLOD 5023: Leadership Ethics and Social Responsibility;
   d. LLOD 5033: Organizational Diversity and Inclusion;
   e. LLOD 6003: Leading Organization Change;
   f. LLOD 6013: Strategic Communication and Conflict Resolution;
   g. LLOD 6023: Evidence-Based Decision Making;
   h. LLOD 6033: Research Methods and Writing;
   i. LLOD 6043: Organizational Leadership and Learning Capstone;
   j. LLOD 6883: Special Problems in Leadership, Learning, and Organizational Development;
   k. LLOD 6891-4: Independent Study in Leadership, Learning, and Organizational Development;
   l. LLOD 6991-3: Thesis Continuation in Leadership, Learning, and Organizational Development;
   m. PS 5143: Nonprofit Governance;
   n. PS 5343: Community Development; and
   o. PS 5543: Philanthropy and Fundraising; and
2. Add the Graduate Certificate in Leadership, Learning, and Organizational Development; and
3. Add the Master of Arts in Leadership, Learning, and Organizational Development.

ARKANSAS TECH UNIVERSITY

ADHE LETTER OF NOTIFICATION – 1
NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

Department Initiating Proposal	Date
College Student Personnel	10/01/2018

Title	Signature	Date
Department Head Dr. Alaric A. Williams		10/01/18
Dean Dr. Linda Bean		10/1/18
Assessment Dr. Christine Austin		10/5/18
Registrar Tammy Weaver		10/9/18
Graduate Dean (Graduate Proposals Only) Dr. Jeff Robertson		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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

Program Title: College Student Personnel

LETTER OF NOTIFICATION – 1

NAME CHANGE OF EXISTING CERTIFICATE, DEGREE, MAJOR, OPTION OR ORGANIZATIONAL UNIT

(No change in program curriculum, option/emphasis or organizational structure)

1. Institution submitting request: **Arkansas Tech University**
2. Contact person/title: **Dr. Alaric A. Williams, Interim Dept. Head & Associate Professor**
3. Phone number/e-mail address: **(479) 880-4047/awilliams86@atu.edu**
4. Proposed effective date: **Summer 2019**
5. Current title of degree/certificate program: **Master of Science**
6. Current title of major or option: **College Student Personnel**
7. Current title of organizational unit: **Department of College Student Personnel**
8. Proposed name of certificate/degree: **N/A**
9. Proposed name of major or option: **Student Affairs Administration**
10. Semester credit hours for proposed major or option: N/A
11. Proposed name of organizational unit: **Higher Education Administration**
12. Program CIP Code: **Old CIP Code: 13.11020; Request New CIP Code: 13.0406**
13. Degree/Department Code:
14. Reason for proposed action: **To distinguish between undergraduate and graduate options; branding and marketing; proposed title is more current**
15. Provide the curriculum/credits for the certificate/degree/major/option listed above. **See attached**
16. Provide additional program information if requested by ADHE staff.

President/Chancellor Approval Date:

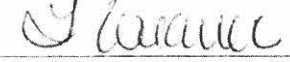
Board of Trustees Notification Date:

Chief Academic Officer: Date:

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of Professional Studies	5/24/2018

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	5003	Spring • Summer I

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

Foundations of Organizational Leadership and Learning

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

LEADERSHIP FOUNDATIONS

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 OL 3013

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 5003 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 5003 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? LLOD 5003 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 5003: Foundations of Organizational Leadership and Learning

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 5003 – Foundations of Organizational Leadership provides students with a broad survey of leadership theory, leadership competencies, and self-evaluative tools to begin a leadership development plan. This course serves as a core offereing in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) identify, compare, and contrast classic and contemporary theoretical models and practices in organizational leadership; 2) evaluate personal leadership style and design individual leadership development plan; 3) describe the role of lifelong learning in developing capacity and leading organizations; 4) analyze the similarities and differences in private sector leadership, nonprofit leadership, and community leadership; 5) distinguish between individual, systems, and relational models of leadership; 6) discuss the impact of globalization and organizational diversity on leadership practices; 7) identify and examine traits of destructive leadership, including issues of ethics, toxicity, and hostile organizational practices; and 8) demonstrate a knowledge of leadership skills, including leading change, effective communication, team-building and motivation, data-drive decision making, and followership.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral and written presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to

	demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 5003 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs have foundational courses in organizational behavior and learning, organizational development, and adult learning and development.

Arkansas Tech University
LLOD 5003: Foundations of Organizational Leadership and Learning

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

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

Prerequisites/Co-requisites: Graduate standing.

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

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

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

Module	Module Objectives	Course Objectives
Module 1	• articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development	**1, 2, 5**
Module 2	• define authentic leadership • describe the three-phase transformation from "I" to "We" • articulate reasons leaders lose their way • explain how life experience influences leadership	**1, 2, 5**
Module 3	• identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan	**2, 3, 7**
Module 4	• identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership	**1, 2, 5**
Module 5	• describe the perspective of leadership in relation to the leader as an individual • identify individual traits that impact leadership approach • assess the link between leadership and personality • demonstrate the use of storytelling to explore leadership	**1, 2**
Module 6	• identify links between leadership and organizational performance • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging • define strategic organizational leadership	**1, 2, 5**
Module 7	• discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership	**2, 8**
Module 9	• discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity	**1, 2, 4**
Module 10	• define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations	**2, 3, 5, 6**

Module 11	• examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations	**2, 3, 6**
Module 12	• define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture	**2, 3, 6**
Module 13	• identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement	**2, 8**
Module 14	• analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership	**2, 4, 6, 7**

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

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

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

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

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

E-mail/Discussion Board Decorum

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

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

Learning Modules

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

Points

Graded Activity	Points
Discussion Forum Participation (7)	70
Quizzes (5)	50
Essays and Assignments (7)	100
Team-Based Learning (4)	80
Leadership Portfolio (12)	100
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

Arkansas Tech University does not discriminate on the basis of color, sex, sexual orientation, gender identity, race, age, national origin, religion, veteran status, genetic information, or disability in any of our practices, policies, or procedures. If you have experienced any form of discrimination or harassment, including sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the institution. If you report such an incident of misconduct to a faculty or staff member, they are

required by law to notify Arkansas Tech University's Title IX Coordinator and share the basic fact of your experience. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus. For more information please visit: http://www.atu.edu/titleix/index.php.

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

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

LLOD 5003: Foundations of Organizational Leadership and Learning - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction	• George: Introduction (required) • Syllabus Quiz • Module 1 Discussion – Leadership Definition • Essay Series: Leadership Profile	• articulate a personal definition of leadership • identify the components of authentic leadership • justify the need for leadership development
	Learning Module 2: Authentic Leadership	• George: Chapters 1 – 3 (required) • Module 2 Quiz • Leadership Derailment Assignment • Leadership Portfolio – Part 1	• define authentic leadership • describe the three-phase transformation from "I" to "We" • articulate reasons leaders lose their way • explain how life experience influences leadership
	Learning Module 3: Discover Leadership	• George: Chapters 4 – 6 (required) • Module 3 Discussion – Values • Team-Based Learning: Strengths and Weaknesses • Leadership Portfolio – Part 2 • Essay Series - Philosophy of Leadership	• identify personal values • demonstrate self-awareness of leadership strengths and weaknesses • assess leadership authenticity • develop individual leadership development plan
	Learning Module 4: Theoretical Perspectives	• Bolden: Chapter 2 (required) • Team-Based Learning: Leadership Definition • Leadership Portfolio – Part 3	• identify philosophical origins of leadership theory • discuss contemporary theories of leadership • examine the difference between leadership and management • develop a common definition of leadership
	Learning Module 5: Individual & Organizational Perspectives	• Bolden: Chapters 3 & 4 (required) • Bollman: Chapters 1 & 2 (required) • Module 5 Discussion – Rites and Rituals • Module 5 Quiz • Essay Series - Reframing • Leadership Portfolio – Part 4	• describe the perspective of leadership in relation to the leader as an individual • identify individual & organizational traits that impact leadership approach • assess the link between leadership and personality • investigate power dynamics in organizational leadership • discuss the concepts of rites, rituals, and belonging

			• define strategic organizational leadership
	Learning Module 6: Leadership and Money	• Lambert: Chapters 1, 2, 3, & 5 (required) • Assignment: Organizational Budget • Leadership Portfolio – Part 5	• identify the three basic types of financial statements • discuss how the three types of financial statements relate • examine how leadership decisions affect financial statements
	Learning Module 7: Leadership Communication	• Pauley: Chapters 1 – 6 (required) • Assignment: Establishing Trust • Module 7 Discussion – Buy In • Leadership Portfolio – Part 6 • Essay Series – Critical Leadership Issue	• discuss the importance of communication in effective leadership • demonstrate an understanding of the relational aspects of communication in leadership • justify the need for trust, confidence, and buy-in within organizational leadership
	Learning Module 8	• Mid-course Exam	
	Learning Module 9: Community and Nonprofit Leadership	• Heyman: Chapters 1 – 3 (required) • Pigg: Chapter 1 (required) • Team-Based Learning: Community Capacity • Leadership Portfolio – Part 7	• discuss the role of nonprofits in U.S. and global society • define leadership in the nonprofit sector • examine the role of community leadership in increasing community capacity
	Learning Module 10: Globalization and Diversity	• Livermore: Chapter 1 (required) • De Bona: Chapter 2 (required) • Module 10 Discussion – Diversity Fatigue • Assignment: Leading Diversity Efforts • Leadership Portfolio – Part 8	• define diversity in the organizational context • identify the two types of diversity that typically influence organizational behavior • explain visible diversity and underrepresentation • discuss the impact of diversity fatigue in organizations
	Learning Module 11: Workplace Learning	• Merriam: Chapter 1 (required) • Roßnagel: Chapter 2 (required) • Team-Based Learning: Learning Settings • Module 11 Quiz • Leadership Portfolio – Part 9	• examine the role of lifelong learning in organizations • identify settings where adult learning occurs • explain the role of learning competence in organizations • justify the need for continuous learning in organizations
	Learning Module 12: Leading Change	• Hickman: Chapters 1 – 3 (required) • Module 12 Discussion – Change Leader • Module 12 Quiz • Leadership Portfolio – Part 10	• define concepts of leadership in organizational change • articulate how change is led in organizations • examine the role of leader in organizational culture

	Learning Module 13: Data-Driven Leadership	• Datnow: Chapters 1 – 3 (required) • Assignment: Data-Driven Decisions • Essay Series – Data Informed Leadership • Leadership Portfolio – Part 11	• identify what counts as data • define data-driven decision making • examine the critical role of data-informed leadership • articulate the process of creating a culture of data use for continuous improvement
	Learning Module 14: Destructive Leadership	• Hansbrough: Chapters 2 – 5 (required) • Module 14 Discussion – Process Perspective • Leadership Portfolio – Part 12	• analyze the role of cognitive processes in destructive leadership • explain the dual-process model of destructive leadership behavior • examine the environment of destructive leadership • summarize the process perspective of unethical leadership
	Learning Module 15: Final Exam	• Final Exam	

LLOD 5003 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/30/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	5013	Spring • Summer I

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

Adult Learning, Training, and Development

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

ADULT LEARNING AND TRAINING

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 OL 4843

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. . LLOD 5013 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 5013 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? LLOD 5013 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

OL 4843: Training and Development

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 5013 – Foundations of Organizational Leadership provides students with the skills needed to participate in organizational training and development efforts by gaining a theoretically and practically grounded perspective on training and development in the workplace. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) explain the historical, current, and future role of training and development (training, coaching, mentoring, etc) in organizations; 2) apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and development process; 3) identify and analyze the training and development (training, coaching, mentoring) needs of an organization; 4) classify key components of organizational, training, and coaching culture; 5) develop a training and development/coaching plan to address organizational needs; 6) compare, contrast, and recommend training/coaching tools in a diversity of organizational contexts; 7) evaluate training/coaching effectiveness, including training/coaching costs, assessment/test development, program development, and ROI; and 8) discuss ethical concerns, current trends, and future of training, coaching, mentoring, and training equity in organizations.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key

	terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 5013 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs have courses in adult learning. For example, ADED 6381 – Adult Learning and Development at University of the Incarnate Word.

Arkansas Tech University
LLOD 5013: Adult Learning, Training, and Development

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

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

Prerequisites/Co-requisites: Graduate standing.

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

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

Additional required reading can be found in the course bibliography.

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

Course Objectives

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

Module	Module Objectives	Course Objectives
Module 1	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals	**1, 4**
Module 2	• Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function	**2, 4**
Module 3	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning	**3, 7**
Module 4	• Analyze the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program • Explain the transfer of training concept	**2, 6**
Module 5	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program	**2, 6**
Module 6	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices	**1, 2, 7**
Module 7	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations	**2, 6, 7**

	• Compare the different types of distance learning • Recommend what should be included in an electronic performance support system	
Module 9	• Discuss the role of training partnerships in contributing to local communities • Identify potential ethical and legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance	**5, 8**
Module 10	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives • Explain ethical concerns on the future of training and development	**1, 8**
Module 11	• Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback	**1, 2, 6**
Module 12	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching	**1, 3, 4, 7**
Module 13	• Identify the five levels of listening • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching	**2, 6, 8**
Module 14	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session	**5, 6, 7**

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

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

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

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

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

E-mail/Discussion Board Decorum

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

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

Learning Modules

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

Points

Graded Activity	Points
Discussion	50
Quizzes	50
Application Assignments	100
Essays	100
Team-Based Learning	100
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

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

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

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

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

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

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

Arkansas Tech University adheres to the requirements of the Americans with Disabilities Act in order to prevent barriers to academic accessibility. If you need an accommodation due to a

disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php.

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

LLOD 5013: Adult Learning, Training, and Development - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. Due 11:59 p.m.	Module	Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction to Training and Development	• Noe – Chapter 1 (required) • Merriam – Chapter 1 (required) • Syllabus Quiz • Module 1 Discussion • Essay – Reflection on Training and Development Experiences	• Discuss current and historical forces influencing workplace learning • Explain how training, development, and informal learning contribute to organizational success • Identify various aspects of the training and development process • Describe the amount and types of training in the U.S. • Describe key roles for training professionals
	Learning Module 2: Strategic Training	• Noe – Chapter 2 (required) • Smith, 2014 (required) • Clifford – Chapter 1 (required) • Fee – 02, 14, 15 (supplemental) • Module 2 Quiz • Team-Based Learning: Group Case Study	• Evaluate how organizational strategy influences training and development • Describe the strategic training and development process • Evaluate how staffing and HR planning influence training • Evaluate the advantages and disadvantages of centralized training • Discuss the strengths of an organization-embedded learning function
	Learning Module 3: Assessing Learning Needs	• Noe – Chapter 3 (required) • Clifford – Chapter 2 (required) • Fee – 03, 04, 05 (supplemental) • Application Assignment – Learning Needs Assessment • Module 3 Discussion • Team-Based Learning: Group Case Study	• Evaluate different methods used in the needs assessment process • Apply the steps involved in conducting a task analysis • Analyze task analysis data to determine training needs • Explain competency modules and the process used to develop them • Identify how feedback influences performance and learning

	Learning Module 4: Transfer of Training	• Noe – Chapter 4 (required) • Clifford – Chapter 3 (required) • Fee – 06, 07, 9, 10, 11, 19 (supplemental) • Barbazette – Chapter 2 (supplemental) • Application Assignment - Objectives • Team-Based Learning: Group Case Study	• Develop the five types of learning outcomes • Explain the implications of adult learning theory for instructional design • Incorporate adult learning theory into the design of a training program • Explain the transfer of training concept
	Learning Module 5: Training Design	• Noe - Chapter 5 (required) • Clifford – Chapter 7 (required) • Module 5 Discussion • Application Assignment – Action Plan • Module 5 Quiz • Team-Based Learning: Group Case Study	• Explain the program design process • Summarize the steps in site selection and preparation • Prepare for instruction using a curriculum road map, lesson plan, design document, and concept map • Design application assignments to enhance learning and transfer of training • Develop a self-management module for a training program
	Learning Module 6: Training Evaluation	• Noe – Chapter 6 (required) • Sung 2014 • Fee – 80 - 81, 89 - 96 (supplemental) • Barbazette – Chapter 10 (supplemental) • Application Assignment – Training Evaluation • Module 7 Discussion • Team-Based Learning: Group Case Study	• Explain why evaluation is important • Discuss the process used to plan and implement an effective training evaluation • Evaluate the strengths and weaknesses of different evaluation designs • Conduct a cost-benefit analysis and calculate ROI for a training program • Assess the role of analytics in determining the value of training practices
	Learning Module 7: Training Methods	• Noe – Chapters 7, 8 (required) • Barbazette – Chapters 4, 5 (supplemental) • Application Assignment – Design Learning Materials • Group Case Study – Discussion Forum • Team-Based Learning: Group Case Study	• Evaluate the strengths and weaknesses of presentational, hands-on, and group building training methods • Develop a self-directed learning module and a case study • Discuss the key components of behavior modeling training • Justify the use of team training to improve team performance • Explain how new technologies influence training and development • Examine the strengths and weaknesses of e-learning, mobile learning, and simulations • Compare the different types of distance learning • Recommend what should be included in an electronic performance support system

	Learning Module 8	• Mid-course Exam	
	Learning Module 9: Social Responsibility	• Noe – Chapter 10 (required) • Bierema 2010 • Fenwick 2008 • Applied Training Project • Essay – Training and Social Responsibility	• Discuss the role of training partnerships in contributing to local communities • Identify potential legal issues that relate to training • Develop a program for effectively managing diversity • Design a program for preparing employees for cross-cultural management • Describe policies to help employees active work-life balance
	Learning Module 10: The Future of T & D	• Noe – Chapter 11 (required) • Merriam – Chapter 10 (required) • Team-Based Learning: Group Case Study	• Identify future trends influencing training departments and trainers • Discuss how rapid instructional design differs from traditional training design • Describe the advantages of embedded learning • Examine how training can contribute to an organization's sustainability initiatives
	Learning Module 11: Coaching in Organizations	• Wilson – Introduction, Chapters 1 – 5 (required) • Module 10 Discussion • Module 10 Quiz	• Describe the origins of the term coaching • Discuss the principles of coaching • Identify types of coaching • Compare coaching, therapy, counselling, mentoring, and consultancy • Examine the coaching-mentoring-management continuum • Demonstrate the use of goal setting and positive feedback
	Learning Module 12: Coaching Culture	• Wilson – Part 2 Introduction, Chapters 6 – 18 (required) • Coaching Group Exercise • Application Assignment	• Describe a coaching culture • Identify the pillars of a coaching culture • Summarize the ten-step plan to create a coaching culture • Compare internal and external coaching • Apply principles of cross-cultural coaching • Define corporate social responsibility • Measure ROI in coaching

	Learning Module 13: Coaching Skills	• Wilson – Part 3 Introduction, Chapters 19 – 27 (required) • Module 13 Discussion • Application Assignment	• Identify the five levels of listening • Demonstrate the use of reflecting, summarizing, clarifying, questioning, and permission protocol • Compare and contrast the GROW and EXACT models of coaching • Describe the structure of coaching
	Learning Module 14: Coaching Tools	• Wilson – Part 4 Introduction, Chapters 28 – 52 (required) • Applied Coaching Project • Essay – Coaching in Organizations	• Develop an organizational coaching plan • Apply coaching skills and tools in an organizational setting • Justify the use of a specific coaching tool in a coaching context • Demonstrate the use of an appropriate coaching tool in a specific type of coaching session
	Learning Module 15: Final Exam	• Final Exam	

LLOD 5013 Course Bibliography

Barbazette, J. (2013). *How to write terrific training materials: methods, tools, and techniques.* Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=571759&site=ehost-live&scope=site&ebv=EB&ppid=pp_C1

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Clifford, J., & Thorpe, S. (2007). Workplace Learning and Development : Delivering Competitive Advantage for Your Organization. London: Kogan Page. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=191400&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

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Fenwick, T., & Bierema, L. (2008). Corporate social responsibility: issues for human resource development professionals. *International Journal Of Training & Development, 12(1), 24-35.* Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bah&AN=30047136&site=ehost-live&scope=site

Merriam, S. B., & Bierema, L. L. (2013). Adult learning: linking theory and practice. Retrieved from https://ebookcentral.proquest.com/lib/atu-ebooks/reader.action?ppg=4&docID=1376941&tm=1526657160986

Smith, D. H. (2014). Editorial-A proposed framework for integrating adult education and human resource development...in six minutes! New Horizons in Adult Education & Human Resource Development, 26(2), 1-4. Retrieved from https://libcatalog.atu.edu:443/login?url=https://search.proquest.com/docview/1532196356?accountid=8364

Sung, S., & Choi, J. (2014). Do organizations spend wisely on employees? Effects of training and development investments on learning and innovation in organizations. *Journal of Organizational Behavior, 35*(3), 393-412. Retrieved from https://atu-

primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=TN_proquest1512594029&context=PC&vid=NEW-UI-ARKTECH&search_scope=Everything&tab=default_tab&lang=en_US

Wilson, C. (2014). *Performance coaching: A complete guide to best practice coaching and training* (2nd ed.). London: Kogan Page. Retrieved from https://atu-primo.hosted.exlibrisgroup.com/primo-explore/fulldisplay?docid=01ARKTECH_ALMA51415691300026O6&context=L&vid=NEW-UI-ARKTECH&search_scope=Everything&tab=default_tab&lang=en_US

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/2/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	5023	○ Spring ● Summer I

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

Leadership Ethics and Social Responsibility

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

LEADERSHIP ETHICS

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?
At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 5023 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6033 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? LLOD 5023 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 5023: Leadership Ethics and Social Responsibility

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 5023 – Leadership Ethics and Social Responsibility and Writing covers ethics in the workplace and role of organizational leaders in fostering ethical behavior. This course examines personal, organizational, and societal values and ethics in organizations. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: a) explain the importance and impact of ethics in an organization; b) define and distinguish between organizational ethical perceptions; c) develop and demonstrate an understanding of ethical competencies; d) critically analyze the ethical issues that occur in organizations; e) demonstrate an understanding of ethical influences; f) describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level; g) research and critically examine, through case studies, the ethical outcomes of organization; h) demonstrate an awareness of personal perceptions of differentiating ethics models
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply

core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 5023 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs require a course in ethics. For example, University of the Incarnate Word requires ORGD 6301 – Principles of Leadership Ethics.

Arkansas Tech University
LLOD 5023: Leadership Ethics and Social Responsibility

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

Course Description
Ethics and social responsibility often coincide. In this course, students will examine the real-life ethical and social issues that organizational leaders constantly face. Using theoretical frameworks, students will assess current issues and provide logical recommendations for issues that may arise within their field. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate Standing

Required Course Texts: Johnson, C. E. (2019). *Organizational ethics: A practical approach* (4th ed.). Thousand Oaks, CA: Sage Publications.

Justification for the Course
This course provides the student with the opportunity to build or sharpen their leadership skills through addressing the complex ethical issues that occur in today's organizations. These skills are necessary to the successful completion of the MA degree in Leadership, Learning, and Organizational Development.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance and impact of ethics in an organization.
2	define and distinguish between organizational ethical perceptions.
3	develop and demonstrate an understanding of ethical competencies.
4	critically analyze the ethical issues that occur in organizations.
5	demonstrate an understanding of ethical influences.
6	describe, compare, and evaluate the ethical measure of an organization on a state, national, and global level.
7	research and critically examine, through case studies, the ethical outcomes of organization.
8	demonstrate an awareness of personal perceptions of differentiating ethics models.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics	**1, 4, 6, 7, 8**
Module 2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics	**1, 3, 6, 7, 8**
Module 3	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).	**1, 2, 4, 7**
Module 4	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.	**1, 2, 3**
Module 5	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.	**1, 3, 5, 6, 7**
Module 6	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment	**1, 3, 5, 7, 8**
Module 7	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.	**1, 2, 3,**
Module 8	• Examine and discuss the ethical challenges leaders face in organizations • Examine and discuss the ethical challenges of followers	**1, 2, 4, 7**
Module 9	• Describe the ethical dangers of group think • Demonstrate a working knowledge of how and when to use groups in organizational settings.	**1, 2, 4, 5, 7**
Module 10	• Demonstrate an understanding of the core components of an ethical organizational climate • Distinguish between the informal elements of an organization's cultural ethics • Examine and discuss how cultural and global change impacts the ethics of an organization	**3, 4, 6, 7**
Module 11 & 12	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management • Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)	**4, 5, 6, 7**
Module 13	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability. • Examine and discuss the power of a socially ethical organization Discuss the role organizations play in leading social responsibility causes	**4, 5, 6, 7, 8**
Module 14	• Discuss what place global organizations have in cultural ethics. • Identify and discuss the perceived dangers and challenges of a global organization • Demonstrate and understanding of how diversity impacts a global organization's ethics.	**2, 4, 6, 7, 8**

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

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

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

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

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	100
Essay & Case Study Series Assignments	100
Quizzes/Tests	100
Discussion/Journal/Wiki	100
Final Exam	100
Total	**600**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

LLOD 5033: Organizational Diversity and Inclusion- Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction and Developing Ethical Competencies	• Jones: Chapter 1 (pp 1.32) • Module 1 Introduction Discussion • Assignment: Self-Assessment 1.1; Case Study 1.3 • Discussion Board: Case Study 1.3	• Examine and discuss why ethics is necessary in an organization • Explain why an organization's ethics is important to society • Identify the different forms of ethics
	Learning Module 2: Personal Ethical Development	• Jones: Chapter 2 (pp.33-58) • Assignment: Texas Education Agency (2017): Personal Code of Ethics (worksheet) • Assignment: Self-Assessment 2.2; Case Study 2.2 • Discussion Board: Self-Assessment 2.2	• Develop a personal code of ethics • Discuss how cultural history may conflict with today's organizational ethics. • Critically access personal spiritual well-being and how it affects personal and organizational ethics.
	Learning Module 3: Morality & Ethics	• Jones: Chapter 3 (pp. 59-91) • Assignment: Application Project, Q#2 - Essay • Assignment: Case Study 3.1 • Discussion Board: Case Study 3.2	• Recognize and differentiate between the components of ethical behavior • Examine and discuss how moral biases can have a negative impact on an organization's ethical codes (formal and informal).
	Learning Module 4: Ethical Communication	• Jones: Chapter 4 (pp. 94-120) • Assignment: Case Study 4.3 • Assignment: Self –Assessment 4.2 • Discussion Board: Ethical Conversations	• Identify and understand the different types of ethical communication • Understand the importance of communication in the process of creating ethical communications.
	Learning Module 5: Ethics,	• Jones: Chapter 5 (pp. 121-154) • Randall, D. M. (2012). Leadership and the use of power: Shaping an ethical	• Identify the levels of power and discuss the positive and negative takeaways from each level • Recognize the frames of power and how each impact the organization.

	Influence, and Power	climate. The Journal of Applied Christian Leadership, 6, 28-35. • Assignment: Self-Assessment 5.2 • Assignment: Case Study 5.2	
	Learning Module 6: Conflict Management	• Jones: Chapter 6 (pp. 155-188) • Assignment: Self-Assessment 6.2 • Assignment: Case Study 6.3	• Identify your personal conflict management style • Recognize when negotiation is necessary and the affect power has on negotiations. • Examine how ethics plays a role in conflict management in the areas of social justice and sexual harassment,
	Learning Module 7: The Ethical Divide	• Assignment: A Literature Review	• Demonstrate your knowledge of previous modules by submitting a literature review and presentation of one of the previous topics • Identify the specific ethical perspective • Identify necessary competencies regarding case.
	Learning Module 8: Leadership & Fellowship	• Jones: Chapter 7 (pp. 190-227) • Assignment: Case Study 7.3 • Discussion: Case Study 7.1	• Examine and discuss the ethical challenges leaders face in organizations • Examine and discuss the ethical challenges of followers
	Learning Module 9: Group Ethics	• Jones: Chapter 8 (pp. 228-256) • Assignment: Self-Assessment 8.1 • Assignment: Case Study 8.2	• Describe the ethical dangers of group think • Demonstrate a working knowledge of how and when to use groups in organizational settings.
	Learning Module 10: Ethical Organizations	• Jones: Chapter 9 (pp. 258 – 294) • Assignment: Application Projects (p. 287)	• Demonstrate an understanding of the core components of an ethical organizational climate • Distinguish between the informal elements of an organization's cultural ethics • Examine and discuss how cultural and global change impacts the ethics of an organization
	Learning Module 11 & 12: Ethics & Finance	• Jones: Chapter 10 (pp. 295 – 326) • Assignment: Self-Assessment 10.1 • Assignment: Case Study 10.1, 10.2, 10.3 • Assignment: Literature Review	• Identify the unique ethical issues that emerge in marketing, finance, accounting, and human resource management • Present, in a literature, review an understanding of the ethical and moral dilemmas that are common in one of the four areas (state, national, or global)

	Learning Module 13: Organizational Citizenship	• Jones: Chapter 11 • Assignement: Case Study 11.1 & 11.2	• Demonstrate understanding the components of organizational citizenship, social responsibility, and sustainability. • Examine and discuss the power of a socially ethical organization • Discuss the role organizations play in leading social responsibility causes
	Learning Module 14: Ethics, Globally	• Jones: Chapter 12 • Gergen, K. (1994). The ethical challenge of global organization. London: Sage Publications.	• Discuss what place global organizations have in cultural ethics. • Identify and discuss the perceived dangers and challenges of a global organization • Demonstrate and understanding of how diversity impacts a global organization's ethics.
	Learning Module 15: Final Exam	• Final Exam • Group/Team Case Study Presentation	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/30/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	5033	Spring • Summer I

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

Organizational Diversity and Inclusion

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

ORG DIVERSITY

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

☐ Yes ☒ No

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

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

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

Grading: ☒ Standard Letter ☐ P/F ☐ Other

Mode of Instruction (check appropriate box):

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

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

☐ 08 Independent Study ☐ 09 Readings ☐ 10 Special Topics

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

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

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

If selected other list fee type:

☐ Elective ☑ Major ☐ Minor

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

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

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 5033 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 5033 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? LLOD 5033 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

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

k. Assessment methods (include grading policy with specific equivalents for A, B, C) l. Policy on absences, cheating, plagiarism, etc. m. Course content (outline of material to be covered in course).
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

LLOD 5023: Leadership Ethics and Social Responsibility

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 5033 examines the necessary skills and characteristics of becoming a leader in diversity and inclusion for the workplace. Students will become familiar with the history, current state, and the laws concerning diversity and inclusion through readings, videos, and research. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: explain the importance diversity and inclusion from an organization perspective; distinguish the differences between an organization being diverse and inclusive; demonstrate an understanding of various forms/types of diversity; critically analyze published literature for inclusion in a literature review; demonstrate a shared understanding of cultural competence and managing diversity; describe, compare, and evaluate diversity measures on a local, state, and national level; compose a literature review/research report in APA format; research and critically examine diversity trainings and case studies; research, design and present a group project on diversity leadership and trainings.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a

	practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 5033 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include ORG 8720: Diversity and Inclusion and ORG 7701: Theoretical Frameworks for Diversity Work at the University of the Rockies.

Arkansas Tech University
LLOD 5033: Organizational Diversity and Inclusion

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

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

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate Standing

Required Course Texts: Hays-Thomas, R. (2017). *Managing workplace diversity and5033 inclusion: A psychological perspective*. New York, NY: Taylor & Francis.

The ebook version of the text is provided for this course. To access the text, go ATU's library website http://libguides.atu.edu. Click on "Professional Studies." Then click on the course name. The link to the ebook will be on the home page.

Justification for the Course
This course examines the necessary skills and characteristics of becoming a leader in diversity and inclusion for the workplace. Students will become familiar with the history, current state, and the laws concerning diversity and inclusion through readings, videos, and research. These skills are necessary to the successful completion of the MA degree in Leadership, Learning, and Organizational Development.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance diversity and inclusion from an organization perspective
2	distinguish the differences between an organization being diverse and inclusive.
3	demonstrate an understanding of various forms/types of diversity
4	critically analyze published literature for inclusion in a literature review
5	demonstrate a shared understanding of cultural competence and managing diversity
6	describe, compare, and evaluate diversity measures on a local, state, and national level
7	compose a literature review/research report in APA format
8	research and critically examine diversity trainings and case studies
9	research, design and present a group project on diversity leadership and trainings.

Module	Module Objectives	Course Objectives
Module 1	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business	**1, 2**
Module 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate • Critically access personal cultural positionality	**3, 4**
Module 3	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege	**1, 3**
Module 4	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.	**3, 6**
Module 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities	**3, 7**
Module 6	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace	**3, 5, 6**
Module 7	• Demonstrate working knowledge of laws against discrimination • Identify key points for affirmative action and diversity management trainings • Examine the major EEO laws • Discuss the impact of affirmative action for minority groups in organizations.	**5, 6**
Module 8	• Reflect on past experiences with work group/teams • Discuss positive and negative aspects of working in a diverse group/team	**5**
Module 9	• Identify the important historical events regarding gender in the workplace • Examine the similarities and differences of work expectations between the genders. • Discuss the challenges faced by women in the workplace • Research literature on gender discrimination in the workplace	**2, 3, 5, 8**
Module 10	• Discuss the difference between racism and discrimination • Demonstrate a working knowledge of laws against race discrimination and harassment • Research literature on race discrimination in the workplace	**3, 6, 8**
Module 11	• Identify the language and terminology regarding sexual orientation • Distinguish between the law regarding racial and sexual orientation discrimination • Discuss current legislation on sexual orientation	**3, 4, 6**
Module 12	• Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class • Discuss how discriminations could intersect or counteract	**2, 3, 5**

Module 13	• Reflect on personal experiences with diversity trainings • Explain the difference between mentorship and leadership • Research and analyze effective diversity trainings and provide a synopsis.	**2, 3, 4, 8**
Module 14	• Identify the main components of action research • Write a reflective essay on importance of diversity and inclusion trainings	**1-9**

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

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

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

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

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	100
Essay Series Assignments	100
Quizzes/Tests	100
Discussion/Journal/Wiki	75
Final Exam	100
Total	**575**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

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

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

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LLOD 5033: Organizational Diversity and Inclusion- Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction Diversity and Inclusion	• Hays-Thomas: Chapter 1 • Module 1 Introduction • Assignment: The Case for Diversity	• Examine and discuss the difference between diversity and inclusion • Explain why diversity is important to society • Explain why diversity is important in business
	Learning Module 2: Differences Matter	• Hays-Thomas: Chapter 2 • Fine, M. G. (1996). Cultural Diversity in the Workplace (article) • Assignment: Cultural Positionality Chart • Exam – Module 1 & 2	• Identify the various types of diversity • Develop personal statement on diversity and inclusion • Discuss historical writings on diversity in comparison to current cultural climate. • Critically access personal cultural positionality
	Learning Module 3: Social Constructs & Privilege	• Hays-Thomas: Chapter 3 • Type of Privilege Worksheets • Assignment: The Privilege Walk • Assignment: Privilege - Journal	• Explain the importance of understanding privilege • Analyze the power of social constructed privilege • Identify and discuss personal privileges • Write/Journal about your experiences of privilege/lack of privilege
	Learning Module 4: Organizational Structure & Pay-Equity	• Hays-Thomas: Chapter 4 • Boundless Management: Challenges to Achieving Diversity • McCann, D. (2017). The Gender Pay Gap Persists (article)	• Analyze the various structures and discuss which one you find most effective • Discuss the importance of pay-equity.
	Learning Module 5: Why Identity Matters	• Hays-Thomas: Chapter 5 • Exam – Module 3, 4, & 5	• Explain the processes of acculturation and socialization and how it affects organizations • Discuss the significance of group-based identities

	Learning Module 6: The Big 3	• Hays-Thomas: Chapter 6 • Cortina, L. M. (2008). Unseen Injustice (article) • Assignment: Journal – personal experience/observation with stereotypes, prejudice, and discrimination	• Identify and describe the differences between stereotypes, prejudice, and discrimination. • Discuss the effects of incivility in the workplace • Demonstrate an awareness of the historical and current state of discrimination in the workplace
	Learning Module 7: D &I and the Law	• Hays-Thomas: Chapter 7 • Mathison, M. S. (2013). National origin, language & religion (article) • Oppenheimer, D. B. (2016). The disappearance of voluntary affirmative action from the US workplace (article)	• Demonstrate working knowledge of laws against discrimination • Identify key points for affirmative action and diversity management trainings • Examine the major EEO laws • Discuss the impact of affirmative action for minority groups in organizations.
	Learning Module 8: Teamwork Makes the Dream work	• Hays-Thomas: Chapter 8 • Hegwer, L. R. (2016). Building High-Performing, Highly Diverse Teams and Organizations (article) • Exam: Module 6, 7, & 8 • Assignment: Create Case Study Group/Team	• Reflect on past experiences with work group/teams • Discuss positive and negative aspects of working in a diverse group/team
	Learning Module 9: Gender & Work	• Hays-Thomas: Chapter 9 • Women in the Workplace (2013). Assignment: Decide on Case Study (submit) Assignment: Annotated bibliography on gender discrimination article	• Identify the important historical events regarding gender in the workplace • Examine the similarities and differences of work expectations between the genders. • Discuss the challenges faced by women in the workplace • Research literature on gender discrimination in the workplace
	Learning Module 10: Race & Ethnicity	• Hays-Thomas: Chapter 10 • Kandola, B. (2018). Racism, old and new (article) • Assignment: Annotated bibliography on race discrimination article	• Discuss the difference between racism and discrimination • Demonstrate a working knowledge of laws against race discrimination and harassment • Research literature on race discrimination in the workplace
	Learning Module 11: Sexual Orientation	• Hays-Thomas: Chapter 11 • Joiner & Lyons (2016). Creating an Inclusive Workplace for LGBT Employees (article)	• Identify the language and terminology regarding sexual orientation • Distinguish between the law regarding racial and sexual orientation discrimination • Discuss current legislation on sexual orientation

	Learning Module 12: The Overlooked	• Hays-Thomas: Chapter 12 Exam: Modules 9-12	• Demonstrate understanding of discriminations against religion, age, ability, appearance, weight, and social class • Discuss how discriminations could intersect or counteract
	Learning Module 13: Diversity and Cultural Competence	• Hay-Thomas: Chapter 13 • Assignment: Synopsis of effective diversity trainings	• Reflect on personal experiences with diversity trainings • Explain the difference between mentorship and leadership • Research and analyze effective diversity trainings and provide a synopsis.
	Learning Module 14: Diversity through Organizational Development	• Hays-Thomas: Chapter 14 • Assignment: Reflective Essay	• Identify the main components of action research • Write a reflective essay on importance of diversity and inclusion trainings
	Learning Module 15: Final Exam	• Final Exam • Group/Team Case Study Presentation	

References

Cortina, L. M. (2008). Unseen injustice: Incivility as modern discrimination in organizations. *Academy of Management Review*, *33*(1), 55-75. doi:10.5465/AMR.2008.27745097

Fine, M. G. (1996). Cultural diversity in the workplace: The state of the field. *Journal of Business Communication, 33*(4), 485-502.

Hegwer, L. R. (2016). Building High-Performing, Highly Diverse Teams and Organizations. *Healthcare Executive*, *31*(6), 10-19.

Joiner, E., & Lyons, A. (2016). Creating an inclusive workplace for LGBT employees. *Corporate Counsel Litigation, 30*(3), 13-16.

Kandola, B. (2018). Racism, old and new. *Training Journal*, 22-24.

Mathison, M. S. (2013). National origin, language & religion: Legally managing diversity at work. *HR Specialist: Minnesota Employment Law*, *6*(8), 6.

McCann, D. (2017). The gender pay gap persists. *CFO*, *33*(1), 24-25.

Oppenheimer, D. B. (2016). The disappearance of voluntary affirmative action from the US workplace. *Journal of Poverty & Social Justice*, *24*(1), 37-50. doi:10.1332/175982716X14538098991133

Women in the workplace: A research roundup. (cover story). (2013). *Harvard Business Review*, *91*(9), 86-89.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/2/18
Dean Dr. Aulgur		7/3/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6003	Spring • Summer I

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

Leading Organizational Change

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

LEADING ORG CHANGE

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6003 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6003 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? LLOD 6003 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6003: Leading Organizational Change

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? 6003: Leading Organizational Change provides students with both the conceptual framework and the practical skills needed to design, implement and evaluate effective organizational change. Uncertainty, complexity and rapidly changing organizational environments create the necessity for organizations to adapt in order to survive in the 21st century. Students will work individually or in groups to engage in various activities intended to illustrate or practice the skills involved in planning and implementing organizational change. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) identify the principle theories and historical foundations of organizational change, development, and transformative leadership; 2) demonstrate skills in recognizing change opportunities in organizations; 3) apply the processes through which planned change may be accomplished; 4) develop change agent competencies; 5) recommend diverse methods for collection of diagnostic data in organizations; 6) explain the similarities and differences between insider and outsider approaches to organizational development interventions; 7) assess own ability and readiness to lead change in organizations
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.

f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6003 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs have courses in organizational change. For example, ORLD 5450 – Leading Organizational Change is offered at Saint Louis University and ORGD 6360 – Leading Change is offered at Incarnate Word.

Arkansas Tech University
LLOD 6003: Leading Organizational Change

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

Course Description
This course is designed to provide students with both the conceptual framework and the practical skills needed to 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.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate standing.

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

Justification for the Course
This course is designed to provide students with the conceptual framework and practical skills needed to lead effective organizational change in various types of organizations. Using theories and techniques of organizational change, adult learning, and organizational development, students will investigate the ways in which organizations change, the conditions necessary for change, why change occurs, and leading the change process.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Demonstrate skills in recognizing change opportunities in organizations
3	Apply the processes through which planned change may be accomplished; develop change agent competencies
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership
8	Develop change agent competencies necessary for organizational and operational success

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	**1, 3, 6, 7**
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	**1, 2, 3**
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	**1, 5, 7**
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	**1, 5, 7**
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being • Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	**1, 2, 3, 8**
Module 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	**2, 7**
Module 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	**1, 5**
Module 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	**1, 3, 8**
Module 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	**1, 2, 3, 4, 8**

Module 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	**1, 2, 6**
Module 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	**2, 3, 6, 8**
Module 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust	**2, 4, 6**
Module 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	**1, 2, 4**

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

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

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

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

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

Essay Series
In select modules, students will complete short essays focused on specific module content. The purpose of these short essays is to demonstrate understanding and application of concepts covered in the learning modules. Essays vary in length from 1500 – 2500 words and must be in APA format.

Team-Based Learning
In select modules, students will work in collaborative teams to complete tasks associated with module content. In most cases, students will work together on practical application of concepts.

Change Journal
Over the course of the semester, students will submit entries in a change journal. The change journal provides students with an opportunity to reflect on course concepts and apply course concepts to professional, academic, and personal experiences.

Application Assignments
In select modules, students will submit assignments which require direct application of course content in one's profession. Students will produce documents, questionnaires, plans, objectives, or other items to demonstrate understanding of theory and practical application.

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	100
Essay Series Assignments	100
Change Journal	80
Discussion	20
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

LLOD 6003: Leading Organizational Change - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Module 1	• Hickman: Introduction • Orridge: Introduction • Brunsson: Chapter 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics
		• Module 1 Discussion • Change Journal 1	
	Module 2	• Hickman: Chapter 1 • Orridge: Chapter 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change
		• Module 2 Discussion • Essay Series: Leaders and Change • Change Journal 2	
	Module 3	• Hickman: Chapter 2	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity
		• Team-Based Learning: Systems Theory • Application Assignment: Drivers, Process, & Mode • Change Journal 3	

	Module 4	• Hickman: Chapter 3 • Essay Series: Individual Leadership and Organizational Change • Application Assignment: Adaptive Leadership • Change Journal 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership
	Module 5	• Hickman: Chapter 4 • Orridge: Chapter 2 • Module 5 Discussion • Team-Based Learning: Learning & Change • Change Journal 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being • Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams
	Module 6	• Orridge: Chapter 3 • Application Assignment: Promoting Change • Essay Series: Transformation Culture • Change Journal 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context
	Module 7	• Orridge: Chapter 4 • Franklin: Chapter 3 • Team-Based Learning: Implementing Change • Change Journal 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change
	Module 8	• Midterm Exam	

	Module 9	• Hickman: Chapter 5 & 6 • Application Assignment: Leadership & Change • Essay Series: Leading Change in Multiple Contexts • Change Journal 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts
	Module 10	• Russ-Eft: Chapter 3 • Module 10 Discussion • Application Assignment: Evaluation Plan • Change Journal 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change
	Module 11	• Dallas: Introduction, Chapters 1-3 • Team-Based Learning: Change Team • Change Journal 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change
	Module 12	• Dallas: Chapters 4 - 6 • Module 12 Discussion • Application Assignment: Addressing Resistance • Change Journal 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference
	Module 13	• Dallas: Chapters 7 - 9 • Essay Series: Building Trust • Change Journal 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust
	Module 14	• Dallas: Chapters 10 - 12 • Application Assignment: Crisis Plan • Change Journal 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change

	Module 15	• Final Exam	

LLOD 6003 Bibliography

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Lawrence, P. (2015). PART 04: Themes - chapter 11: Resistance to change (1st edition ed.). London: Kogan Page Ltd. Retrieved from https://libcatalog.atu.edu:443/login?url=https://search.proquest.com/docview/1812174318?accountid=8364

Orridge, M. (2009). Change Leadership : Developing a Change-Adept Organization. Farnham, England: Routledge. https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=287418&site=ehost-live&scope=site&ebv=EB&ppid=pp_35

Russ-Eft, D. F., & Preskill, H. S. (2009). Evaluation in Organizations : A Systematic Approach to Enhancing Learning, Performance, and Change. New York: Basic Books. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=286538&site=ehost-live&scope=site&ebv=EB&ppid=pp_71

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6013	Spring • Summer I

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

Strategic Communication and Conflict Resolution

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

STRATEGIC COMM CONFLICT RES

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6013 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6013 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? LLOD 6013 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6013: Strategic Communication and Conflict Resolution

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: be able to recognize and identify conflicts in the organization, introduce communicative methods to resolving various conflicts, and apply problem-solving methods to reduce conflicts.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6013 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

	An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia.

Arkansas Tech University
LLOD 6013: Strategic Communication and Conflict Resolution

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

Course Description
Conflicts are an unavoidable part of life; whether at home, the classroom, or the office. The Strategic Communication and Conflict Resolution course is designed to prepare organizational leaders with the theoretical and practical knowledge to work through difficult conversations and become problem-solvers and change agents for their workplace.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate standing.

Required Course Texts: Folger, J. P., Poole, M. S., & Stutman, R. K. (2017). Working through conflict: Strategies for relationships, groups, and organizations. 8th ed. New York, NY: Routledge.

The ebook version of the text is provided for this course. To access the text, go ATU's library website http://libguides.atu.edu. Click on "Professional Studies." Then click on the course name. The link to the ebook will be on the home page.

Justification for the Course
This course provides current and future organizational leaders with theoretical and practical materials to facilitate productive, communicative methods to solving conflicts. It is imperative that leaders are able to facilitate constructive dialogue within the organization. These skills are necessary to the successful completion of the MA degree in Leadership, Learning, and Organizational Development.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Identify the principle theories and historical foundations of organizational change, development, and transformative leadership
2	Refine skills in recognizing change opportunities in organizations
3	Develop an understanding of the processes through which planned change may be accomplished, the development of the need for change, the creation of vision, the analysis and influencing of stakeholders, and managing the transition
4	Recommend diverse methods for collection and analysis of diagnostic data in organizations
5	Explain the similarities and differences between insider and outsider approaches to organizational development interventions
6	Assess own ability and readiness to lead change in organizations
7	Examine ethical issues in organizational change and transformative leadership

Module	Module Objectives	Course Objectives
Module 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics	**1, 3, 6, 7**
Module 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change	**1, 2, 3**
Module 3	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity	**1, 5, 7**
Module 4	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership	**1, 5, 7**
Module 5	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being • Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams	**1, 2, 3**
Module 6	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context	**2, 7**
Module 7	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change	**1, 5**
Module 9	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts	**1, 3**
Module 10	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change	**1, 2, 3, 4**

Module 11	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change	**1, 2, 6**
Module 12	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference	**2, 3, 6**
Module 13	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust	**2, 4, 6**
Module 14	• Propose approaches to dealing with crisis in the change process • Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change	**1, 2, 4**

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

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

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

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

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

Essay Series
In select modules, students will complete short essays focused on specific module content. The purpose of these short essays is to demonstrate understanding and application of concepts covered in the learning modules. Essays vary in length from 1500 – 2500 words and must be in APA format.

Team-Based Learning

In select modules, students will work in collaborative teams to complete tasks associated with module content. In most cases, students will work together on practical application of concepts.

Application Assignments
In select modules, students will submit assignments which require direct application of course content in one's profession. Students will produce documents, questionnaires, plans, objectives, or other items to demonstrate understanding of theory and practical application.

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	180
Essay Series Assignments	100
Quizzes/Tests	100
Discussion/Journal	100
Final Exam	100
Total	**680**

Grading Scale

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

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

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

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

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

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your

best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

LLOD 6013: Strategic Communication and Conflict Resolution - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction to Communication & Conflict --- **Experience of Conflict**	• Folger, Poole, & Stutman: Chapter 1 &2 • Assignment: Case Study Summaries: • I.1A & B (2 cases) • 1.1 – 2.6 (7 cases) • Exam – Module 1	• Demonstrate an understanding of the cause and affect conflict • Identify effective models of conflict communication and management • Distinguish the patterns of behavior in conflicts • Identify the theories of conflict management • Recognize the differences between emotion and conflict • Discuss the differences between verbal conflict and emotional conflict
	Module 2	• Hickman: Chapter 1 • Orridge: Chapter 2 • Module 2 Discussion • Essay Series: Leaders and Change • Change Journal 2	• Identify elements that contribute to change • Examine links between leaders and causality • Analyze change theories and perspectives • Discuss the relationships between individual and organizational change
	Module 3	• Hickman: Chapter 2	• Identify concepts of organizational change • Evaluate drivers of change, process of change, and mode of change • Summarize systems theory, strategic change, and emergent theories on chaos and complexity

		• Team-Based Learning: Systems Theory • Application Assignment: Drivers, Process, & Mode • Change Journal 3	
	Module 4	• Hickman: Chapter 3	• Examine concepts of leadership in organizational change • Differentiate between collective and collaborative leadership • Define shared and adaptive leadership in the context of change • Identify approaches in collective and collaborative leadership
		• Essay Series: Individual Leadership and Organizational Change • Application Assignment: Adaptive Leadership • Change Journal 4	
	Module 5	• Hickman: Chapter 4 • Orridge: Chapter 2	• Analyze change practices that generate the most effective processes and outcomes • Identify which primary factors or indicators are important to organizational well-being • Describe the role of organizational learning in change • Discuss the similarities and differences of leading change in virtual teams
		• Module 5 Discussion • Team-Based Learning: Learning & Change • Change Journal 5	
	Module 6	• Orridge: Chapter 3	• Examine ways in which leaders promote and sustain change • Identify strategies to create and maintain a transformation culture • Compare approaches to sustain a culture of change • Recommend strategies to promote change in a given context
		• Application Assignment: Promoting Change • Essay Series: Transformation Culture • Change Journal 6	
	Module 7	• Orridge: Chapter 4 • Franklin: Chapter 3	• Review successful approaches to implementing and managing change • Describe the project life cycle of a change initiative • Identify the five stages of leading a change initiative • Explain the role of change teams in implementing change
		• Team-Based Learning: Implementing Change • Change Journal 7	

	Module 8	• Midterm Exam	
	Module 9	• Hickman: Chapter 5 & 6	• Identify links between organizational and community change • Describe the process of leading change in multiple contexts • Apply concepts of change across organizational and community contexts • Apply concepts of leadership across organizational and community contexts
		• Application Assignment: Leadership & Change • Essay Series: Leading Change in Multiple Contexts • Change Journal 9	
	Module 10	• Russ-Eft: Chapter 3	• Discuss the role of a learning, performance, and change professional • Identify general models, approaches, and taxonomies for evaluating change • Explain the role of evaluation in measuring change
		• Module 10 Discussion • Application Assignment: Evaluation Plan • Change Journal 10	
	Module 11	• Dallas: Introduction, Chapters 1-3	• Examine the process of setting a course for organizational change • Create a core change team • Explain the role of expectations in transformational change
		• Team-Based Learning: Change Team • Change Journal 11	
	Module 12	• Dallas: Chapters 4 - 6	• Discuss the importance of communication in organizational change • Identify sources of resistance to change • Explain the differences between resistance and indifference
		• Module 12 Discussion • Application Assignment: Addressing Resistance • Change Journal 12	
	Module 13	• Dallas: Chapters 7 - 9	• Analyze interpersonal methods of assessing progress • Summarize the role of alignment and group dynamics in change • Identify the steps and best practices in building trust
		• Essay Series: Building Trust • Change Journal 13	
	Module 14	• Dallas: Chapters 10 - 12	• Propose approaches to dealing with crisis in the change process

		• Application Assignment: Crisis Plan • Change Journal 14	• Explain the relationship between investing in change and investing in talent • Recommend strategies to promote continuous, strategic change
	Module 15	• Final Exam	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/23/18
Dean Dr. Aulgur		7/2/18
Assessment Dr. Austin		8/3/18
Registrar Mrs. Weaver		7/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6023	Spring • Summer I

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

Evidence-Based Decision Making

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

DECISION MAKING

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6023 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6023 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? LLOD 6023 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)

f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6023: Evidence-Based Decision Making

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? 6023: Evidence-Based Decision Making provides students with evidence-based frameworks used in leadership practices to make sound decisions. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) explain the evidence-based decision making process, 2) define a problem including context, variables, and viewpoints, 3) determine authoritative, reliable, factual sources of information, 4) identify data collection methods to address specific problem, 5) compare types of data and explain when the use of specific data is appropriate. evaluate potential issues and errors in the decision-making process, 6) describe ethical considerations and concerns in the decision-making process, 7) evaluate the outcomes of implementing a decision.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a

	practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6023 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs have courses in decision making. For example, ORLD 5050 – Ethical, Evidence-Based Decision Making and ORLD 5700 – Advanced Evidence-Based Decision Making at Saint Louis University.

Arkansas Tech University
LLOD 6023: Evidence-Based Decision Making

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

Course Description
This course presents students with evidence-based frameworks used in leadership practices to make sound decisions. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate standing.

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

Justification for the Course
This course is designed to introduce students evidence-based decision making practices. Students will learn about analytical approaches to making decisions in complex situations. Topics include the decision-making process, problem identification, information literacy, implementing and evaluating decisions, and ethics in decision making,

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the evidence-based decision making process.
2	define a problem including context, variables, and viewpoints.
3	determine authoritative, reliable, factual sources of information.
4	identify data collection methods to address specific problems.
5	compare types of data and explain when the use of specific data is appropriate.
6	evaluate potential issues and errors in the decision-making process.
7	describe ethical considerations and concerns in the decision-making process.
8	evaluate the outcomes of implementing a decision.

Module	Module Objectives	Course Objectives
Module 1	• Define evidence-based decision making • Assess individual decision-making style • Examine the decision-making and problem solving • Explore course schedule and syllabus	**1**
Module 2	• Identify steps in the decision-making process • Discuss the advantages and disadvantages of group problem solving • Define different types of problems • Compare theoretical approaches to decision-making	**2, 6, 7**
Module 3	• Analyze information to contextualize a problem • Interpret data from authoritative sources to frame problem • Develop a problem statement • Present relevant information to outline a problem	**2, 7**
Module 4	• Identify key concepts including information, information seeking, and information searching • Explore the role of factual information in everyday life • Plan an effective electronic information search • Evaluate electronic information and electronic resources of information	**3, 4, 5**
Module 5	• Identify formal and informal means of communicating information • Adopt appropriate information channels to solve problems • Build an annotated reference list • Consider interpretive issues with numeric information	**3, 4, 5, 7**
Module 6	• Integrate creating, managing, and sharing information into problem solving • Effectively utilize participatory web facilities and user-generated content to expand potential sources of information • Implement positive practices for maintaining information literacy • Explain reasons for learning continuously	**1, 3, 4, 5, 7**
Module 7	• Identify errors that result from inaccurate data or inappropriate data collection • Explain the concepts of random and non-random sampling • Define internal validity • Identify the consequences of information failure • Describe search engine coverage bias	**3, 4, 5, 6**
Module 9	• Identify types of questions used to collect data • Outline the steps in questionnaire design • Compare and contrast data collection methods • Explain the use of quanitative data in the decision making process • Describe how the question you want to answer influences the type of data you need	**3, 4, 5**
Module 10	• Discuss the role of creativity in decision making • Identify visual tools for problem solving	**3, 4, 5, 6**

	• Compare and contrast screening tools for selecting ideas • Explain how to handle different types of decisions	
Module 11	• Discuss the importance of gaining support in implementing decisions • Identify resources available when implementing a decision • Explore motivational factors and some of the roles that might contribute to implementation • Examine skills needed by evidence-based practitioners to implement decisions	**4, 5, 8**
Module 12	• Explain the use of evaluation advisory groups • Discuss the concept of good practice • Develop measurable outcomes for implementing a decision	**6, 7, 8**
Module 13	• Discuss the hidden pitfalls in decision making • Explain how to avoid mental mistakes • Examine the role of intuition and "gut feeling" in decision making	**1, 2, 6, 7**
Module 14	• Discuss how beliefs can change as factual evidence changes • Examine the role of value systems in decision making • Explain how culture interacts with decision making • Compare and contrast approaches to ethical decision making	**7, 8**

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

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

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

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

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

E-mail/Discussion Board Decorum

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	80
Application Assignments	125
Essay Series Assignments	125
Discussion/Journal/Wiki	70
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the

instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

LLOD 6023: Evidence-Based Decision Making - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Module 1: Intro to Decision Making	• Adair: Chapters 1 (required) • Kourdi: Chapters 1 and 2 (required) • Baarends 2017 (required) • Module 1 Discussion	• Define evidence-based decision making • Assess individual decision-making style • Examine the decision-making and problem solving processes • Explore course schedule and syllabus
	Module 2: The Decision-Making Process	• Adair: Chapter 2 (required) • Kourdi: Chapter 3 (required) • Hayes: Chapter 2 (required) • Module 2 Discussion	• Identify steps in the decision-making process • Discuss the advantages and disadvantages of group problem solving • Define different types of problems • Compare theoretical approaches to decision-making
	Module 3: Defining the Problem	• Janke: Chapters 3 - 5 (required) • Anderson: Section 2, Step 1 (required) • Alvarez: Chapters 2 – 6 • Application Assignment: Problem Statement	• Analyze information to contextualize a problem • Interpret data from authoritative sources to frame problem • Develop a problem statement • Present relevant information to outline a problem
	Module 4: Information Literacy Part I	• Fulton: Chapters 1 – 4 (required) • Janke: Chapter 12 (required) • Essay Series: Factual Information	• Identify key concepts including information, information seeking, and information searching • Explore the role of factual information in everyday life • Plan an effective electronic information search • Evaluate electronic information and electronic resources of information
	Module 5: Information Literacy Part II	• Fulton: Chapters 5 – 8 (required) • Janke: Chapter 13 (required) • Application Assignment: Annotated Bibliography	• Identify formal and informal means of communicating information • Adopt appropriate information channels to solve problems • Build an annotated reference list • Consider interpretive issues with numeric information

	Module 6: Information Literacy Part III	• Fulton: Chapters 9 – 11 (required) • Team-Based Learning: Web-Information • Application Assignment: Information Literacy Plan	• Integrate creating, managing, and sharing information into problem solving • Effectively utilize participatory web facilities and user-generated content to expand potential sources of information • Implement positive practices for maintaining information literacy • Explain reasons for learning continuously
	Module 7: Collecting Relevant Information	• Janke: Chapters 6 – 8 (required) • Kourdi: Chapter 5 (required) • Rafferty: Chapters 1, 2, & 7 (required) • Team-Based Learning: Data Collection	• Identify errors that result from inaccurate data or inappropriate data collection • Explain the concepts of random and non-random sampling • Define internal validity • Identify the consequences of information failure • Describe search engine coverage bias
	Module 8	• Midterm Exam	
	Module 9: Quantitative and Qualitative Data	• Phillips: Chapters 1 – 4 (required) • Keegan: Chapters 2 – 6 (required) • Aveyard: Chapter 4 (required) • Essay Series: Qualitative vs Quantitative Data	• Identify types of questions used to collect data • Outline the steps in questionnaire design • Compare and contrast data collection methods • Explain the use of quanitative data in the decision making process • Describe how the question you want to answer influences the type of data you need
	Module 10: Making Decisions	• Du Preez: Chapters 7 – 8 (required) • Harris: Chapters 7 – 8 (required) • Kourdi: Chapter 6 (required) • Hayes: Chapters 3 – 5 (required) • Module 10 Discussion • Application Assignment: Selecting an Idea	• Discuss the role of creativity in decision making • Identify visual tools for problem solving • Compare and contrast screening tools for selecting ideas • Explain how to handle different types of decisions
	Module 11: Implementing Decisions	• Kourdi: Chapter 9 (required) • Harris: Chapter 9 (required) • Aveyard: Chapter 7 (required) • Team-Based Learning: Implementation • Module 11 Discussion	• Discuss the importance of gaining support in implementing decisions • Identify resources available when implementing a decision • Explore motivational factors and some of the roles that might contribute to implementation • Examine skills needed by evidence-based practitioners to implement decisions

	Module 12: Evaluating Results	• Kalliola: Chapters 4, 9, and 13 (required) • Application Assignment: Evaluation • Module 12 Discussion • Essay Series: Evaluation	• Explain the use of evaluation advisory groups • Discuss the concept of good practice • Develop measurable outcomes for implementing a decision
	Module 13: Errors in Decision Making	• Kourdi: Chapter 10 (required) • Hayes: Chapter 11 (required) • Du Preez: Chapter 5 (required) • Team-Based Learning: Best Practices • Module 13 Discussion	• Discuss the hidden pitfalls in decision making • Explain how to avoid mental mistakes
	Module 14: Decision-Making Ethics	• Janke: Chapter 2 • Singer: Chapters 3, 9, 12, & 13 (required) • Harris: Chapter 10 (required) • Fornari 2002 (required) • Essay Series: Ethics • Module 14 Discussion	• Discuss how beliefs can change as factual evidence changes • Examine the role of value systems in decision making • Explain how culture interacts with decision making • Compare and contrast approaches to ethical decision making
	Module 15	• Final Exam	

LLOD 6023 Bibliography

Adair, J. (2013). *Decision Making and Problem Solving* (2nd Edition ed.). London: Kogan Page Ltd. Retrieved from https://libcatalog.atu.edu:443/login?url=https://search.proquest.com/docview/1809636297?accountid=8364

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Andersen, B., & Fagerhaug, T. (2014). ASQ Pocket Guide to Root Cause Analysis. Milwaukee, Wisconsin: Quality Press. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=806692&site=ehost-live&scope=site&ebv=EB&ppid=pp_15

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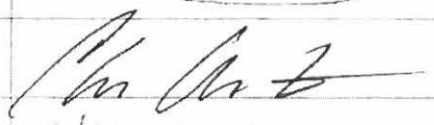
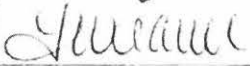
ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/30/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6033	Spring • Summer I

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

Research Methods and Writing

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

RESEARCH METHODS

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6033 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6033 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? LLOD 6033 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course

g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6033: Research Methods and Writing

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 6033 – Research Methods and Writing covers skills in qualitative, quantitative, and mixed-methods research. Students will become familiar with the process of conducting research and learn to present their findings in written manuscripts and executive summaries. Students are required to select a comprehensive exam or thesis track. Thesis track students research a thesis topic, begin the literature review process, and develop a research proposal. This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: a) explain the importance of research, approaches to research, and elements of the research process, b) develop a purpose statement, problem statement, research questions, and hypotheses, c) demonstrate an understanding of value systems and ethics in research, and the importance of the IRB process, d) identify and critically analyze published literature for inclusion in a literature review, e) compare and contrast quantitative, qualitative, and mixed-methods research, f) describe, compare, contrast, and calculate quantitative measurements in descriptive and inferential statistics, g) Describe, compare, and evaluate qualitative data, h)compose a literature review, research report, and thesis in APA format
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key

	terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6033 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs require at least 3 credit-hours in research. For example, Saint Louis University has a 3 credit-hour stats/analytics requirement.

Arkansas Tech University
LLOD 6033: Research Methods and Writing

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

Course Description
Research Methods and Writing covers skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate Standing

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

Justification for the Course
This course covers skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. These skills are necessary to the successful completion of the MA degree in Leadership, Learning, and Organizational Development.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	explain the importance of research, approaches to research, and elements of the research process
2	develop a purpose statement, problem statement, research questions, and hypotheses
3	demonstrate an understanding of value systems and ethics in research, and the importance of the IRB process
4	identify and critically analyze published literature for inclusion in a literature review
5	compare and contrast quantitative, qualitative, and mixed-methods research
6	describe, compare, contrast, and calculate quantitative measurements in descriptive and inferential statistics
7	describe, compare, and evaluate qualitative data
8	compose a literature review, research report, and thesis in APA format

Module	Module Objectives	Course Objectives
Module 1	• Explain the purpose of research • Identify the primary approaches to research • Define the elements of research • Outline the research process	**1, 6, 7**
Module 2	• Discuss the role of value systems in research • Examine historical ethical abuses in research • Investigate the role of ethics in research design, data collection, and reporting • Develop a personal ethics statement • Discuss human subjects and the importance of an institutional review board	**3**
Module 3	• Develop clear, concise purpose and problem statements • Write relevant, measurable research questions • Identify, compare, and contrast sampling procedures • Explain the role of hypotheses in research	**1, 2, 8**
Module 4	• Explain the importance of the literature review in research • Identify the types of academic literature included in a literature review • Analyze different sources of literature • Outline the range of criteria used for selecting literature for a review	**1, 4, 8**
Module 5	• List analytic processes used to discuss literature in a review • Describe the different elements of a research article • Outline the basic structure of a literature review • Discuss the importance of using APA • Write a literature review	**1, 2, 4, 8**
Module 6	• Discuss the importance of research design • Identify the types of research design • Outline positivism, post-positivism, and their competing claims • Write a null and alternate hypothesis • Understand the IRB process	**1, 3, 5, 6, 7**
Module 7	• Discuss the historical context of quantitative research • Demonstrate an awareness of sampling techniques used in quantitative research • Identify appropriate study population, sampling, data collection, and data analysis procedures in quantitative research • Evaluate the strengths and weaknesses of quantitative research	**1, 5, 6**
Module 8	• Differentiate between descriptive and inferential statistics • Define key measurement terms in quantitative research • Outline basic techniques for manual and computer analysis of descriptive and inferential statistics • Identify when to use parametric and non-parametric tests	**1, 5, 6**
Module 9	• Describe the philosophical underpinnings of qualitative research	**1, 5, 7**

	• Identify the key features of qualitative research • Demonstrate an awareness of sampling techniques used in qualitative research • Examine data collection methods in qualitative research	
Module 10	• Identify the major methods used to analyze qualitative data • Describe the key features of each approach to data analysis • Link approaches to qualitative data analysis with research methodology • Present observational and unstructured interview data in detail • Outline basic techniques for manual and computer analysis of open-ended questions	**1, 5, 7**
Module 11	• Discuss the rationale for using mixed-methods approaches • Define the term "triangulation" and its importance in mixed-methods design • Evaluate the strengths and weaknesses of mixed-methods research • Discuss ethical concerns in mixed-methods research	**1, 5, 6, 7**
Module 12	• Explain the roles of hypothesis and research questions in survey design • Outline the basic principles of question design • Explain the concepts of reliability and validity • Determine reliability and validity of questionnaire • Demonstrate an understanding of levels of measurement and coding	**1, 2, 5, 6, 7**
Module 13	• Compare data collection methods • Explain the role of sampling in data collection • Justify a data collection method based on research design	**1, 2, 5, 6, 7**
Module 14	• Identify the main components of a thesis • Identify the main components of a research report • Complete CITI Training	**3, 8**

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

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

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

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

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

E-mail/Discussion Board Decorum

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

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

Points

Graded Activity	Points
Team-Based Learning Activities	100
Application Assignments	50
Essay Series Assignments	100
Quizzes/Tests	100
Discussion/Journal/Wiki	50
Final Exam	100
Total	**500**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the

instructor, such as an emergency, you should contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

LLOD 6033: Research Methods and Writing - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1: Introduction to Research	• Leavy: Chapter 1 (required) • Mligo: Chapter 1 (required) • Module 1 Introduction • Application Assignment: Research Outline	• Explain the purpose of research • Identify the primary approaches to research • Define the elements of research • Outline the research process
	Learning Module 2: Research Ethics	• Ayiro: Chapter 1, pg 73-79 (required) • Leavy: Chapter 2 (required) • Guthrie: Chapter 2 (required) • Module 2 Discussion • Team-Based Learning Activity: Ethics Statement • CITI Training Module	• Discuss the role of value systems in research • Examine historical ethical abuses in research • Investigate the role of ethics in research design, data collection, and reporting • Develop a personal ethics statement • Discuss human subjects and the importance of an institutional review board • Complete CITI Training
	Learning Module 3: The Purpose & Problem	• Leavy: Chapter 3 (required) • Mligo: Chapter 2 (required) • Ayiro: Chapter 2 & 4 (required) • Guthrie: Chapter 3 (required) • Application Assignment: Purpose and Problem Statement • Essay Series: Sampling	• Develop clear, concise purpose and problem statements • Write relevant, measurable research questions • Identify, compare, and contrast sampling procedures • Explain the role of hypotheses in research
	Learning Module 4: Reviewing Literature	• Ayiro: Chapter 3 (required) • Oliver: Chapters 1 – 4 (required) • Application Assignment: Bibliography	• Explain the importance of the literature review in research • Identify the types of academic literature included in a literature review • Analyze different sources of literature • Outline the range of criteria used for selecting literature for a review
		• Oliver: Chapters 5 – 7 (required)	• List analytic processes used to discuss literature in a review

	Learning Module 5: Writing the Review	• APA 6th Edition Publication Manual • Module 5 Discussion • Application Assignment: Literature Review	• Describe the different elements of a research article • Outline the basic structure of a literature review • Discuss the importance of using APA • Write a literature review
	Learning Module 6: Research Methodology	• Mligo: Chapter 3 (required) • Guthrie: Chapter 4 (required) • Module 6 Discussion • Team-Based Learning Activity – Methods • Essay Series: Research Methods	• Discuss the importance of research design • Identify the types of research design • Outline positivism, post-positivism, and their competing claims • Write a null and alternate hypothesis • Understand the IRB process
	Learning Module 7: Quantitative Research	• Leavy: Chapter 4 (required) • Ross: Chapter 3 (required) • Cooper: Chapter 1 (required) • Module 7 Discussion • Application Assignment: Quantitative Research	• Discuss the historical context of quantitative research • Demonstrate an awareness of sampling techniques used in quantitative research • Identify appropriate study population, sampling, data collection, and data analysis procedures in quantitative research • Evaluate the strengths and weaknesses of quantitative research
	Learning Module 8: Quantitative Methods	• Fallon: Chapters 1 & 2 (required) • Ross: Chapters 3 & 4 (required) • Guthrie: Chapter 14 & 16 (required) • Test: Quantitative Measurement	• Differentiate between descriptive and inferential statistics • Define key measurement terms in quantitative research • Outline basic techniques for manual and computer analysis of descriptive and inferential statistics • Identify when to use parametric and non-parametric tests
	Learning Module 9: Qualitative Research	• Ross: Chapter 5 (required) • Saldana: Chapters 1 & 2 (required) • Essay Series: Qualitative Research	• Describe the philosophical underpinnings of qualitative research • Identify the key features of qualitative research • Demonstrate an awareness of sampling techniques used in qualitative research • Examine data collection methods in qualitative research
	Learning Module 10: Qualitative Methods	• Ross: Chapter 6 (required) • Guthrie: Chapter 15 (required) • Saldana: Chapters 3 & 4 (required) • Team-Based Learning Activity: Interviews • Test: Qualitative Measurement	• Identify the major methods used to analyze qualitative data • Describe the key features of each approach to data analysis • Link approaches to qualitative data analysis with research methodology • Present observational and unstructured interview data in detail • Outline basic techniques for manual and computer analysis of open-ended questions
	Learning Module 11:	• Leavy: Chapter 6 (required)	• Discuss the rationale for using mixed-methods approaches

	Mixed-Methods Research	• Ross: Chapter 7 (required) • Terrell 2012 (required) • Johnson 2004 (required) • Module 11 Discussion • Essay Series: Mixed-Methods	• Define the term "triangulation" and its importance in mixed-methods design • Evaluate the strengths and weaknesses of mixed-methods research • Discuss ethical concerns in mixed-methods research
	Learning Module 12: Survey Design	• Bourke: Chapters 1 – 8 (required) • Balch: Chapters 1 & 2 (required) • Team-Based Learning Activity: Survey Design	• Explain the roles of hypothesis and research questions in survey design • Outline the basic principles of question design • Explain the concepts of reliability and validity • Determine reliability and validity of questionnaire • Demonstrate an understanding of levels of measurement and coding
	Learning Module 13: Data Collection	• Guthrie: Chapters 5 – 13 (required) • Mligo: Chapter 5 (required) • Application Assignment: Data Collection	• Compare data collection methods • Explain the role of sampling in data collection • Justify a data collection method based on research design
	Learning Module 14: Writing a Thesis or Research Report	• Ayiro: Chapter 8 (required) • Mligo: Chapter 6 (required) • Levy 2010 (required) • Forsyth: Chapter 2 (required) • Murray: Chapter 3 (required) • APA 6th Edition Publication Manual • Application Assignment: Mini Thesis	• Identify the main components of a thesis • Identify the main components of a research report
	Learning Module 15: Final Exam	• Final Exam	

LLOD 6033 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/30/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6043	Spring • Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Organizational Leadership and Learning Capstone		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
LLOD CAPSTONE		

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6043 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached LLOD 6043 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? LLOD 6043 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)
e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course

g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6043: Organizational Leadership and Learning Capstone

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 6043 – This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) Apply concepts learned in the MA-LLOD program to thesis or comprehensive exam completion, 2) Create an online portfolio to highlight academic and professional competencies, 3) Demonstrate a comprehensive understanding of leadership, adult learning, and organizational development theory and practice through successful completion of either a thesis or comprehensive examination, 4) Recommend practical, evidence-based solutions to complex problems through analysis of research data, 5) Present research findings in accessible formats to reach a variety of stakeholders, 6) Reflect on personal and professional growth through the MA-LLOD program
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6043 is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD

	and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. The University of the Incarnate Word requires ORGD 63CS - Capstone. Saint Louis University also requires a Capstone course for a Master's research project.

Arkansas Tech University
LLOD 6043: Organizational Leadership & Learning Capstone

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

Course Description
In LLOD 6043: Organizational Leadership and Learning Capstone, students will demonstrate mastery in leadership, adult learning, and organizational development theory and practice through completion of either a master's thesis or comprehensive exams. Students will select a thesis or comprehensive exam track. Students selecting to complete a master's thesis will develop a research project. Comprehensive exam students will submit extensive, data-supported responses to four questions regarding theory and practice in organizational leadership, adult learning, and organizational development. All students will complete an electronic portfolio highlighting academic and professional competencies. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Cross-Listed Course: None
Prerequisites/Co-requisites: Successful completion of 24 credit-hours of graduate-level LLOD coursework or permission of program chair.

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

Justification for the Course
This capstone course allows students to demonstrate mastery in the concepts learned through completion of core coursework in leadership, learning, and organizational development. Students will complete either a master's thesis or comprehensive exams to demonstrate proficiency in theory, research, and practice.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Apply concepts learned in the MA-LLOD program to thesis or comprehensive exam completion
2	Create an online portfolio to highlight academic and professional competencies
3	Demonstrate a comprehensive understanding of leadership, adult learning, and organizational development theory and practice through successful completion of either a thesis or comprehensive examination
4	Recommend practical, evidence-based solutions to complex problems through analysis of research data
5	Present research findings in accessible formats to reach a variety of stakeholders
6	Reflect on personal and professional growth through the MA-LLOD program

Methodology

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

Technology Competencies

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

Class Lectures

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

Assessments

Assignments

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

Participation/Discussion Board

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

E-mail/Discussion Board Decorum

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

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

Points

Graded Activity	Points
ePortfolio	50
Assignments	100
Capstone Journal/Discussion	50
Thesis or Comprehensive Exam	300
Total	**500**

Grading Scale

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

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct
University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

LLOD 6043: Organizational Leadership and Learning Capstone - Course Schedule
Schedule is tentative and subject to change. Students will be notified via email of any changes.

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
Denotes THESIS TRACK students.			
Denotes COMPREHENSIVE EXAM TRACK students.			
	Learning Module 1: Comprehensive Exam/Thesis	• Murray: Introduction & Chapter 1 (required) • Module 1 Discussion Forum • Capstone Journal 1 • Open Weebly Account	• Examine the difference between comprehensive exam and thesis track • Determine comprehensive exam or thesis track • Create Weebly account for ePortfolio
	Learning Module 2: Topic Selection	• Lunenburg: Chapter 1 (required) • Complete O*NET Career Inventory • Topic Selection Assignment • Capstone Journal 2	• Examine topics in organizational leadership, learning, and development • Select a thesis topic
			• Examine topics in organizational leadership, learning, and development • Select a comprehensive exam topic
	Learning Module 3: Design Selection	• Lunenburg: Chapters 3 & 5 (required) • Terrell 2012 • Design Justification Assignment • Capstone Journal 3 • ePortfolio Update	• Examine quantitative and qualitative research designs • Select an approach to thesis
			• Examine quantitative, qualitative, and mixed-methods research designs • Select a research design for comprehensive exam
	Learning Module 4: Introduction	• Lunenburg: Chapter 6 (required) • Thesis Introduction or Theory Question • Capstone Journal 4 • ePortfolio Update	• Compose the introductory section of thesis
			• Answer comprehensive exam theory question
	Learning Module 5: Review Literature	• Lunenburg: Chapter 7 (required) • Lit Review or Lit Review Question • Capstone Journal 5 • ePortfolio Update	• Compose the literature review section of thesis
			• Answer comprehensive exam literature review question

	Learning Module 6: Methods	• Lunenburg: Chapter 8 (required) • Lunenburg: Chapters 3 & 4 if quantitative design • Lunenburg: Chapter 5 if qualitative design • All readings are required for mixed-methods design • Methods Section or Methods Question • ePortfolio Update • Capstone Journal 6	• Compose the methods section of thesis
			• Answer comprehensive exam methods question
	Learning Module 7: Results and Application	• Lunenburg: Chapter 9 • Results & Discussion Sections • ePortfolio Update • Capstone Journal 7	• Compose the results & discussion sections of thesis
		• Ludenburg: Chapter 10 • Practical Application Question • ePortfolio Update • Capstone Journal 7	• Answer comprehensive exam practical application question
	Learning Module 8: Revisions & Completion	• Revised Thesis or Revised Comprehensive Exam • ePortfolio Update • Capstone Journal 8	• Revise & complete thesis (if needed)
			• Revise comprehensive exam (if needed)

LLOD 6043 Bibliography

Lunenburg, F. C., & Irby, B. J. (2008). Writing a Successful Thesis or Dissertation : Tips and Strategies for Students in the Social and Behavioral Sciences. Thousand Oaks, Calif: Corwin. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=762391&site=ehost-live&scope=site&ebv=EB&ppid=pp_16

Murray, R. (2011). How to Write a Thesis. Maidenhead: McGraw-Hill Education. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=375106&site=ehost-live&scope=site&ebv=EB&ppid=pp_viii

Terrell, S. R., PhD. (2012). Mixed-methods research methodologies. The Qualitative Report, 17(1), 254-280. Retrieved from https://libcatalog.atu.edu:443/login?url=https://search.proquest.com/docview/920733426?accountid=8364

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/2/18
Dean Dr. Aulgur		7/2/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6883	Spring • Summer I

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

Special Problems in Leadership, Learning, and Organizational Development

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

SPECIAL PROBLEMS

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? 6

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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6883 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached 6891-4 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? LLOD 6883 is proposed as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

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

m. Course content (outline of material to be covered in course).
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6883: Special Problems in Leadership, Learning, and Organizational Development

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 6883 serves as an elective offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: LLOD 6891-4 course outcomes are designed to address one or all of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD LLOD 6891-4 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy. is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD)

	program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs include elective courses at the graduate level.

Arkansas Tech University

LLOD 6883: Special Topics in Leadership, Learning, and Organizational Development

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

Course Description

Special problems in Leadership, Learning, and Organizational Development is designed to address current issues and topics relevant to leadership, learning, and organizational development. Content is determined by contemporary trends and timely issues.

Note: Since the topic for the course will vary each time offered, a student can repeat this course, earning a maximum of six (6) graduate credit hours.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate status and permission of program chair.

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

Justification for the Course

This course is designed to offer students graduate-level instruction on current issues or problems in the areas of leadership, learning, and organizational development.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in leadership, learning, and organizational development
2	Additional objectives vary based on course content

Methodology

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

Technology Competencies

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

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

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

Returning of Assignments

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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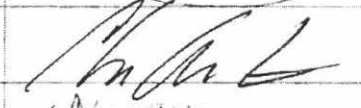
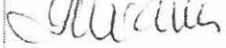
LLOD 6883 Bibliography

To be determined based on course subject.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/31/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6891-4	Spring • Summer I

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

Independent Study in Leadership, Learning, and Organizational Development

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

INDEPENDENT STUDY

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? 6

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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6891-4 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
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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? LLOD 6891-4 is proposed as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.
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For the proposed course, attach a syllabus in Word format that includes: **(Items a. through d. should be entered as they should appear in the catalog)**

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

m. Course content (outline of material to be covered in course).
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6891-4: Independent Study in Leadership, Learning, and Organizational Development

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 6891-4 serves as an elective offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: LLOD 6891-4 course outcomes are designed to address one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6891-4 addresses one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy. is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD)

	program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs include indepdendent study courses at the graduate level.

Arkansas Tech University
LLOD 6891-4: Indepdendent Study in Leadership, Learning, & Organizational Development

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

Course Description
Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge, which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings.

Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis.

Note: May be repeated for credit (up to six hours).

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate Standing

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

Justification for the Course
This course is designed to allow students to examine a specific topic in leadership, learning, and organizational development under the guidance of a graudate faculty member. It provides an opportunity for the student to learn about areas of leadership, learning, and organizational development when no class is offered on the topic. It can provide for pre-thesis explorations and writing.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in leadership, learning, and organizational development
2	Additional objectives vary based on course content

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

Technology Competencies

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

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

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

Returning of Assignments

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

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

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

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

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

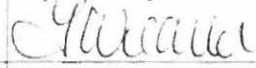
LLOD 6891-4 Bibliography

To be determined based on course subject.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/31/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
LLOD	6991-3	Spring • Summer I

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

Thesis Continuation in Leadership, Learning, and Organizational Development

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

THESIS CONTINUATION

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? 6

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?

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. LLOD 6991-3 addresses one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached 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? LLOD 6991-3 is proposed core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

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

m. Course content (outline of material to be covered in course).
If this course will affect other departments, a Departmental Support Form for each affected department must be attached. The form is located on the Curriculum forms web page at http://www.atu.edu/registrar/curriculum_forms.php.

Arkansas Tech University

Course Addition

Assessment Form

LLOD 6991-3: Thesis Continuation in Leadership, Learning, and Organizational Development

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? LLOD 6991-3 serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: LLOD 6991-3 course outcomes are designed to address one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate profieciency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. LLOD 6991-3 addresses one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy. is proposed as a core course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD)

	program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia. These programs include thesis continuation courses at the graduate level.

Arkansas Tech University
LLOD 6991-3: Thesis Continuation in Leadership, Learning, & Organizational Development

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

Course Description
This course allows students additional time to research, write, and complete the thesis requirement.

Cross-Listed Course: None
Prerequisites/Co-requisites: Graduate status and permission of program chair.

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

Justification for the Course
This course is designed to allow students additional time, under the direction of graduate faculty, to research, write, and complete the thesis requirement.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Examine advanced topics in leadership, learning, and organizational development
2	Additional objectives vary based on course content

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

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

Points

Graded Activity	Points
TBD	
Total	**TBD**

Grading Scale

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

Returning of Assignments

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

Campus policy outlines the dates for dropping a course with a "W". If you have a failing score and do not drop before the stated deadline, you will receive an "F" on your transcript for the course; therefore, it is in your best interest to monitor your status in the course and take advantage of the opportunity to withdraw with a "W" rather than remaining in the course and

receiving an "F". Tech has a very lenient withdrawal policy which allows a student to withdraw with a "W" until almost the end of the semester.

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

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

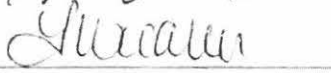
LLOD 6991-3 Bibliography

To be determined based on course subject.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/20/18
Dean Dr. Aulgur		7/20/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PS	5143	Spring • Summer I

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

Nonprofit Governance

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

NONPROFIT GOVERNANCE

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

☑ Yes ☐ No | PS 4143

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 | OL/4143

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A

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

   1. Provide the program level learning outcome(s) it addresses. PS 5143 addresses one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached PS 5143 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? PS 5143 is proposed as a graduate-level elective course to satisfy requirements for a nonprofit leadership track in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program, as well as an elective option for other graduate-level programs. The MA-LLOD and graduate level certificate (CIP 30.999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition
Assessment Form
PS 5143: Nonprofit Governance

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? PS 5143 supports the University mission of providing life-long learning to a diverse community of learners, while striving for the betterment of Arkansas. With its service-learning requirement, PS 5143 addresses plan goal 1.9 in increases high-impact practices for graduate students. PS 5143 focuses on assessment, planning, leadership, financing, and evaluation in noprofit organizations. This course serves as an elective offering in the MA-LLOD degree, as well as other graduate-level programs. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. PS 5143 increases access to interdisciplinary coursework for graduate students.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: Analyze the role of socio-ecological role of nonprofits and philanthropic enterprise; Evaluate the efficacy and viability of nonprofit organizations; Evaluate the marketing and communications efficacy of a nonprofit organization; Synthesize social justice, economic, and institutional theories of the nonprofit sector; Critique and appraise peer-reviewed nonprofit academic literature; Integrate nonprofit theory and practice to design solutions to complex nonprofit leadership challenges.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, f) team-based learning, and g) service-learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail, and service-learning to enhance retention of course concepts through practical application of content.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. PS 5143 supports the University mission of providing life-long learning to a diverse community of learners, while striving for the betterment of Arkansas. With its service-learning requirement, PS 5143 addresses plan goal 1.9 in increases high-impact practices for graduate students. PS 5143 focuses on assessment, planning, leadership, financing, and evaluation in nonprofit organizations. This course serves as an elective offering in the

MA-LLOD degree, as well as other graduate-level programs. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. PS 5143 increases access to interdisciplinary coursework for graduate students. The MA-LLOD and graduate level certificate (CIP 30.999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

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g. How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas at Little Rock offers PADM 7333 Administrative Leadership and Public Management, PADM 7324 Nonprofit Financial Management, and PADM 7336 Managing the Not-for-Profit Sector. Although not identical, these courses are related in content covered.

Arkansas Tech University
PS 5143 Nonprofit Governance
Term

Instructor:
Office:
Phone:
Email:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

Course Description:

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers.

Required Text:

Crutchfield, L., & McLeod-Grant, H. (2012). Social forces for good: The six practices of high-impact nonprofits. San Francisco: Jossey-Bass

Prerequisite Knowledge: This course does not require any prior knowledge for success. As an online course, written dialogue and assignments are the "coin of the realm." You do not have to be an expert grammarian to succeed. However, you must be professional and attempt to submit work generally free of errors. Proofreading is queen. You must be willing to improve your writing as the course progresses. Those who strive to write professionally enjoy enhanced career success. It is a game-changer for many employers.

Critical Pedagogy: This course is designed to make you apply critical thinking and problem-solving. The materials in this course examine leadership through equality, liberation, freedom from oppression and anti-marginalization. We will explore leadership through an inclusive lens of many socio-cultural perspectives. Critical

pedagogy establishes a learner-to-learner agreement between the instructor and the student. I, as your instructor, intend to learn from you and your lived experience. You are challenged to be active learners and to develop your criticality and creativity. Many of the learning methodologies in this course do not have a "right or a wrong" answer. Your assessment often depends on the depth and content of your response and your willingness to explore the topic through your lens and the lenses of others. It is important to note the presence of any particular socio-cultural lens does not advocate for or against any position, philosophy, or power structure. The lenses set the context of exploration.

Justification for the Course

Nonprofit organizations employ in excess of 10% of the workforce in the United States, which exceeds the combined workforce of national defense, construction, real estate, and space research. In 2014 the nonprofit sector contributed an estimated $937 billion to the US economy, which equates to 5.4 percent of gross domestic product (GDP). The nonprofit sector presents itself in every aspect of everyday life, including politics, government, faith-based entities, sports leagues and associations, advocacy, disaster relief, and so on.

Purpose of the Course

PS 5143 Nonprofit Governance challenges you to think. Not just to think about theories and applications of practice related to the sector, but to critically explore nonprofit governance and operations through diverse assignments and multiple socio-cultural lenses. Most importantly, your lived-experience before this course shapes the framework of your journey. The nonprofit sector impacts people and communities at the local, state, and national levels. Students who understand the interconnectivity of the sector to the economy and society have the skills, knowledge, and abilities necessary to influence change.

Program Outcomes

The MA in Leadership, Learning, and Organizational Development focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and/or educational settings. The 24 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, and other leadership skills.

1. **Application of Leadership, Adult Learning, and 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.

7. **Financial Literacy** – demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.

Course Learning Objectives (CLOs):

At the completion of this course, you should be able to:

- CLO 1: Analyze the role of socio-ecological role of nonprofits and philanthropic enterprise
- CLO 2: Evaluate the efficacy and viability of nonprofit organizations
- CLO 3: Evaluate the marketing and communications efficacy of a nonprofit organization.
- CLO 4: Synthesize social justice, economic, and institutional theories of the nonprofit sector.
- CLO 5: Critique and appraise peer-reviewed nonprofit academic literature
- CLO 6: Integrate nonprofit theory and practice to design solutions to complex nonprofit leadership challenges.

How the Course Meets the 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
Communicate effectively

Methodology
The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Course Structure
The course structure includes 16 individual modules, most of which address the theory and practice of the nonprofit sector in the United States. The module structure is as follows:

- Pre-Course Module
- Module 1: Nonprofit Management – A Social Justice Approach
- Module 2: History of the Nonprofit Sector
- Module 3: Nonprofit Management and Leadership
- Module 4: Board Governance
- Module 5: Law, Governance, and Ethics
- Module 6: Program Design
- Module 7: Program Evaluation
- Module 8: Mid-Term Examination
- Module 9: Staff and Volunteer Engagement
- Module 10: Fundraising
- Module 11: Marketing and Communications
- Module 12: Forces for Good and Economic Theory I
- Module 13: Forces for Good and Economic Theory II
- Module 14: Forces for Good and Economic Theory III
- Module 15: Course Completion and Final Examination

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

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

Assessments

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Team-Based Learning

Team-based learning provides an opportunity for small-group interaction in the virtual space, while creating an avenue for the introduction of the student's lived-experience in the domain of philanthropy and assessment. Through peer review techniques, students evaluate peer work to enhance peer and self-learning. Team-based learning has the capacity to create transformative outcomes when a new subject offers significant amounts of new, or unfamiliar, material and when students are required to apply the knowledge acquired.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Assignments

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

Participation/Discussion Board

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

Annotated Bibliography Critical Reviews
In select modules, students will complete short essays focused on specific module content. The purpose of these short essays is to demonstrate understanding and application of concepts covered in the assigned reading, most often in the form of peer-reviewed scholarly journal articles.

Application Assignments and Case Study Analysis
In select modules, students will submit assignments which require direct application of course content in one's profession. Students will produce documents, questionnaires, plans, objectives, or other items to demonstrate understanding of theory and practical application.

Reading Responses
Reading responses are immediate reflective papers based upon current developments in the Third Sector, most often based on professional and normative resources.

Course Content Tab
Every Monday new material will be posted beginning at 12:00 p.m. Central Time. All material for the week will open on Monday at 12:00 p.m. Central Time and will be due the following Sunday at 11:59 p.m. Central Time.

Please include the section number of your course in the subject line when sending your instructor an email.

This course 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 on discussion boards. This endeavor is a senior-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 graded assignments 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 period.

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

Make-Up Policy/Late Work

Discussion Board: Discussion board participation will not be accepted past the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency. The discussion board will be made unavailable at 11:59 PM on the due date.
Assignments, Exercises, and Quizzes: Any assignment not submitted by the due date can still be submitted for half credit up to **ONE WEEK** past the due date. Assignments will not be accepted more than a week past the due date.

Midterm and Final: The midterm and final will not be accepted after the due date except in cases where you have worked something out with me beforehand or if there is a documented emergency.
Group Project: Students reported by peers as not participating or contributing to the group project may be "fired" from the group at the recommendation of the team and the concurrence of the instructor. Such individuals must complete the entire group project on their own to receive credit.

Course Schedule
A comprehensive course scheduled is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

A list of all required activities for PS 5143 Nonprofit Governance is identified by the module in the Course Schedule. The Course Schedule is available to you in the Course Information folder.

Your final grade is determined by the percentage of total points you earn during the duration of the course. For example, as noted below, a total of 1,350 points are available in the course. To earn a final grade of an A for the course, you must earn a minimum point total of 1,260 points (1,400 x 0.90 = 1,215).

Course Agreement	5
Course Expecations	5
Annotated Bibliography	400
Assignments	140
Discussion Forums	275
Reading Response	200
Mid-Term Case Study	150
Final Exam	175
Total Points:	**1,350**

Grading Scale (as a percentage of total points)

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

Course Policies

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

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

Excessive Unexcused Absences/Missed Assignments
If at any time during the semester you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you are having a problem completing an assignment.

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

You may access current student policies in the Arkansas Tech University Student Handbook

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that 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.

Arkansas Tech University does not discriminate by 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 to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php

University Testing and Disability Services- http://www.atu.edu/disabilities/
If a student has a disability that qualifies under the Americans with Disabilities Act (ADA) and requires accommodations, he/she should contact the Office of University Testing and Disability Services for information on appropriate policies and procedures. Disabilities covered by ADA may include learning, psychiatric, physical

disabilities, or chronic health disorders. Students can contact the Office of University Testing and Disability Services if they are not certain whether a medical condition/disability qualifies.

Contact Information:

University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302 Fax: (479) 968-0375 TTY Service: (479) 964-3290

Begins 7:00 a.m.	Bb Module	PS 5143 Professional Leadership Module Requirements and Recommended Order of Work	Due 11:59 p.m.
All items in the Course Schedule are presented in the order in which you should work. Use the Course Schedule as a checklist for each module.			
	PreCourse Module	☐ Pre-Course Reading: *Basic Principles of Critical Pedagogy* ☐ Pre-Course Survey: *Learning Needs and Resource Assessment* ☐ Locate the *Ask the Class!* Discussion forum	
	Module 1 Nonprofit Management: A Social Justice Approach **85 points**	☐ Complete the *Federal Attendance Module* ☐ Discussion Forum: *Welcome to the Course (25 points)* ☐ Read: *Nonprofit Management: A Social Justice Approach* o Chapter 1: Overview (pp. 1-14) o Chapter 2: Advocacy (pp. 15-22) ☐ Reading Response: Social Justice (25 points) ☐ Submit *Course Agreement Form (5 points)* ☐ Submit *Course Expectations Questionnaire (5 points)* ☐ Annotated Bibliography Critical Review 1: Nonprofit governance research: The need for innovative perspectives and approaches (Cornforth, 2014). (25 points)	
	Module 2 History of the Nonprofit Sector **100 points**	☐ Read *A Historical Overview of Philanthropy: Voluntary Associations, and Nonprofit Organizations in the United States* ☐ Read *Civil Society: Definitions and Descriptions* ☐ Reading Response: *Civil Society: Definitions and Descriptions (25 points)* ☐ Watch: *Social Justice: Is it Still Relevant in the 21st Century (TED Talk)* ☐ Discussion Forum: *Social Justice: Is it Still Relevant in the 21st Century (25 points)* ☐ Skill-Based Assignment: *Adding to the History of Nonprofits (25 points)* ☐ Annotated Bibliography Critical Review 2: Nonprofit governance: A review of the field (Renz & Andersson, 2014) (25 points)	
	Module 3 Nonprofit Management & Leadership **75 points**	☐ Read *Managing the Nonprofit Organization: Principles and Practices* (Drucker, 1990) (pp. 107-188) ☐ Watch *Simon Sinek TED Talk* ☐ Discussion Forum: *Simon Sinek TED Talk (25 points)* ☐ Submit *Philanthropic Autobiography (25 points)* ☐ Annotated Bibliography Critical Review 3: Out of the shadows: Nonprofit governance research from democratic and critical perspectives (Guo, Metelsky, & Bradshaw, 2014). (25 points)	

	Module 4 **Board Governance** **75 points**	☐ Read *Nonprofit Management: A Social Justice Approach* (pp. 161-180) ☐ Read *Ten Basic Responsibilities for Nonprofit Boards* ☐ Discussion Forum: *Ten Basic Responsibilities for Nonprofit Boards* (25 points) ☐ Read The influence of board diversity, board diversity policies and practices, and board inclusion behaviors on nonprofit governance practices (Buse, Bernstein, & Bilimoria (2016) ☐ Reading Response: (Buse, Bernstein, & Bilimoria, 2016) (25 points) ☐ Annotated Bibliography Critical Review 4: The role and impact of chairs of nonprofit boards (Harrison, Murray & Cornforth, 2014) (25 points)	
	Module 5 **Law, Governance, and Ethics** **75 points**	☐ Read *Nonprofit Management: A Social Justice Approach* (pp. 49-72) ☐ Ethics Case Study: A televangelist and a $54 million private jet ☐ Read *Ethical Leadership in a Nonprofit Organization* (pp. 1-20) ☐ Reading Response: Ethics Case Study (25 points) ☐ Read *Nonprofit Law Blog* ☐ Discussion Forum: *Nonprofit Law Blog* (25 points) ☐ Annotated Bibliography Critical Review 5: Antecedents to board member engagement in deliberation and decision-making (Brown, 2014). (25 points)	
	Module 6 **Program Design** **100 points**	☐ Read *Nonprofit Management: A Social Justice Approach* (pp. 133-160) ☐ Watch: *Igniting the Social Justice Generation TED Talk* ☐ Discussion Forum: *Igniting the Social Justice Generation TED Talk (25 points)* ☐ Skills-Based Assignment: *Needs Assessment, Program Design, and Logic Models (50 points)* ☐ Annotated Bibliography Critical Review 6: Learning to be, learning about: A socio-cultural learning approach to board practice (Beck, 2014). (25 points)	

	Module 7 **Program Evaluation** **90 points**	☐ Read *Nonprofit Management: A Social Justice Approach* (pp. 271-286) ☐ Watch: Melinda Gates TED Talk ☐ Discussion Forum: Melinda Gates TED Talk (25 points) ☐ Skill-Based Assignment: *Program Evaluation Plan (30 points)* ☐ Skill-Based Assignment: *Logic Model, Revisions (10 points)* ☐ Annotated Bibliography Critical Review 7: Beneath the surface and around the table: Exploring group dynamics in boards (Reid, 2014). (25 points).	
	Module 8 **Mid-Term Examination** **150 points**	☐ Watch: The Art of the Steal (2009) Documentary ☐ Read: The Barnes Foundation Case Study ☐ Review (Optional): The Barnes Foundation website ☐ Midterm Examination: *Position Paper (150 points)*	
	Module 9 **Staff & Volunteer Engagement** **75 points**	☐ Read *Nonprofit Management: A Social Justice Approach* (pp. 73-94) ☐ Watch: *The Power of Privilege TED Talk* ☐ Discussion Forum: *The Power of Privilege (25 points)* ☐ Read *Equity and Hiring Practices for Social Justice* ☐ Reading Response: *Equity and Hiring Practices for Social Justice (25 points)* ☐ Annotated Bibliography Critical Review 8: Dilemmas in the board-staff dynamics of nonprofit governance (Reid & Turbide, 2014). (25 points)	
	Module 10 **Fundraising** **75 points**	☐ *Nonprofit Management: A Social Justice Approach* (pp. 119-132) ☐ Read: *Giving USA 2017 Executive Summary* ☐ Read: *Bank of America U.S. Trust Study of High Net Worth Philanthropy* ☐ Reading Response: *Studies on Philanthropic Impact (25 points)* ☐ Read: *ALS Association 2015 Annual Report* ☐ Watch: *Nancy Frates TED Talk* ☐ Watch: *ALS Ice Bucket Challenge History Video* ☐ Discussion Forum: *ALS Ice Bucket Challenge History (25 points)* ☐ Annotated Bibliography Critical Review 9: Community-Engagement Governance: Engaging stakeholders for community impact (Freiwirth, 2014). (25 points)	

	Module 11 **Marketing and Communications** **100 points**	☐ Read *Nonprofit Marketing* ☐ Watch: *Are Brands Hijacking Social Justice Causes for Profit* ☐ Reading Response: *Social Justice in Marketing (25 points)* ☐ Read: *Language Matters* ☐ Watch: *The Muslim on the Airplane TED Talk* ☐ Discussion Forum: *Language Matters (25 points)* ☐ Read: *Invisible Children: Advocacy and Accidental Viral Marketing* ☐ Reading Response: *Invisible Children: Advocacy and Accidental Viral Marketing (25 points)* ☐ Annotated Bibliography Critical Review 10: The dynamics of nested governance: A systems perspective (Bradshaw & Toubiana, 2014). (25 points).	
	Module 12 **Forces for Good & Economic Theory One** **100 points**	☐ Critical Reflection Response: *Nonprofit Management and Social Justice (25 points)* ☐ Read: *Forces for Good: The Six Practices of High-Impact Nonprofits* (pp. 1-124). ☐ Watch: *Change the World, Join a Movement TED Talk* ☐ Discussion: *Forces for Good-Changing the World (25 points)* ☐ Annotated Bibliography Critical Review 11: The theory of nonprofit organizations revisited (Ben-Ner & Gui, 2003). (25 points) ☐ Annotated Bibliography Critical Review 12: The economics of the Third Sector: Toward a more comprehensive approach (Bacchiega & Borgaza, 2003). (25 points).	
	Module 13 **Forces for Good & Economic Theory Two** **50 points**	☐ Read: *Forces for Good: The Six Practices of High-Impact Nonprofits* (pp. 125-232). ☐ Annotated Bibliography Critical Review 13: Public goods theories of the nonprofit sector (Kingma, 2003). (25 points) ☐ Annotated Bibliography Critical Review 14: The Public Goods Theory Revisited: Comments on Kingma's Revisitation of Weisbrod (Slivinski, 2003). (25 points)	

	Module 14 **Forces for Good & Economic Theory Three** **50 points**	☐ Read: *Forces for Good: The Six Practices of High-Impact Nonprofits* (pp. 233-320). ☐ Annotated Bibliography Critical Review 15: The role of trust in nonprofit enterprise (Hansmann, 2003). (25 points) ☐ Annotated Bibliography Critical Review 16: Dimensions of the nonprofit sector: A comparative perspectives of structure and change (Anheier, 2003). (25 points)	
	Module 15 **Course Completion & Final Exam** **175 points**	☐ Read: *Forces for Good: The Six Practices of High-Impact Nonprofits* (pp. 321-348). ☐ Final: *Case Study: Implementing the Six Practices of High-Impact Nonprofits (175 points)* ☐ Complete Course Evaluation	

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/30/18
Dean Dr. Aulgur		7/30/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PS	5343	Spring • Summer I

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

Community Development

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

COMMUNITY DEVELOPMENT

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

☑ Yes ☐ No | PS 4343

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 | OL/4343

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?

At least once per term.

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. PS 5343 addresses one or more of the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached PS 5343 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? PS 5343 is proposed as a graduate-level elective course to satisfy requirements for a nonprofit leadership track in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program, as well as an elective option for other graduate-level programs. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

   An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition
Assessment Form
PS 5343: Community Development

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? PS 5343 supports the University mission of providing life-long learning to a diverse community of learners, while striving for the betterment of Arkansas. With its service-learning requirement, PS 5343 addresses plan goal 1.9 in increases high-impact practices for graduate students. PS 5343 focuses on assessment, planning, leadership, financing, and evaluating a community based organization. This course serves as an elective offering in the MA-LLOD degree, as well as other graduate-level programs. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. PS 5343 increases access to interdisciplinary coursework for graduate students.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: demonstrate knowledge of each phase in the community development process, compare and contrast a needs-based versus an assets based approach to community development, determine the most appropriate approach to community/economic development, apply concepts learned in class to creating a community development plan, apply project-based research principles to positively impact communities, apply community development principles in planning a CBO, build skills as an effective member of a team, demonstrate efficiency in planning and communication, evaluate leadership issues in community development, understand definitions, concepts, and purposes of community and economic development, discuss theories and concepts in community development, complete a service-learning project, reflect on one's role in community.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, f) team-based learning, and g) service-learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include

	completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail, and service-learning to enhance retention of course concepts through practical application of content.
f.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. PS 5343 supports the University mission of providing life-long learning to a diverse community of learners, while striving for the betterment of Arkansas. With its service-learning requirement, PS 5343 addresses plan goal 1.9 in increases high-impact practices for graduate students. PS 5343 focuses on assessment, planning, leadership, financing, and evaluating a community based organization. This course serves as an elective offering in the MA-LLOD degree, as well as other graduate-level programs. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. PS 5343 increases access to interdisciplinary coursework for graduate students. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. The University of Arkansas offers SOC 5133: The Community. The University of Arkansas at Little Rock offers PADM 7345: Urban Management and Community Change. Although not identical, these courses are related in content covered.

Arkansas Tech University
PS 5343: Community Development

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

Course Description
This course covers the basic principles and issues in community development in the United States. Topics include: community development; community assessment; methods of planning, implementing, and evaluating community based organizations. Students will work individually or in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community based organization. Participation in course requires access to a computer, the internet, and a webcam or other video capture technology.

Note: This course has a service-learning requirement that can be completed online.

Cross-Listed Course: PS 4343/OL4343
Prerequisites/Co-requisites: Graduate standing.

Required Course Texts:

Kretzmann, J. P. & McKnight, J. L. (1993). Building communities from the inside out: A path toward finding and mobilizing a community's assets. Evanston, IL: ACTA Publishing.

Lambe, W. (2008). *Small towns, big ideas: Case studies in small town community economic development*. Community Economic Development Program: School of Government, University of North Carolina at Chapel Hill **(book provided)**

See course bibliography for other assignment readings available through the ATU Library.

Justification for the Course
This course introduces students to the basic concepts of community development. Course participants examine different aspects of community, including the definition of community, community needs, community assets, and community activism. By understanding how to conduct community based research, how to apply this research, and how to work in a team-

oriented environment, participants will learn skills to improve their abilities as professionals and citizens.

Course Objectives	
Upon completion of this course with a grade of "C" or above, the student will be able to:	
1	Demonstrate knowledge of each phase of the community development process
2	Explain definitions, concepts, and purposes of community and economic development
3	Compare, contrast, and evaluate assets-based and needs-based approaches to community development
4	Design a community development plan collaboratively as a member of a team
5	Analyze leadership issues in the community development process
6	Recommend evidence-based approaches to community development in a given context
7	Apply project-based research principles in the completion of a service-learning project

Methodology

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

Technology Competencies

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

Class Lectures

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

Assessments

Assignments

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

Participation/Discussion Board

Each week there is a lecture posted on Blackboard. Some include discussion board questions that I expect you to answer as part of getting the week's participation points. New discussion forums will post on the first day of the learning module. You are expected to make your initial post each week by 11:59 p.m. Central Time three days prior

to the end of the module, with all other posts due by 11:59 p.m. on the last day of the learning module. Points will be deducted for each posting that is not submitted. Your answers should be relevant to the discussion topic and demonstrate your understanding of the topic. Participation will be assessed on the extent to which you reply to my questions as well as to the extent that you communicate with your other classmates regarding their posts. Remember, you will get out of the discussion boards what you put into them. Thus, meeting the minimum participation requirements does not mean you will receive full credit each week.

E-mail/Discussion Board Decorum

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

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

Points

Graded Activity	Points
Discussion	50
Essay Series	100
Team-Based Learning	50
Assignments	50
Service-Learning Project	100
Quizzes	50
Midterm Exam	50
Final Exam	50
Total	**500**

Grading Scale

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

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Course Policies

Academic Misconduct

University policy will be followed. At a minimum, the student (and any student caught assisting in the misconduct) will be given an automatic "F" for the test/assignment in question and possibly an "F" for the course. Subsequent cases of plagiarism will result in a minimum of one letter grade course reduction for each incident. In addition, any student who aids another student in plagiarism (e.g., provides a completed homework assignment to another student for submission) will be treated as also being involved in plagiarism and appropriate penalties will apply. Egregious cases of plagiarism (i.e., large sections copied from another source) will result in an automatic "F" for the course.

Excessive Unexcused Absences/Missed Assignments

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

If by the midpoint of the course you have not earned a minimum of 40% of the available points possible, you will be dropped from the course by your instructor with a "FE" grade for excessive absences or non-performance.
It is your responsibility to contact the instructor when you cannot attend class or are having a problem completing an assignment.

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

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences which make it difficult for you to contact the instructor, such as an emergency, you should

contact the Student Services Office, Doc Bryan Student Services Center, Room 233, (479-968-0239) to have the instructor notified.

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

Contact Information
University Testing and Disability Services-Arkansas Tech University
Doc Bryan, Suite 171
Russellville, AR 72801-2222
Voice Telephone: (479) 968-0302. Fax: (479) 968-0375 TTY Service: (479) 964-3290

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

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

PS 5343: Community Development - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Learning Module 1	• Clarke: Introduction & Chapter 1 • Langford 2015 • Federal Attendance Module • Introduction Wiki • Module 1 Discussion Forum • Scavenger Hunt	• Define community and community development • Explain the role of consensus in community development • Discuss social planning and social capital within local, regional, national, and international contexts
	Learning Module 2	• Clarke: Chapters 2 & 3 • Schwehm 2017 • Module 2 Discussion Forum • 3-2-1 Group Discussion (Group Work) • Service-Learning Preparation • Essay Series: Service-Learning	• Explain the history of community development from 1940 to present • Analyze the impact of social organizing in shaping community development • Examine the formal structures of community development • Discuss the importance of service-learning in this course
	Learning Module 3	• Kretzmann: Introduction • McKnight – Basic Guide to ABCD • Walker 2006 • Module 3 Discussion Forum • Interview with a CBO Leader: Part I	• Identify the underlying principles of asset-based community development • Discuss individual capacities in relation to community development • Explain the role of culture, associations, and gifts in the context of asset-based community development • Interview the leader of a nongovernment community based organization
	Learning Module 4	• Kretzmann: Chapter 5 • Lambe 2008 • Redwood 2016 • McKnight and Kretzmann 1990 • Module 4 Quiz • Team-Based Learning: Case Study • Essay Series: Individuals	• Apply community asset mapping to selected location of service-learning project • Analyze community mobilizing strategies • Examine case studies of small-town community development • Identify the role of individuals, organizations, and associations in asset-based community development

	Learning Module 5	• Kretzmann: Chapter 1 • Module 5 Discussion • Module 5 Quiz • Interview with a CBO Leader: Part II	• Discuss the impact of labels in recognizing and utilizing individual capacities • Identify own individual capacities to benefit service-learning site • Recommend development activities for youth, seniors, persons with disabilities, artists, and individuals with limited financial means • Conduct a needs-assessment with a CBO Leader
	Learning Module 6	• Kretzmann: Chapters 2 • McKnight 2013 • Team-Based Learning: Associations • Essay Series: Citizen	• Analyze the role of local associations in community building • Define the role of "citizen" and citizen associations • Identify associations within local community
	Learning Module 7	• Kretzmann: Chapters 3 • Dubb 2012 • Schildt 2015 • Module 7 Quiz • Module 7 Discussion Forum	• Analyze the role of local institutions in community building • Describe what anchor institutions can do for local economies • Differentiate between anchor institutions and non-anchor institutions • Discuss the past, present, and future of anchor institutions
	Learning Module 8	• Midterm Exam	
	Learning Module 9	• Kretzmann: Chapters 4 • Team-Based Learning: Liabilities to Assets • Interview with a CBO Leader: Part III	• Discuss the role of non-economic institutions in community development • Analyze the impact of a non-economic institution in local community • Explain the process of turning local liabilities into assets • Report findings of interview process with CBO Leader
	Learning Module 10	• Finlayson 2007 • Gandelman 2006 • Santilli 2016 • Allison: Chapter 5 • Module 9 Quiz • Team-Based Learning: Assessment Plan	• Identify the underlying principles of needs-based community development • Develop an assessment plan for local community • Explain the differences between needs- and assets-based approaches to community development
	Learning Module 11	• Allison: Chapters 1 - 3 • Team-Based Learning: Strategic Plan • Essay Series: Creating a Vision	• Develop a strategic plan for community based organization • Create measureable objectives to assess plan outcomes • Develop a vision statement, mission statement, strategies, and action plan for a community based organization

	Learning Module 12	• Bangs: Chapter 6 • Team-Based Learning: Financial Plan	• Develop a budget for a community based organization • Identify relevant information for a balance sheet • Compose a statement of financial position • Develop a sustainable budget for a community based organization
	Learning Module 13	• Bangs: Chapter 9 • Application Assignment: Fundraising • Module 13 Discussion • Module 13 Quiz	• Discuss ways to fund community based organization functions • Explain the importance of target marketing in funding a community based organization • Compose a list of foundations and other granting opportunities for a community based organization • Develop a fundraising plan to include a diversity of funding sources
	Learning Module 14	• Module 14 Discussion • Service-Learning Project Completion • Final Project Class Discussion	• Apply community development principles to completion of service-learning project • Reflect on service-learning experience and lessons learned • Identify links between service-learning experience and course content • Discuss changes in perception of community development
	Learning Module 15	• Final Exam	

PS 5343 Bibliography

Allison, M., & Kaye, J. (2005). Strategic Planning for Nonprofit Organizations: A Practical Guide and Workbook. Hoboken, N.J.: Wiley. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=131745&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

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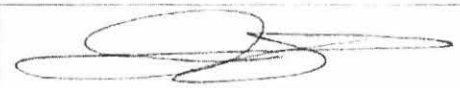
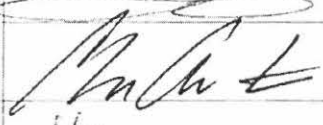
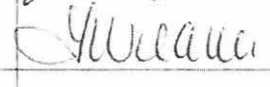
ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

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

Title	Signature	Date
Department Head Dr. Aulgur		7/31/18
Dean Dr. Aulgur		7/31/18
Assessment Dr. Austin		8/31/18
Registrar Mrs. Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Robertson		
Vice President for Academic Affairs Dr. Bridgmon		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
PS	5543	Spring • Summer I

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

Philanthropy and Fundraising

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

Philanthropic Fundraising

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?

At least once per academic year

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Access to a computer, the internet, and webcam or other video capture technology.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)?
No.

Answer the following Assessment questions:

a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
b. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. PS 5543 addresses the following program level outcomes: Application of Leadership, Adult Learning, and Organizational Development Theory; Strategic Verbal, Written, Interpersonal, and Technological Communication; Systems Thinking, Group Dynamics, and Teamwork; Cultural Competency, Global Understanding, and Social Responsibility; Evaluation, Assessment, Analysis, and Critical Thinking; Awareness of Self and Others; and Financial Literacy.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached PS 5543 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? PS 5543 is proposed as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.

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

a. Course subject
b. Course number
c. Catalog course title
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable
   2. Cross-listing
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites
   5. Co-requisites
   6. Description
   7. Notes (e.g., information not in description such as course may be repeated for credit)
   8. Contact Hours if different than lecture (e.g., Lecture three hours, laboratory three hours)
   9. Fees (e.g., $36 art fee)

e. Section for Name of instructor, office hours, contact information (telephone, email)
f. Text required for course
g. Bibliography (supplemental reading list)
h. Justification/rationale for the course
i. Course objectives
j. Description of how course meets general education objectives (courses included in the general education component should show how the course meets one or more of the objectives contained in General Education Objectives listed in undergraduate catalog)
k. Assessment methods (include grading policy with specific equivalents for A, B, C)
l. Policy on absences, cheating, plagiarism, etc.
m. Course content (outline of material to be covered in course).

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

Arkansas Tech University

Course Addition

Assessment Form

PS 5543: Philanthropy and Fundraising

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

Provide an answer for each question. Your answers are to be typed single spaced.
a. How does this course fit with the university mission? This course serves as a core offering in the MA-LLOD degree. The MA-LLOD degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
b. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
c. Provide up to three student learning outcomes students will achieve after completing this course? Students will: Assess organizational philanthropic readiness principles and guidelines; apply the fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation); employ the process of raising external funds, to include elemeents of a well-developed, comprehensive fundraising plan.
d. What assessment tool or measure will you use to assess student learning? Student learning will be assessed using a variety of methods. These include: a) discussion boards and other collaborative communication activities, b) tests/quizzes, c) writing assignments, d) prepared oral presentations, e) applied projects, and f) team-based learning.
e. What will students demonstrate, represent, or produce to provide evidence of their learning? Students will complete a variety of conceptual and applied activities to demonstrate proficiency in course and module level learning objectives. These include completion of tests/quizzes to assess understanding of core concepts and recall of key terminology, application assignments which require the student to apply core concepts in a practical setting, team-based projects designed for students to work together to examine topics in greater detail.
f. Provide an example or examples of student learning assessment evidence which supports the addition of this course. PS 5543 is proposed as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) program. The MA-LLOD and graduate level certificate (CIP 30.9999) provide graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses

	provide graduate level electives for students in any graduate program at Arkansas Tech. An EAB market demand study for a master's-level leadership program in Arkansas Tech's service region identified a need for online degree options that focus on leadership, marketed to professionals seeking upward mobility in healthcare, financial management, and other career fields. This master's-level degree program in leadership, and its corresponding leadership certificate, would be the only fully online options available in a seven state region including Arkansas and bordering states. Additionally, the market study identified demand for interdisciplinary coursework within a leadership program from which students can select customizable course options to meet specific educational and professional goals. The MA-LLOD core courses provide graduate level soft-skill and leadership elective opportunities for students enrolled in other graduate programs at Arkansas Tech. The results of an internal survey of recent and current BPS students indicated 69 individuals were likely to enroll in the program if offered in Fall 2019. Of the 69 interested respondents, 38 provided contact information to receive marketing and recruitment communications.
g.	How does this course fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. There is not a course or degree equivalent in the state of Arkansas. Regional programs include an MA in Leadership and Organizational Development at Saint Louis University, a MS in Organizational Development and Leadership at University of the Incarnate Word, and a Master of Arts in Learning, Leadership, and Organizational Development at the University of Georgia.

Arkansas Tech University

PS 5543 Philanthropy and Fundraising
Term

Instructor:

Office:

Phone:

Email:

CRITICAL DATES

Last day for attendance accounting:

Last day to withdraw with 100% tuition:

Last day to withdraw with 80% tuition:

Last day to withdraw or change to audit:

Course Description:

By the completion of this course, students develop a comprehensive understanding of the parameters within which nonprofit managers raise funds. Students examine the parameters within which nonprofit advancement professional solicit and raise funds. Students apply a philanthropic framework that draw upon theories and research from the social and behavioral sciences, as well as a variety of other disciplines. Students apply the holistic concepts of Third Sector advancement and development and create an organization's story by to create effective conveyance of its mission, purpose, program, and efficacy.

Required Texts:

Weinstein, S. (2009). The complete guide to fundraising management (3rd ed). Hoboken, NJ: Wiley & Sons.

Non-text requirement: Collegiate membership to join the Association for Fundraising Professionals (AFP).

Note: Each module will require students to identify and annotate a scholarly peer-reviewed journal article, published within the past five years, for each respective module as part of the team-based learning construct.

Prerequisite Knowledge: This course does not require any prior knowledge for success. As an online course, written dialogue and assignments are the "coin of the realm." You do not have to be an expert grammarian to succeed. However, you must be professional and attempt to submit work generally free of errors. Proofreading is queen. You must be willing to improve your writing as the course progresses. Those who strive to write professionally enjoy enhanced career success. It is a game-changer for many employers.

Critical Pedagogy:

This course is designed to make you apply critical thinking and problem-solving. The materials in this course examine leadership through equality, liberation, freedom from oppression and anti-marginalization. We will explore leadership through an inclusive lens of many socio-cultural perspectives. Critical pedagogy establishes a learner-to-learner agreement between the instructor and the student. I, as your instructor, intend to learn from you and your lived experience. You are challenged to be active learners and to develop your criticality and creativity. Many of the learning methodologies in this course do not have a "right or a wrong" answer. Your assessment often depends on the depth and content of your response and your willingness to explore the topic through your lens and the lenses of others.

Justification for the Course

If all nongovernmental and civil society organizations were combined into a single economy, it would comprise the 16th largest economy in the world. Nonprofit organizations account for 6% of the United States gross domestic product. A critical component of such organizations is active resource development through multiple avenues, to include planned giving, annual giving, major gifts, and grantsmanship.

Purpose of the Course

While the field of advancement and development is an evolving professional field of study, there is a rich historical, philosophical and theoretical framework that informs the practice of philanthropy. Development and advancement require an understanding of and appreciation for this framework. The ability to generate support is largely impacted by the extent to which you can effectively and powerfully communicate the organization's case for support. This individual donor (annual giving and major giving) development is the primary focus. Foundations, corporations, and government grants are examined in this context.

Program Outcomes

The MA in Leadership, Learning, and Organizational Development focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and/or educational settings. The 24 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, and other leadership skills.

1. **Application of Leadership, Adult Learning, and 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.

7. **Financial Literacy** – demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.

Course Learning Objectives (CLOs):

- CLO 1: Analyze charitable giving patterns and trends in philanthropy and the motivations for giving

- CLO 2: Assess organizational philanthropic readiness principles and guidelines

- CLO 3: Apply the fundraising process (research, planning, cultivation, solicitation, stewardship, and evaluation)

- CLO 4: Demonstrate the parameters within which nonprofit managers raise funds

- CLO 5: Analyze the historical, organizational, legal, ethical, and theoretical contexts of fundraising

- CLO 6: Employ the process of raising external funds, to include the elements of a well-developed fundraising plan

- CLO 7: Apply course material (as necessary) to improve critical thinking, problem solving, and decisions regarding nonprofit fundraising

How the Course Meets the 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

Communicate effectively

Methodology

The objectives will be achieved through textbook readings, video presentations, supplemental readings, PowerPoint presentations on assigned topics, online discussions, blogs, wikis, journals and individual assignments. Each week, at least, one PowerPoint presentation is available to correlate with the assigned textbook readings.

Course Structure

Part 1 Course Introduction

- Pre-Course Module
- Module 1: Introduction to Fundraising

Part 2

- Module 2: Organizations and the Nonprofit World
- Module 3: Managing the Resource Development Function

Part 3

- Module 4: The Case for Support and Fundraising Materials
- Module 5: Managing Information
- Module 6: Prospect Identification

Part 4: Mid-Term Examination

- Module 7: Mid-Term Examination

Part 5:

- Module 8: Nurturing Relationships
- Module 9: Major Gift Programs

Part 6:

- Module 10: Donor Cultivation and Stewardship
- Module 11: Mail, Telephone, and Digital Solicitation
- Module 12: Special Events and Grantsmanship

Part 7:

- Module 13: Planned Giving
- Module 14: Capital Campaigns and Evaluation

Methodology

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

Class Lectures

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

Assessments

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 will be posted in the "Course Content" tab in Blackboard. All assignments will be due by 11:59 p.m. Central Time on the due date specified in the "Tentative Course Schedule and Assignments" section of the syllabus. All assignments must be submitted through Blackboard to receive credit.

Team-Based Learning

Team-based learning provides an opportunity for small-group interaction in the virtual space, while creating an avenue for the introduction of the student's lived-experience in the domain of philanthropy and assessment. Through peer review techniques, students evaluate peer work to enhance peer and self-learning. Team-based

learning has the capacity to create transformative outcomes when a new subject offers significant amounts of new, or unfamiliar, material and when students are required to apply the knowledge acquired.

Examinations

During the course, a midterm and final exam will be administered over the course material. The mid-term examination covers the first half of the course. The final examination is comprehensive.

Assignments

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

Participation/Discussion Board

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

Policy Papers

In select modules, students will complete short essays focused on specific module content. The purpose of these short essays is to demonstrate understanding and application of concepts covered in the learning modules. Essays vary in length from 1500 – 2500 words and must be in APA format.

Change Journal

Over the course of the semester, students will submit entries in a change journal. The change journal provides students with an opportunity to reflect on course concepts and apply course concepts to professional, academic, and personal experiences.

Application Assignments and Case Study Analysis

In select modules, students will submit assignments which require direct application of course content in one's profession. Students will produce documents, questionnaires, plans, objectives, or other items to demonstrate an understanding of theory and practical application.

Personal Code of Ethics
Graduate students must develop a clear and concise knowledge of philanthropic fundraising. During the course of the term, students write a developing Personal Code of Ethics to demonstrate one's ability to analyze any fundraising technique or campaign through a professional ethical lens.

Please include the section number of your course in the subject line when sending your instructor an email.

This course 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 on discussion boards. This endeavor is a senior-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 graded assignments 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 period.

Returning of Assignments

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

Make-Up Policy/Late Work

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

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

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

Group Project: Students reported by peers as not participating or contributing to the group project may be "fired" from the group at the recommendation of the team and the concurrence of the instructor. Such individuals must complete the entire group project on their own to receive credit.

Course Schedule
A comprehensive course scheduled is located in Blackboard under the Course Information tab. The course schedule is subject to change at the discretion of the instructor.

Grading Summary

A list of all required activities for PS 4443 Professional Leadership is identified by the module in the Course Schedule. The Course Schedule is available to you in the Course Information folder.

Your final grade is determined by the percentage of total points you earn during the duration of the course. For example, as noted below, a total of 1,100 points are available in the course. To earn a final grade of an A for the course, you must earn a minimum point total of 990 points (1,000 x 0.90 = 990)

Policy Papers (4 x 50)	200
Team-Base Learning	200
Personal Code of Ethics	100
Discussion Forums (4 x 25)	100
Case Study	100
Mid-Term Exam	100
Change Journal (2 x 25)	50
Applied Assignments (6 x 25)	150
Final Exam	100
Total Points:	**1,100**

Grading Scale (as a percentage of total points)

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

Course Policies

Academic Misconduct

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

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

Excessive Unexcused Absences/Missed Assignments

If at any time during the semester you miss three assignments, you will be referred to the Tech Early Warning Program. If you are unresponsive to the following two class sessions, you will be dropped from the course by your instructor with an "F" for excessive absences or non-performance. It is your responsibility to contact the instructor when you are having a problem completing an assignment.

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

You may access current student policies in the Arkansas Tech University Student Handbook

You are responsible for explaining to the instructor the reason for absences due to sickness, accident or death in the family. For absences that 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.

Arkansas Tech University does not discriminate by 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 to prevent barriers to academic accessibility. If you need an accommodation due to a disability, please contact the ATU Office of Disability Services, located in Doc Bryan Student Center, Suite 171, or visit http://www.atu.edu/disabilities/index.php

University Testing and Disability Services- http://www.atu.edu/disabilities/

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

Contact Information:
University Testing and Disability Services-Arkansas Tech University

Doc Bryan, Suite 171

Russellville, AR 72801-2222

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

Module	Module Objectives	Course Objectives
Module 1	• Familiarize students with one another, the purpose of the course, and the online format • Assess the role of fundraising in the nonprofit and philanthropic sector(s) • Analyze the development to the fundraising profession	**1, 2**
Module 2	• Discuss opportunities and challenges in the Third Sector • Analyze organizational preparedness for support • Assess organizational implementation of strategic management	**1, 2, 3**
Module 3	• Distinguish between effectiveness and efficiency in fundraising • Assess development and advancement budget and financial resources	**3, 6, 7**
Module 4	• Develop a case statement of support for a nonprofit entity • Analyze the market- and situation-specific cases of support	**2, 3, 6**
Module 5	• Apply targeted communications in the philanthropic context • Conduct preliminary fundraising research for an organization	**3, 4, 6, 7**
Module 6	• Deploy multiple approaches to prospect development, to include diverse populations • Assess and deploy prospect ratings and evaluations	**3, 4, 6, 7**
Module 7	• Mid-Term Examination	**1-7**
Module 8	• Integrate fundraising activities with relationship building activities • Appraise the Four Part Acknowledgement Program • Deploy Moves Management strategies to cultivate donor relations	**3-7**
Module 9	• Assess major gift programs in the organizational context • Create a Solicitation Interview • Analyze solicitation training and role playing	**3-7**
Module 10	• Explore how to cultivate relationships with donors • Examine strategies for donor retention • Develop an effective donor recognition strategy for a nonprofit organization	**1-7**
Module 11	• Differentiate acquisition campaigns and renewal/upgrade campaigns • Develop a strategy to recover lapsed donors • Assess the elements of a comprehensive appeals package • Analyze a professional telephone solicitation campaign	**1-7**
Module 12	• Examine the role of special events in an organization's fundraising strategy • Explore the role of grantsmanship in multiple contexts (governmental, foundations, and local resources)	**1-7**

	• Analyze the efficacy of internal acknowledgment and reporting requirements	
Module 13	• Analyze instruments of donor-education and planned giving • Evaluate the efficacy of an endowment campaign with an organizational context • Analyze the various charitable gift instruments	**1-7**
Module 14	• Deploy the constructs of a capital campaign organization and structure • Apply the instruments of fundraising evaluation and assessment	**1-7**

PS 5543: Philanthropy and Fundraising - Course Schedule

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

Begins 7:00 a.m. Due 11:59 p.m.	Module	Required Reading and Graded Assignments	Module Learning Objectives
Before you can begin course assignments for this course, you MUST complete the Federal Initial Attendance and Participation Module located in Blackboard. You are required by law to receive 3/3 on the assignment before you can begin participating in regular course activities.			
	Module 1	• Weinstein Chapter 1 • Course Syllabus and Schedule • Introduction to Critical Pedagogy	• Familiarize students with one another, the purpose of the course, and the online format • Assess the role of fundraising in the nonprofit and philanthropic sector(s) • Analyze the development tof the fundraising profession
		• Student Introductions Forum (25 points)	
	Module 2	• Weinstein Chapter2 • Association for Fundraising Professionals (AFP) *Fundraising Basics*	• Discuss opportunities and challenges in the Third Sector • Analyze organizational preparedness for support • Assess organizational implementation of strategic management
		• Module 2 Discussion (25 points) • Policy Paper 1 (50 points)	

	Module 3	• Weinstein, Chapter 3 • Organizational Fundraising Profile Discussion (25 points) • Organizational Case Study Analysis (100)	• Distinguish between effectiveness and efficiency in fundraising • Assess development and advancement budget and financial resources
	Module 4	• Weinstein Chapter 4 • AFP *Tax Issues* • Policy Paper 2: Individual Leadership and Organizational Change (50 points) • Application Assignment: The Case Statement (25) • Change Journal Entry 1 (25 points)	• Develop a case statement of support for a nonprofit entity • Analyze the market- and situation-specific cases of support
	Module 5	• Weinstein Chapter 5 • AFP *Prospect Research* • Revenues and Contributions Applied Assignment (25 points)	• Apply targeted communications in the philanthropic context • Conduct preliminary fundraising research for an organization
	Module 6	• Weinstein Chapter 6 • AFP *Donor Bill of Rights* • AFP *Diversity and Inclusion* • Policy Paper 3 (50 points)	• Deploy multiple approaches to prospect development, to include diverse populations • Assess and deploy prospect ratings and evaluations

	Module 7	• No readings assigned	• Mid-Term Examination
		• Mid-Term Examination (100 points) • Group and Team-Based Learning I (100)	
	Module 8	• Weinstein Chapter 7 • AFP *Online Fundraising & Social Media*	• Integrate fundraising activities with relationship building activities • Appraise the Four Part Acknowledgement Program • Deploy Moves Management strategies to cultivate donor relations
		• Organizational Preparedness Applied Assignment (25 points)	
	Module 9	• Weinstein Chapter 8 • AFP *Case for Support*	• Assess major gift programs in the organizational context • Create a Solicitation Interview • Analyze solicitation training and role playing
		• Applied Assignment: Case for Support (25 points) • Policy Paper 4 (50 points) • Change Journal 2 (25 points)	
	Module 10	• AFP *Donor Relations & Stewardship*	• Explore how to cultivate relationships with donors • Examine strategies for donor retention • Develop an effective donor recognition strategy for a nonprofit organization
		• Applied Assignment: Donor Recognition (25 points)	
	Module 11	• Weinstein Chapters 9-10 • NFP *Major Gifts* • NFP *Capital Campaigns*	• Differentiate between acquisition campaigns and renewal/upgrade campaigns • Develop a strategy to recover lapsed donors • Assess the elements of a comprehensive appeals package • Analyze a professional telephone solicitation campaign
		• Applied Assignment: Major Gifts proposal (25 points)	

	Module 12	Weinstein Chapters 11 & 12 • Personal Code of Ethics (100)	• Examine the role of special events in an organization's fundraising strategy • Explore the role of grantsmanship in multiple contexts (governmental, foundations, and local resources) • Analyze the efficacy of internal acknowledgment and reporting requirements
	Module 13	• Weinstein Chapter 13 • Assignment: Discussion post (25 points)	• Analyze instruments of donor-education and planned giving • Evaluate the efficacy of an endowment campaign with an organizational context • Analyze the various charitable gift instruments
	Module 14	• Weinstein Chapter 14 & Chapter 16 • Group and Team-Based Learning II (100) • Final Examination (100)	• Deploy the constructs of a capital campaign organization and structure • Apply the instruments of fundraising evaluation and assessment

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

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

Department Initiating Proposal	Date
Department of Professional Studies	July 30, 2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		8/1/2018
Interim Dean Dr. Jeff Aulgur		8/1/2018
Assessment Dr. Christine Austin		8/1/18
Registrar Mrs. Tammy Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Jeff Robertson		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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

Program Title:
Master of Arts in Leadership, Learning, and Organizational Development

PROPOSAL – 1

NEW DEGREE PROGRAM

1. PROPOSED PROGRAM TITLE

Master of Arts in Leadership, Learning and Organizational Development (MA-LLOD)

2. CIP CODE REQUESTED: 30.9999

3. PROPOSED STARTING DATE: Fall 2019

4. CONTACT PERSON

Dr. Phillip Bridgmon
Interim Vice President for Academic Affairs
Arkansas Tech University
pbridgmon@atu.edu
479.964.0540

Dr. Jeff Aulgur
Interim Dean, College of eTech and Department Head, Professional Studies
jaulgur@atu.edu
479.964.0318

5. PROGRAM SUMMARY

Overview

The Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) and graduate level certificate (CIP 30.9999) provide graduate-level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of 24 credit hours of leadership-focused core. Students select nine credit hours of graduate level electives from a non-LLOD discipline, allowing customization to meet professional goals and interests. The MA-LLOD core courses provide graduate-level electives for students in any graduate program at Arkansas Tech.

This degree increases stackability options at the institution; students will be able to earn an undergraduate certificate in Professional Leadership, a baccalaureate in Organizational Leadership, and the MA-LLOD. To increase credentialing opportunities, students can earn a Graduate Level Leadership Certificate by completing the first 18 credit hours of the MA-LLOD core (separate curriculum proposal). According to the Educational Advisory Board (EAB), there is a high demand for online master's degrees. The degree program and the 18 credit hour

certificate expand Tech's offering of online graduate programs. This degree program supports Arkansas Tech's strategic plan, goal 2.6, by increasing credentialing opportunities and stackability, and providing interdisciplinary options for students enrolled in Arkansas Tech graduate programs.

Curriculum Additions

LLOD 5003	Foundations of Organizational Leadership and Learning
LLOD 5013	Adult Learning, Training, and Development
LLOD 5023	Leadership Ethics and Social Responsibility
LLOD 5033	Organizational Diversity and Inclusion
LLOD 6003	Leading Organizational Change
LLOD 6013	Strategic Communication and Conflict Resolution
LLOD 6023	Evidence-Based Decision Making
LLOD 6033	Research Methods and Writing
LLOD 6043	Organizational Leadership and Learning Capstone
LLOD 6883	Special Problems in Leadership, Learning, and Organizational Development
LLOD 6891-6984	Independent Study in Leadership, Learning, and Organizational Development
LLOD 6991-6993	Thesis Continuation in Leadership, Learning, and Organizational Development
PS 5143	Nonprofit Governance
PS 5343	Community Development
PS 5543	Philanthropy and Fundraising

Program Costs

Faculty Resources

The program will not require additional full-time faculty in Years 1-3. If the limited use of adjunct faculty is required due program growth, the proposed adjunct faculty must first be granted graduate faculty status by the Graduate Council of Arkansas Tech University. The cost per adjunct faculty member per three-credit course is $2,100 plus benefits. It is estimated adjunct faculty costs will not exceed $15,000 in the first three years; however, any such required adjunct faculty expenditures will be offset by additional tuition revenue.

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.

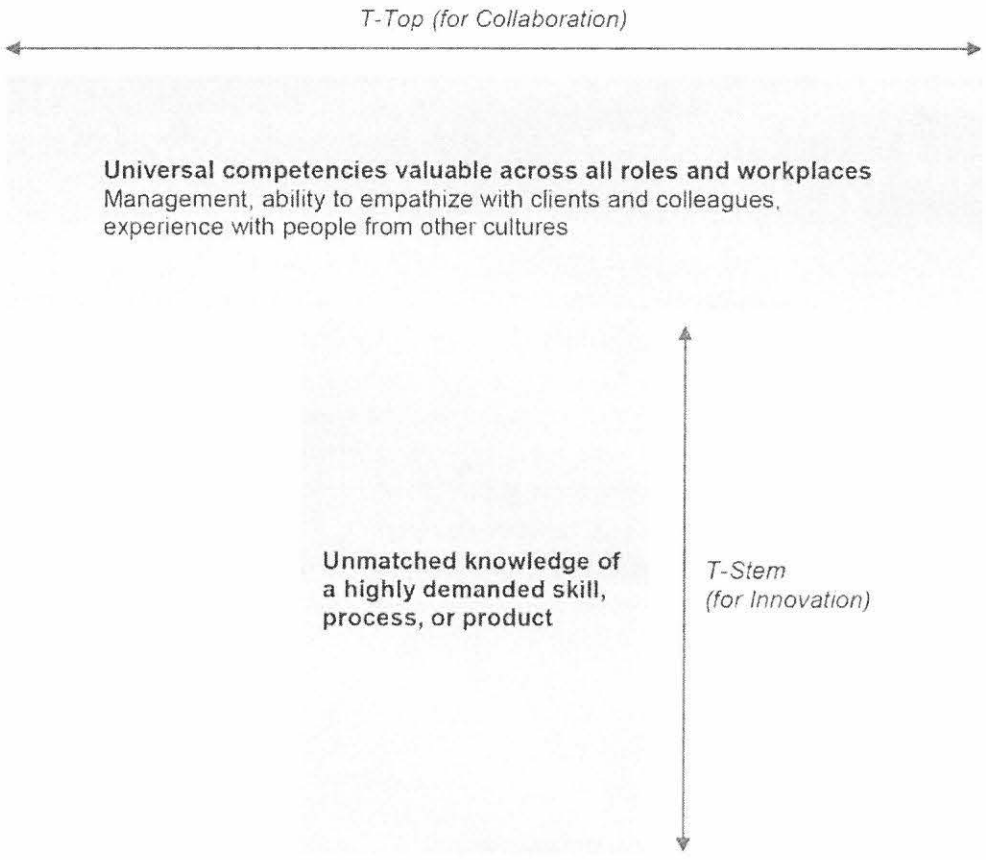
Facilities and Equipment

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

Purpose of the Program

The MA-LLOD program, with a core focus on organizational leadership 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 impact an organization's culture, productivity, and team strength.

The MA-LLOD proposes to develop 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

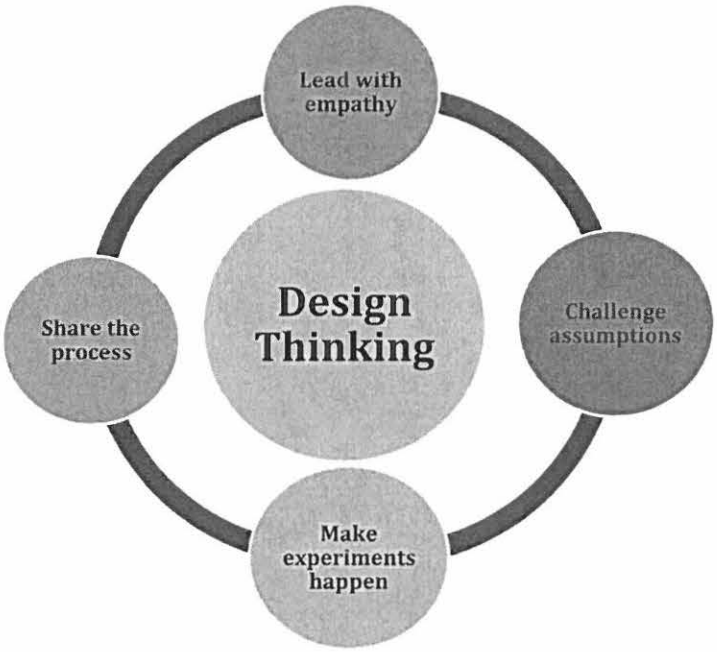
Lead with empathy – Leaders and trainers must effectively "put themselves in the student's shoe s." As suggested by Wise (2006), educators must "immerse yourself in how others experience yo ur program." By doing so, the trainer gets a practical sense of what is necessary for the cour se.

Challenge assumptions – Providing materials that challenge the learners to question their assump tions 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 exp eriments.

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 lea rners the opportunity to share their experiences with the class.

This process is continuous.



As an andragogical approach, the MA-LLOD faculty 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 including 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 Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) prepares individuals to lead change, motivate groups, create solutions, communicate effectively, resolve organizational challenges through critical, strategic and creative thinking. The program allows for customization based upon the professional and career development needs of the student. As such, the MA-LLOD is supported by any degree or career-field with a need to work with individuals and teams within an organization in directing change and development.

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 leadership, 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: Regional and statewide demand for a masters-level program increase slightly between 2013-2017; however, 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).

Provide names and types of organizations/businesses surveyed.

The Needs Assessment Survey for the MA-LLOD 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 MA-LLOD program. Three of six employers indicated they would give hiring preference to applicants with an MA-LLOD as proposed. The Survey Report is located in Appendix Appendix 1.

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

In addition to mid-career professionals, a primary regional target population for the MA-LLOD is Training and Development Supervisors (Bureau of Labor Statistics 13-1511) and Training and Development Managers (Bureau of Labor Statistics 11-3131). Training and Development Managers primarily plan, direct, or coordinate the training and development activities and staff of an organization. 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.

19% of Training and Development Manager positions require a Master's degree, and an additional 15% of positions require a post-baccalaureate certificate (O*Net, 2018).

Date extracted from the Bureau of Labor Statistics (www.bls.gov, 2018) indicates approximately 260 Training and Development Managers (Standard Occupational Classification Code 113131) exist in Arkansas, with an additional 4,130 positions located in the six states geographically contiguous to Arkansas.

Area Name	Employment[1]	Annual mean wage[2]
Arkansas	260	100630
Louisiana	350	78580
Mississippi	160	93520
Missouri	440	110680
Oklahoma	370	87910
Tennessee	1170	94130
Texas	1640	133060

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the mean hourly wage by 2,080 hours.

Second careers in aging services present one example as to how the MA-LLOD 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 (2018-2019)

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. Prospective Advisory Board members are identified by the existing board or team members of the Department of Professional Studies. 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 MA-LLOD 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.

Projected Annual Enrollment

2019 – 2020 15 students

2020 – 2021 30 students

2021 - 2022 45 students

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

It is estimated the average student in the MA-LLOD 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 MA-LLOD will complete 6-12 graduate hours each year.

As a conservative estimate, it is projected 30 students will earn the MA-LLOD by AY 2024.

7. CURRICULUM

Recommended Course Sequence		
Prefix	**Title**	**Credit Hours**
Semester 1		
LLOD 5003	Foundations of Organizational Leadership and Learning	3
LLOD 5013	Adult Learning, Training, and Development	3
Semester 2		
LLOD 5023	Leadership Ethics and Social Responsibility	3
LLOD 5033	Organizational Diversity and Inclusion	3
Semester 3		
LLOD 6003	Leading Organizational Change	3
LLOD 6013 or LLOD 6023	Strategic Communication or Evidence-Based Decision Making	3
Semester 4		
LLOD 6033	Research Methods and Writing	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
Semester 5		
LLOD 6043	Organizational Leadership and Learning Capstone	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
Semester 6		
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
	Additional Thesis Hours (if needed)	
TOTAL		**33**

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

The MA-LLOOD requires completion of 33 graduate-level credit hours. Prerequisite courses are not required of entering students.

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

LLOD 5003 Foundations of Organizational Leadership and Learning

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

LLOD 5013 Adult Learning, Training, and Development

This course is designed to introduce students to training and development in organizations. Students will learn about practical approaches and models for employee training, coaching,

mentoring, and performance improvement in a workplace setting. Topics include strategic training, training design, training methods, evaluation, diversity training, and ethics. Participation in the course requires access to a webcam or other video capture technology.

LLOD 5023 Leadership Ethics and Social Responsibility

Ethics and social responsibility often coincide. In this course, students will examine the real-life ethical and social issues that organizational leaders constantly face. Using theoretical frameworks, students will assess current issues and provide logical recommendations for issues that may arise. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 5033 Organizational Diversity and Inclusion

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.

LLOD 6003 Leading 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.

LLOD 6013 Strategic Communication and Conflict Resolution

Conflicts are an unavoidable part of life; whether at home, the classroom, or the office. The Strategic Communication and Conflict Resolution course is designed to prepare organizational leaders with the theoretical and practical knowledge to work through difficult conversations and become problem-solvers and change agents for their workplace. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 6023 Evidence-Based Decision Making

This course presents students with evidence-based frameworks used in leadership practices to make sound decisions. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 6033 Research Methods and Writing

Research Methods and Writing covers skills in quantitative, qualitative, and mixed-methods research. Students will become familiar with research design, methodology, data collection, data management, data analysis, and reporting results. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 6043 Organizational Leadership and Learning Capstone

In Organizational Leadership and Learning Capstone, students will demonstrate mastery in leadership, adult learning, and organizational development theory and practice through completion of either a master's thesis or comprehensive exams. Students will select a thesis or comprehensive exam track. Students selecting to complete a master's thesis will develop a research project. Comprehensive exam students will submit extensive, data-supported responses to four questions regarding theory and practice in organizational leadership, adult learning, and organizational development. All students will complete an electronic portfolio highlighting academic and professional competencies. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 6883 Special Problems in Leadership, Learning, and Organizational Development

Special problems in Leadership, Learning, and Organizational Development is designed to address current issues and topics relevant to leadership, learning, and organizational development. Content is determined by contemporary trends and timely issues. Note: Since the topic for the course will vary each time offered, a student can repeat this course, earning a maximum of six (6) graduate credit hours.

LLOD 6891-6984 Independent Study in Leadership, Learning, and Organizational Development

Open to graduate students who wish to pursue individual study or investigation of some facet of knowledge, which complements the purpose of the University's graduate program. Students will be required to plan their studies and prepare formal written reports of their findings. Note: The selected topic may not constitute any duplication of study leading to the accomplishment of a thesis. Note: May be repeated for credit (up to six hours).

LLOD 6991-6993 Thesis Continuation in Leadership, Learning, and Organizational Development

This course allows students additional time to research, write, and complete the thesis requirement.

PS 5143 Nonprofit Governance

This course examines the theoretical, philosophical, practical and ethical perspectives related to the effective management and leadership of nonprofit organizations in the twenty-first century. Upon completion of the course, the student will possess an understanding of 1) the historical development of the nonprofit sector, 2) the multiple rationales for the existence of the nonprofit

sector, 3) the distinctive characteristics of nonprofit organizations, 4) the structures, processes and complexities of organizational governance shared by volunteer board members and professional staff, 5) the dynamic environment of the contemporary nonprofit organization, and 6) the current issues of importance to nonprofit decision makers.

PS 5343 Community Development

This course covers the basic principles and issues in community development in the United States. Topics include community development; community assessment; methods of planning, implementing, and evaluating community-based organizations. Students will work individually or in groups to design a non-profit organization based on a community needs assessment. The focus will be on assessment, planning, leadership, financing, and evaluating a community-based organization. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology. Note: This course has a service-learning requirement that can be completed online.

PS 5543 Philanthropy and Fundraising

By the completion of this course, students develop a comprehensive understanding of the parameters within which nonprofit managers raise funds. Students examine the parameters within which nonprofit advancement professional solicit and raise funds. Students apply a philanthropic framework that draw upon theories and research from the social and behavioral sciences, as well as a variety of other disciplines. Students apply the holistic concepts of Third Sector advancement and development and create an organization's story by to create effective conveyance of its mission, purpose, program, and efficacy.

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

The required core courses for the MA-LLOD (33 hours) are:

LLOD 5003*	Foundations of Organizational Leadership and Learning
LLOD 5013*	Adult Learning, Training, and Development
LLOD 5023*	Leadership Ethics and Social Responsibility
LLOD 5033*	Organizational Diversity and Inclusion
LLOD 6003*	Leading Organizational Change
LLOD 6013*	Strategic Communication and Conflict Resolution **OR**
LLOD 6023*	Evidence-Based Decision Making
LLOD 6033*	Research Methods and Writing
LLOD 6043*	Organizational Leadership and Learning Capstone

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

LLOD 5003*	Foundations of Organizational Leadership and Learning (Lasker-Scott, Schwehm)
LLOD 5013*	Adult Learning, Training, and Development (Lasker-Scott, Schwehm)
LLOD 5023*	Leadership Ethics and Social Responsibility (Lasker-Scott, Schwehm)
LLOD 5033*	Organizational Diversity and Inclusion (Lasker-Scott)
LLOD 6003*	Leading Organizational Change (Lasker-Scott, Schwehm)
LLOD 6033*	Research Methods and Writing (Lasker-Scott, Schwehm)
LLOD 6043*	Organizational Leadership and Learning Capstone (Lasker-Scott, Schwehm)
LLOD 6013*	Strategic Communication and Conflict Resolution (Lasker-Scott, Schwehm)
LLOD 6023*	Evidence-Based Decision Making (Schwehm)
LLOD 6883*	Special Problems in Leadership, Learning, and Organizational Development (Lasker-Scott, Schwehm)
LLOD 6891-6894*	Independent Study in Leadership, Learning, and Organizational Development (Lasker-Scott, Schwehm)
LLOD 6991-6993*	Thesis Continuation in Leadership, Learning, and Organizational Development (Lasker-Scott, Schwehm)
PS 5143*	Nonprofit Governance (Aulgur, Schwehm)

PS 5343*	Community Development
	(Schwehm)
PS 5543*	Philanthropy and Fundraising
	(Aulgur, Schwehm)

The following program electives are existing graduate-level courses in the current Arkansas Tech University Graduate Catalog, instructed by a member of the Arkansas Tech University faculty with established graduate faculty standing. Courses currently offered by distance technology are identified with an asterisk*.

MGMT 6103*	Organizational Management and Leadership
MKT 6103*	Strategic Marketing Management
FIN 6103*	Corporate Financial Management
EMHS 6063*	Principles of Emergency Management
EMHS 6133*	Ethical, Legal and Political Consideration of EMHS
EMHS 6093*	Fundamentals of Homeland Security
EMHS 6033*	Leadership and Management
EMHS 6043*	Contemporary Issues in Emergency Management
EMHS 6193*	International Emergency Management
EMHS 6543*	Geographic Information Systems in EMHS
JOUR 5023	Social Media
JOUR 5073	Graphic Communication
JOUR 6193	Journalistic Writing for Multi-Media
CSP 6023*	Introduction to College Student Personnel Work
CSP 6053*	Legal Issues for Professionals in CSP
CSP 6143*	Administration in College Student Personnel
HI 6053	Emerging Trends in Health Information Technology
HI 6063	Leadership in Health Informatics
HI 6083	Health Care Policy
PSY 5043	Social Psychology (also SOC 5043)
PSY 6003	Advanced Principles of Psychology I

PSY 6103	Advanced Principles of Psychology II
SOC 6043	Evaluation and Assessment
SOC 5183*	Social Gerontology
SOC 6063*	Advanced Topics in Gerontology
SOC 6053	Advanced Topics in Criminal Justice
INFT 5053	Information Systems Resource Management

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

Not applicable.

State the program admission requirements.

The MA-LLOD 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 Leadership, Learning, and 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 Leadership, Learning, and Organizational Development, 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 emailed to: gradcollege@atu.edu

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Arts in Leadership, Learning, and Organizational Development (LLOD) 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 on last 30 hours. Statement of intent which addresses career goals, interests in leadership, learning, and organizational development, 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.

After completion of Research Methods and Writing (LLOD 6033), students choose to pursue either an original research thesis or comprehensive exams. Thesis students will select a chair. The chairperson will assist thesis students in building a thesis committee. The Program Director will assist the student in designing a curriculum of study leading to the fulfillment of degree requirements. Additionally, the Program Director and the Graduate College will monitor the student's progress. Ultimately, it remains the student's responsibility to understand and to satisfy all degree requirements.

ARKANSAS TECH UNIVERSITY CURRICULUM FOR THE MA DEGREE *(LLOD)*

Leadership, Learning, and Organizational Development

Student Name:	**Student T#:**	**Date:**
Student email:	**Student Phone #:**	**Completed by:**
***Prior Degree(s) Conferred:**	**Prior Degree awarded by:**	

***** THIS IS AN UNOFFICIAL DOCUMENT USED AS AN ADVISING GUIDE. THIS IS NOT AN OFFICIAL DEGREE AUDIT.**

Course Prefix	Course Name	33 Credit Hours	Credits Earned
Organizational Leadership and Learning Core (24 credit hours)			
LLOD 5003	Foundations of Org Leadership & Learning	3	
LLOD 5013	Adult Learning, Training, and Development	3	
LLOD 5023	Leadership Ethics and Social Responsibility	3	
LLOD 5033	Organizational Diversity and Inclusion	3	
LLOD 6003	Leading Organizational Change	3	
LLOD 6013 or LLOD 6023	Strategic Communication & Conflict Resolution or Evidence-Based Decision Making	3	
LLOD 6033	Research Methods & Writing	3	
LLOD 6043	Organizational Leadership Capstone (Thesis or Comprehensive Exam)	3	
Pick one of the following 9 credit hour focus areas:			
Organizational Management Track		**COB**	
MGMT 6103	Organizational Management & Leadership	3	
MKT 6103	Strategic Marketing Management	3	
FIN 6003	Corporate Financial Management	3	
Nonprofit Leadership Track		**eTech**	
PS 5143	Nonprofit Governance	3	
PS 5343	Community Development	3	
PS 5543	Philanthropy and Fundraising	3	
Emergency Management & Homeland Security Track (Choose 3 Courses)		**EAS**	
EMHS 6063	Principles of Emergency Management	3	
EMHS 6133	Ethical, Legal and Political Consideration-EMHS	3	
EMHS 6093	Fundamentals of Homeland Security	3	
EMHS 6033	Leadership and Management	3	
EMHS 6043	Contemporary Issues in Emergency Management	3	
EMHS 6193	International Emergency Management	3	
EMHS 6543	Geographic Information Systems in EMHS	3	
Multi-Media Journalism Track		**AH**	
JOUR 5023	Social Media	3	
JOUR 5073	Graphic Communication	3	
JOUR 6193	Journalistic Writing for Multi-Media	3	
College Student Personnel Track		**EDU**	
CSP 6023	Introduction to College Student Personnel Work	3	
CSP 6053	Legal Issues for Professionals in CSP	3	
CSP 6143	Administration in CSP	3	
Health Informatics Track		**CNHS**	
HI 6053	Emerging Trends in HIT	3	
HI 6063	Leadership in Health Informatics	3	
HI 6083	Health Care Policy	3	
Behavioral Science Track (Choose 3 Courses)		**AH**	
PSY 5043 / SOC 5043	Social Psychology	3	
PSY 6003	Advanced Principles of Psychology I	3	
PSY 6103	Advanced Principles of Psychology I	3	
SOC 6043	Evaluation and Assessmer	3	
SOC 5183	Social Gerontology	3	
SOC 6063	Advanced Topics in Gerontology	3	
SOC 6053	Advanced Topics in Criminal Justic	3	
Information Technology Track (Choose 3 Courses)		**EAS**	
INFT 5053	Information Systems Resource Managemer	3	
INFT 5203	Database System	3	
INFT 5303	Developing and Administering Web Site	3	
INFT 5403	Introduction to Information Technology and System	3	
INFT 6013	Decision Support Systems	3	
Cyber Security Track			
CSEC 5555	Human Aspects of Cyber Security	3	
CSEC 6599	Cyber Security I	3	
CSEC 5588	Management of Information Security	3	
Notes:			
	TOTAL CREDIT HOURS EARNED		0

Describe specified learning outcomes and course examination procedures.

MA – Leadership, Learning, and Organizational Development
PROGRAM OUTCOMES

The MA in Leadership, Learning, and Organizational Development 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 24 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, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7
LLOD 5003 – Foundations of Org Leadership & Learning	I	I	I	I	I	I	I
LLOD 5013 – Adult Learning, Training, and Development	R			R	R		R
LLOD 5023 – Leadership Ethics and Social Responsibility	R	R	R	R		R	
LLOD 5033 – Organizational Diversity and Inclusion	R	R		R		R	
LLOD 6003 – Leading Organizational Change	R	R	R			R	
LLOD 6013 – Strategic Comm & Conflict Resolution	R	R		R		R	R
LLOD 6023 – Evidence-Based Decision Making	R			R	R		R
LLOD 6033 – Research Methods and Writing	R	R			R		
LLOD 6043 – Org Leadership and Learning Capstone	M	M	M	M	M	M	M

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Leadership, 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.

7. **Financial Literacy** – Demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.
8.

Program Outcomes – Learning Objectives

Program Outcome 1 (PO1): Application of Leadership, 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

Program Outcome 7 (PO7): Financial Literacy

- **Students will demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.**

  - describes and applies basic techniques of financial statement (P&L, balance sheet, etc) review and interpretation
  - describes the budgeting process, including the importance of budgeting, budgeting strategy, and short- and long-term budget planning
  - evaluates the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
  - prepares a written financial plan, including budget, for a proposed improvement initiative in a professional setting

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 on August 21, 2018.

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.)

Dr. Jeremy Schwehm, Associate Professor of Professional Studies

University of Georgia, Ph.D., Adult Education
Northwestern State University, M.A., Adult Education
Louisiana State University, B.A., Psychology

Dr. Tennille Lasker-Scott, Assistant Professor of Professional Studies

University of Georgia, Ph.D., Adult Education
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

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

Dr. Jeremy Schwehm, Associate Professor of Professional Studies

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: 2

Total number of existing faculty: 2

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 vita 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 MA-LLOD. 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 MA-LLOD.

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.

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

The program does not require any new administrative costs.

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

The program will not require additional full-time faculty in Years 1-3. If the limited use of adjunct faculty is required due program growth, the proposed adjunct faculty must first be granted graduate faculty status by the Graduate Council of Arkansas Tech University. The cost per adjunct faculty member per three-credit course is $2,100 plus benefits. It is estimated adjunct faculty costs will not exceed $15,000 in the first three years; however, any such required adjunct faculty expenditures will be offset by additional tuition revenue.

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 MA-LLOD program. With conservative expectations of enrollment in Years 1-3, the identified members of the Professional Studies faculty will dedicate one course per term in his or her existing 4/4 instructional load.

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

2019 – 2020 15 students

2020 – 2021 30 students

2021 - 2022 45 students

Tuition per credit hour (2018 – 2019): $284.00 per credit hour

Total program costs (based on 2018 – 2019 tuition and fees):

$11,888.25 (33 credit-hour program)

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

Arkansas Tech University currently receives $3,753 per student FTE from the State of Arkansas.

15 student state general revenue: $52,295

30 student state general revenue: $112,590

45 student state general revenue: $164,885

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

Technology Operations Fee $16.50 per Credit Hou

Online/ Mixed Technology Fe $10.00 per Credit Hour

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

The Master of Arts in Leadership, Learning and Organizational Development will be housed in the Department of Professional Studies, College of eTech.

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.

August 23, 2018

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 Adult and Lifelong Learning
Belmont University	M.Ed. in Organizational Leadership and 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
University of Georgia	MA Learning, Leadership, & Organizational 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	MS in Organizational Leadership
Western Kentucky University	MA in Organizational Leadership
University of Colorado-Boulder	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 was distributed by Arkansas Tech University on June 25, 2018.

"This email is a notification that Arkansas Tech University is proposing a Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD). 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 Master of Arts in Leadership, Learning, and Organizational Development (CIP 52:0213) 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 27 credit hours of leadership-focused core. Students select nine credit hours of graduate-level electives from a non-LLOD 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 interdisciplinary coursework within a leadership program from which

students can select customizable course options to meet specific educational and professional goals."

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.

Fall 2018 (Enrolled Students)

Bachelor of Applied Science (62 enrolled)

Asian	1
African American	14
Hispanic	3
Caucasian	44

Bachelor of Professional Studies (356 enrolled)

Asian	2
African American	69
American Indian / Alaskan Native	9
Hispanic	8
International	1
Caucasian	266
Other/Unknown	1

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 Spring 2020

Department of Professional Studies Internal Self-Study: 2021-2022 End of Year 3

External Program Review: 2022-2023 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 eTech courses are handled by the College of eTech while Web courses are managed within departments. Faculty work with Instructional Designers and a Multimedia Coordinator to create quality online courses that meet the goals and objectives of eTech'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. Tier II and III support of the LMS is provided by a Course Management Systems team within OIS

The Office of Information Systems strives to maintain 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 College of eTech. 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 follows 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 X 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 MA-LLOD degree program or any ancillary service will be outsourced to a third-party. The College of eTech 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.

Appendix 1: Program Needs Assessment Survey

M.A. in Leadership, Learning, and Organizational Development - Dashboard

VIEWED	STARTED	COMPLETED	COMPLETION RATE	DROP OUTS	TIME TO COMPLETE
10	9	6	66.67%	3	5 mins

Response Distribution

Countries	Responses
US	100.00%
Total	100.00%

Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD) This graduate degree provides instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence-based decision making. In addition to the 24-hour leadership-focused core, students select nine hours from multiple disciplines to customize the degree to meet professional goals and interests.

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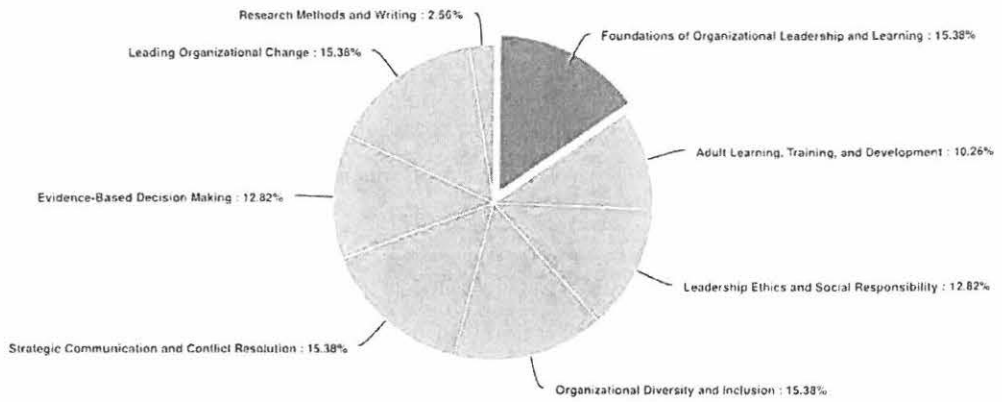
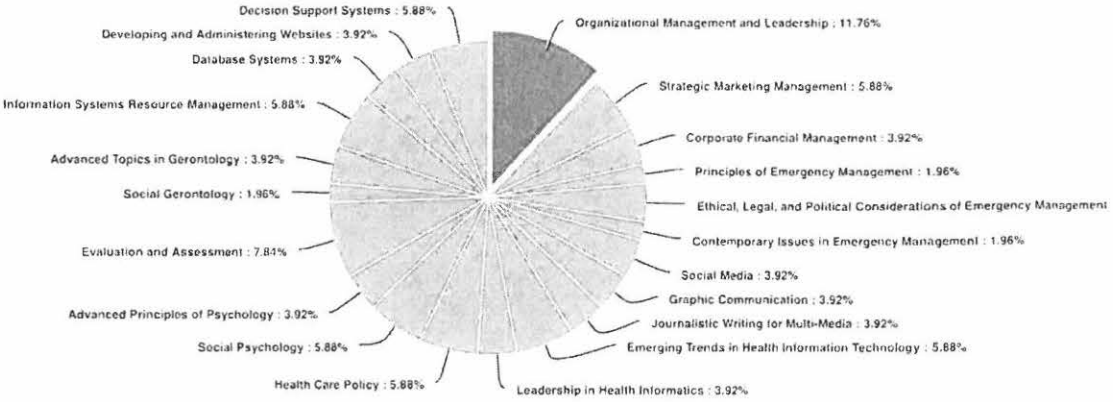
Question	Score	0	100
The description above addresses needs in our organization or profession.	81		
Average	81		

Which of the following courses would be valuable to an employee or employees in your organization? (Select all that apply)



Answer	Count	Percent	20%	40%	60%	80%	100%
Foundations of Organizational Leadership and Learning	6	15.38%					
Adult Learning, Training, and Development	4	10.26%					
Leadership Ethics and Social Responsibility	5	12.82%					
Organizational Diversity and Inclusion	6	15.38%					
Strategic Communication and Conflict Resolution	6	15.38%					
Evidence-Based Decision Making	5	12.82%					
Leading Organizational Change	6	15.38%					
Research Methods and Writing	1	2.56%					
Total	39	100 %					

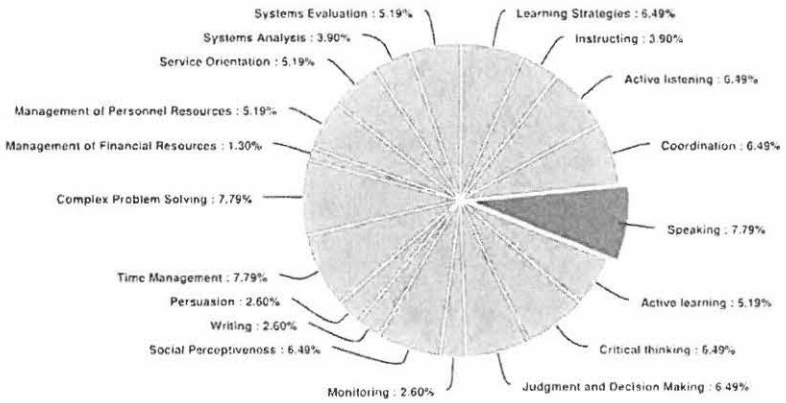
Which of the following elective courses would be of most interest to your organization or profession? (Select all that apply).



Answer	Count	Percent	20%	40%	60%	80%	100%
Organizational Management and Leadership	6	11.76%					
Strategic Marketing Management	3	5.88%					
Corporate Financial Management	2	3.92%					
Principles of Emergency Management	1	1.96%					
Ethical, Legal, and Political Considerations of Emergency Management	2	3.92%					
Fundamentals of Homeland Security	0	0%					

Contemporary Issues in Emergency Management	1	1.96%
International Emergency Management	0	0%
Geographic Information Systems (GIS) in Emergency Management	0	0%
Social Media	2	3.92%
Graphic Communication	2	3.92%
Journalistic Writing for Multi-Media	2	3.92%
Introduction to College Student Personnel	0	0%
Legal Issues for College Student Personnel Professionals	0	0%
Administration of College Student Personnel	0	0%
Emerging Trends in Health Information Technology	3	5.88%
Leadership in Health Informatics	2	3.92%
Health Care Policy	3	5.88%
Social Psychology	3	5.88%
Advanced Principles of Psychology	2	3.92%
Evaluation and Assessment	4	7.84%
Social Gerontology	1	1.96%
Advanced Topics in Gerontology	2	3.92%
Advanced Topics in Criminal Justice	0	0%
Information Systems Resource Management	3	5.88%
Database Systems	2	3.92%
Developing and Administering Websites	2	3.92%
Decision Support Systems	3	5.88%
Total	51	100 %

Which of the following (select all that apply) skills are critical in your organization or profession?

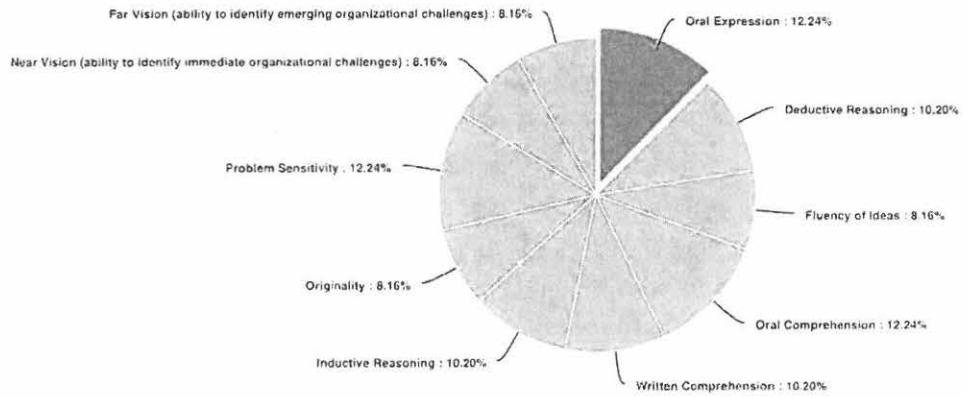


Answer	Count	Percent
Learning Strategies	5	6.49%
Instructing	3	3.9%
Active listening	5	6.49%
Coordination	5	6.49%
Speaking	6	7.79%

20% 40% 60% 80% 100%

Active learning	4	5.19%
Critical thinking	5	6.49%
Judgment and Decision Making	5	6.49%
Monitoring	2	2.6%
Social Perceptiveness	5	6.49%
Writing	2	2.6%
Persuasion	2	2.6%
Time Management	6	7.79%
Complex Problem Solving	6	7.79%
Management of Financial Resources	1	1.3%
Management of Personnel Resources	4	5.19%
Service Orientation	4	5.19%
Systems Analysis	3	3.9%
Systems Evaluation	4	5.19%
Total	77	100 %

Which of the following (select all that apply) abilities are critical in your organization or profession?



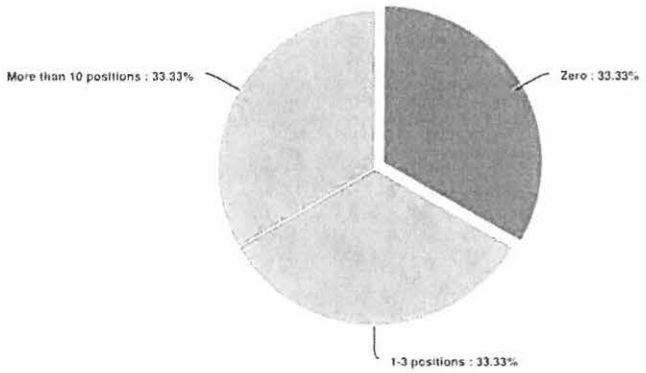
Answer	Count	Percent
Oral Expression	6	12.24%
Deductive Reasoning	5	10.2%
Fluency of Ideas	4	8.16%
Oral Comprehension	6	12.24%
Written Comprehension	5	10.2%
Inductive Reasoning	5	10.2%
Originality	4	8.16%
Problem Sensitivity	6	12.24%
Near Vision (ability to identify immediate organizational challenges)	4	8.16%
Far Vision (ability to identify emerging organizational challenges)	4	8.16%
Total	49	100 %

Please list current job titles in your organization or profession that would benefit from the proposed degree program.

Please list current job titles in your organization or profession that would benefit from the proposed degree program.

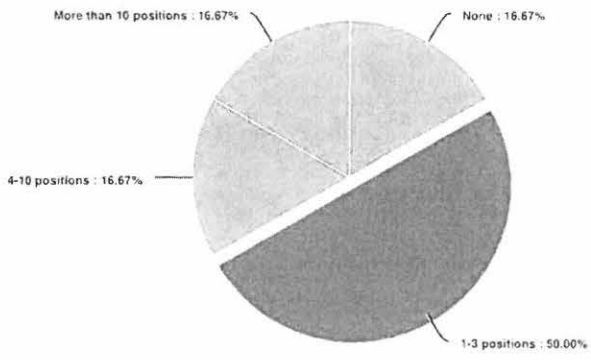
07/30/2018	27355949	Learning Counsultant (multiple) Manager Instructional Design Analyst (various descriptive prefixes)
07/30/2018	27355716	
07/26/2018	27354014	Local Office Manager, Supervisors, Human Resource Manager, Human Resource Specialist
07/26/2018	27353992	Human Resources Generalist, office manager, safety coordinator, department manager
07/26/2018	27353939	
07/26/2018	27353983	

How many current organizational positions align with a customized Master of Arts in Leadership, Learning, and Organizational Development?



Answer	Count	Percent	20%	40%	60%	80%	100%
Zero	2	33.33%					
1-3 positions	2	33.33%					
4-10 positions	0	0%					
More than 10 positions	2	33.33%					
Total	6	100 %					

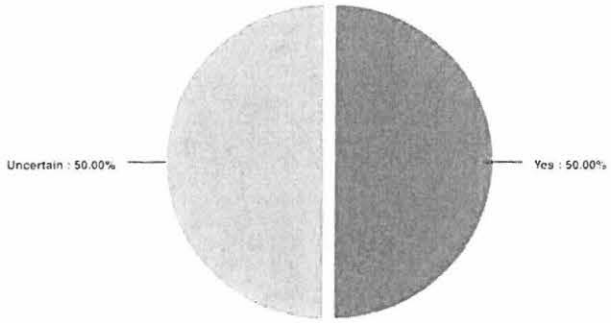
How many future organizational positions (2-5 years) align with a customized Master of Arts in Leadership, Learning, and Organizational Development?



Answer	Count	Percent	20%	40%	60%	80%	100%
None	1	16.67%					
1-3 positions	3	50%					

4-10 positions	1	16.67%
More than 10 positions	1	16.67%
Total	6	100 %

Would you give hiring preference to applicants with a Master of Arts in Leadership, Learning, and Organizational Development?



Answer	Count	Percent
Yes	3	50%
No	0	0%
Uncertain	3	50%
Total	6	100 %

The 18-hour Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD) includes the following courses: Foundations of Organizational Leadership and Learning Adult Learning, Training, and Development Leadership Ethics and Social Responsibility Organizational Diversity and Inclusion Strategic Communication and Conflict Resolution Leading Organizational Change

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Question	Count	Score	Strongly Disagree	Strongly Agree
The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.	6	2		
	Average	2		

The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.

Answer	Count	Percent
Strongly Disagree	0	0%
Strongly Agree	6	100%
Total	6	100 %

Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program and certificate program.

Indicate the number of employees who would benefit from enrolling in selected coursework in the proposed degree program and certificate program.

07/30/2018 27355949 6 - 8

07/30/2018 27355716

07/26/2018 27354014

07/26/2018 27353992 1

07/26/2018 27353989

07/26/2018 27353983 10

Please identify a salary range for current of future positions related to the proposed graduate degree and graduate certificate.

Please identify a salary range for current of future positions related to the proposed graduate degree and graduate certificate.

07/30/2018 27355949 $ 80,000 - $ 135,000

07/30/2018 27355716

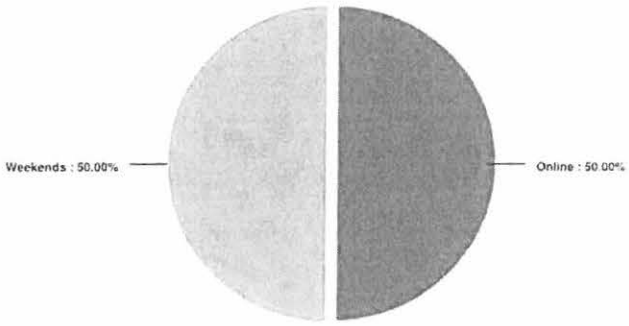
07/26/2018 27354014

07/26/2018 27353992 40,000-50,000

07/26/2018 27353989

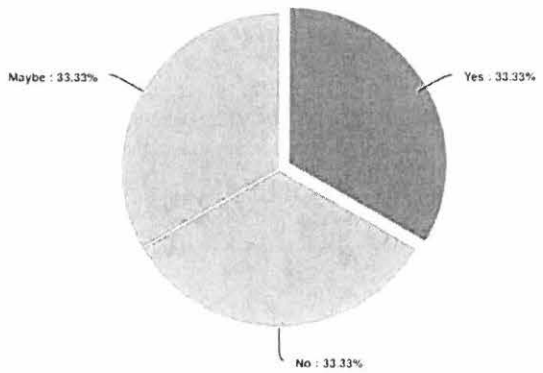
07/26/2018 27353983 50000.

Which of the course-delivery options best meet your needs as an employer and the needs of your employees? (Select one)



Answer	Count	Percent	20%	40%	60%	80%	100%
Online	3	50%					
Weekends	3	50%					
Evenings	0	0%					
In class (Face to Face)	0	0%					
Total	6	100 %					

Would you or a member of your organization or profession serve on the institution's Program Advisory Board for the proposed graduate degree and graduate certificate?



Answer	Count	Percent	20%	40%	60%	80%	100%
Yes	2	33.33%					
No	2	33.33%					
Maybe	2	33.33%					
Total	6	100 %					

Contact Information

07/30/2018	27355949	Arkansas Blue Cross Blue Shield Health Insurance Karen Bagley Manager Benefits and Employee Compensation
07/30/2018	27355716	
07/26/2018	27354014	Arkansas Department of Workforce Services Government Lanetta Bryant Employment Services Supervisor
07/26/2018	27353992	Dan's Whetstone Mfg., Natural Arkansas Whetstones Mary Swope HR Generalist/Safety Coordinator
07/26/2018	27353989	
07/26/2018	27353983	CCF Brands Food service Patsy Henderson HR Benefits Administration

First Name	Last Name	Title	Company		
Amy	Adams	HR Manager	Paragould Light Water & Cable	Paragould	AR
Eunice	Alberson	Human Resources Director - Advancement	University of Arkansas	Fayetteville	AR
Carmen	Alessi	Executive Assistant to the Dean	University of Arkansas	Fayetteville	AR
Mary	Alexander	Director of Human Resources	Pain Treatment Centers of America	Little Rock	AR
Randa	Allen	HR Director	Embassy Suites	Rogers	AR
Shannon	Allen	HR Coordinator/Admin. Assist	Genesis Cancer Center	Hot Springs	AR
Connie	Allmond	SVP, HR Officer	Farmers and Merchants Bank	Stuttgart	AR
Barbara	Almond	Director of Human Capital	AERT, Inc.	Springdale	AR
Stephanie	Amerson	Director of HR	Medical Assets Holding Company	Little Rock	Ar
Celia	Antoun	-	ClearPointe	Little Rock	Ar
Robin	Archer	Director, Human Resources	Water Tech, Inc.	Fort Smith	AR
Sonya	Arnold	B&F Engineering, HR Manager	Canceled Registrants	Hot Springs	Ar
Robin	Arter	Executive Director	Think Ability Inc	Duncan	Ok
Blake	Aubrey	HR Manager	Cooper Tire & Rubber	Texarkana	AR
Jared	Azzone	Director of Human Resources	City of Maumelle	Maumelle	Ar
Karen	Bagley	Manager, Benefits & Comp	Arkansas Blue Cross Blue Shield	Little Rock	AR
Elisabeth	Bakker	Senior Director Franchise Human Resources	Sonic Industries	Oklahoma City	OK
Emilee	Ballard	-	E C Barton & Company	Jonesboro	AR
Kimberly	Ballard	Human Resource Assistant	US Compounding Pharmacy	Conway	Ar
Robin	Barker	HR Business Partner	McKee Foods Corporation	Gentry	A
Tiffany	Barnes	HR Manager	Hutchens Construction Co	Cassville	MO
Misti	Barnett	Business Development	BelFlex Staffing Network	Little Rock	AR
KIM	BASS	BILLING SUPERVISOR	MOUNTAIN VIEW CLINIC	MENA	AR
Cindy	Bassett	Director of Human Resources	Bella Vista Property Owners Association	Bella Vista	AR
Teresa	Beasley	Human Resources Professional	Teresa Beasley, MBA, PHR, SHRM-CP	Siloam Springs	AR
Michael	Belanger	District Human Resource Manager	The Home Depot	Frisco	TX
Tracy	Belton	HR Generalist	Triumph Group	Hot Springs	AR
Jamie	Bentley	HR Manager	University of Arkansas - Division of Agriculture	Fayetteville	AR
Rhonda Langrell	Benton	Director of Human Resources	Little Rock School District	Little Rock	AR
Steve	Bohannon	Human Resources Director	Civitan Services	Benton	AR
Amy	Bolin	HR Generalist	MANA (Medical Associates of NWA)	Fayetteville	Ar
Melissa	Boswell	Human Resources Director	United Cerebral Palsy of AR	Little Rock	AR
Christine	Bott	Admin Director	Canceled Registrants	Rogers	AR
Shari	Bowlin	HR Manager	Lassonde Pappas	Springdale	AR
Danelle	Boyster	Manager of Human Resources	Outdoor Cap Company, Inc	Bentonville	AR
Fralin	Bradshaw	HR Manager	Walmart	Bentonville	AR
Delinda	Brewer	Office Manager/HR	West River Valley Regional Solid Waste Management District	Clarksville	AR
Tonya	Brickell	HR Generalist	Martin Marietta	Raleigh	No
Amy	Brooks	AVP of HR	Chambers Bank	Amity	AR
Lesa	Brosch	Human Resources Manager	Crafton Tull	Rogers	AR
Logan	Brown	Human Resources Generalist	Area Agency on Aging of Western Arkansas	Fort Smith	AR
Kay	Brown	Sr. HR Business Partner	Good Samaritan Society	Benton	AR
Rodger	Brown	HR Manager/Business Partner	Triumph Group	Hot Springs	AR
Maureen	Brown	Director of HR	TRS Healthcare	Tontitown	Ar

Melanie	Browning	Manager of Human Resources	Arkansas Regional Organ Recovery Agency	Little Rock	AR
Lanetta	Bryant	Program Supervisor/Job Services	WCASHRM Committee Members	Pearcy	AR
Keeler	Bryson	Human Resources Director	Girl Scouts - Diamonds of Arkansas, Oklahoma and Texas	Little Rock	AR
Linda	Burke	HR Manager II	Tyson Foods, Inc.	Hope	AR
Michaelle	Burkes	Human Resource Manager	Alliance Rubber Company	Hot Springs	AR
Cheryl	Burkey	HR Coordinator	Propak Corporation	Fort Smith	AR
Jawanda	Burton	Employee Services Administrator	Wilson & Associates, PLLC	Little Rock	Ar
Rachel	Busch	HR Business Partner	ABB	Westville	OK
Vanessa	Calderon	HR Supervisor	AERT, Inc.	Springdale	AR
Dawnetta	Calhoun	Executive Assitant	Office of the Arkansas Attorney General	Little Rock	AR
Terry	Callaway-Thompson	Director of HR	Harrison Energy Partners	Little Rock	AR
Jill	Cargile	SVP-Human Resource - Benefit Administrator	Bear State Bank	Glenwood	AR
Billy	Carmack	Human Resources Manager	Nidec Motor Corporation	Mena	Ar
Donna	Carr	Benefits Specialist	ASU-Beebe	Beebe	AR
Richard	Cart	SR. Generalist HR	Dassault Falcon Jet	Little Rock	AR
Jason	Carter	HR Business Partner	Arkansas Blue Cross Blue Shield	Little Rock	AR
Amie	Carter	Asst. Director Human Resources	Harding University	Searcy	AR
Donna	Carter	HR Generalist	Tenneco	Paragould	Ar
Cindy	Case	Director, Human Resources	QualChoice	Little Rock	AR
Glenda	Caton	Director of HR	Pinnacle Hotel Group	Little Rock	AR
Diane	Chambers	HR Director	Chambers Bank	Amity	AR
Leigh Ann	Chronister	HR Director	White River Area Agency on Aging, Inc	Batesville	AR
Meagan	Clark	Senior Supervisor, Human Resources	ArcBest	Fort Smith	AR
Kayla	Clark	Payroll Administrator	Ozarks Electric Cooperative	Fayetteville	Ar
Samarah	Clayton	Bost, Inc. Director of Human Resources	Canceled Registrants	.	.
Rebecca	Clemons	Director of Human Resources	Riceland Foods, Inc.	Stuttgart	Ar
Dale	Clinton	HR Business Partner	Arkansas Blue Cross Blue Shield	Little Rock	AR
Ashley	Coleman	People Operations Partner	Apptegy	Little Rock	AR
Sandra	Collins	Systems & Recruiting Manager	Rausch Coleman Homes	Fayetteville	AR
KRYSTAL	CONSTABLE	HR COORDINATOR	Sebastian County	Fort Smith	AR
Deb	Cook	HR Manager	FM Corporation	Rogers	AR
Joshua	Coones	Safety Specialist	McKee Foods Corporation	Gentry	A
Hope	Corona	Sr HR Manager	Walmart Stores, Inc	BENTONVILLE	AR
Katie	Courtright	HR Manager	REDSTONE CONSTRUCTION GROUP INC.	Little Rock	AR
Sharon	Cox	HR Generalist	Canceled Registrants	Rogers	AR
Jeanette	Cox	Human Resources Manager	Conifex El Dorado Inc.	El Dorado	Ar
Susie	Cox	-	UALR	Little Rock	AR
Josh	Crawford	Director of HR	Ridout Lumber Company	Searcy	AR
Vickie	Crittenden	HR Director	MANA (Medical Associates of NWA)	Fayetteville	Ar
Elva	Cromwell	Assistant Personnel	Arkansas Department of Labor	Little Rock	AR
Barbara	Cummings	Human Resources Manager	Canfor Southern Pine	El Dorado	AR
Audrey	Darnell	Human Resource Manager	Helen R. Walton Children's Enrichment Center	Bentonville	Ar
Whitney	Davis	HR Manager	Arauco	MALVERN	AR
Shirley	Davis	HR Generalist	Canceled Registrants	Rogers	AR
Teresa	Davis	Director of HR/EEO Officer	Golden Cakes, Inc.	Little Rock	AR

Loyd	Day	Sr. Manager Learning & Development	Walmart	Rogers	AR
Brooke	Denson	HR Director	Hollowell Industries, Inc.	West Helena	AR
Brandi	Diaz	HR Generalist	Pain Treatment Centers of America	Little Rock	AR
Jamaikhan	Dickey	HR Coordinator	City of Rogers	Rogers	AR
Valerie	Dodge	HR Director	Garland County	Hot Springs	AR
Debbie	Dollahite	Administrative Officer	Integrity First Bank	Mountain Home	AR
Jon	Dor	CFO	Museum of Discovery	Little Rock	AR
Megan	Douglas	Assistant Professor	Missouri Southern University	Joplin	Mo
Rebecca	Dowdy	Human Resources	Cooper Tire & Rubber	Texarkana	AR
Mindy	Dunn	Director, Human Resources	AFMC	Little Rock	AR
Melissa	Dunn	Manager- Employee Relations	Arkansas Electric Cooperatives	Little Rock	AR
Jeanette	Durham	VP/HR Manager	IBERIABANK	Pocahontas	AR
Amber	Eades	HR Generalist	Anchor Packaging	Paragould	AR
Michelle	Eakins	HR Generalist	Crane Composites	Jonesboro	AR
Leonardus	Eason	HR Manager	American Railcar Industries	Kennett	MO
Tammie	Edrington	SVP - HR/Executive Services	Signature Bank of Arkansas	Fayetteville	AR
Tonya	Elliott	Market Manager	Staffmark	Searcy	AR
Juliana	Enderlin	Director, Human Resources	Whiting Systems, Inc.	Alexander	AR
Jessica	Epperson	Human Resources Specialist	ArcBest	Fort Smith	AR
Denise	Eskridge, aPHR	HR Assistant	Signature Bank of Arkansas	Fayetteville	AR
Ashley	Estes	Human Resource Specialist	John Brown University	Siloam Springs	AR
Richard	Evans	Human Resources Leader	Glatfelter	Fort Smith	AR
Dena Robin	Evans	-	Walmart	Bentonville	AR
Brooke	Ferguson	Benefits Specialist 2	Travel Nurse across America	North Little Rock	AR
Georgette	Ferus	Director of Operations	Staffmark	SPRINGDALE	AR
Karen	Fitts	Human Resources Generalist	Civitan Services	Benton	AR
Diane	Fletcher	HR Manager	Craighead Electric Cooperative Corporation	Jonesboro	AR
Jessica	Fortune	Branch Manager	1st Employment Staffing	Fayetteville	Ar
Travis	Fredricksen	Sr. HR Manager	Tyson Foods, Inc.	Springdale	AR
Dana	Fuller	Operations Manager	Walmart	Bentonville	AR
Bethany	Gaboury (Taylor)	Compliance Officer	SPMI: My HR Professionals	Hot Springs Village	AR
Nancy	Gann	-	Southern Bancorp, Inc	Little Rock	AR
Brittney	Garland	HR Generalist	Youth Home Inc	Little Rock	AR
RHONDA L	GARMON	ADMINISTRATIVE ANALYST	DHS/DIVISION OF SERVICES FOR THE BLIND	LITTLE ROCK	AR
Greg	Garner	COO	Relyance Bank	Pine Bluff	AR
Amber	Geisler	Business Manager/HR	Advantage Service Company	North Little Rock	AR
Dena	George	Senior HR Generalist	Independent Case Management, Inc.	LITTLE ROCK	AR
Tonja	Gibson	Human Resources Operations Lead	Anchor Packaging	Paragould	AR
Kristi	Golden	-	Malvern National Bank	Malvern	AR
Kim	Gordon	HR Manager	City of Searcy	Searcy	AR
Marilyn	Gottsponer	-	Global Cash Card	Fayetteville	AR
Cheri LaNay	Gould	Consultant II, Talent Architecture	Walmart Stores, Inc	Bentonville	AR
JANE	GREUEL	DIRECTOR OF HR/SAFETY	Ozark Electronics Repair, Inc.	SILOAM SPRINGS	AR
Charity	Grissom	HR Assistant	White River Area Agency on Aging, Inc	Batesville	AR
Vera	Hall	Exhibitor	Information Solutions	Lowell	AR

Gary	Hall	Human Resources Manager	Rebo Lighting & Electronics	Sparta	TN
RENEE	HAMILTON	HR ASSISTANT	Sebastian County	Fort Smith	AR
Mabeline	Hansberry	HR Generalist	St Mark Baptist Church	Little Rock	AR
Dennis	Harber	Sr. Business Systems Analyst	Cherokee Nation Businesses	Tulsa	OK
Katrina	Hardison	-	Lee County Cooperative Clinic	Marianna	Ar
Yolonda	Harris	Administrative Assistant	Conway Corporation	Conway	AR
James	Harris	Director of Human Resources	Northwest Arkansas Democrat Gazette	Fayetteville	AR
Deanna	Harris	HR Coordinator	SFLIC	Hot Springs	AR
Kelly	Harvin	Benefits & Payroll Administrator	Farmers Bank & Trust	Texarkana	TX
Dessa	Hatfield	Sr Mgr - Operations Feedback	Walmart Stores, Inc	Bentonville	AR
Danny	Hebert	HR Bus	McKee Foods Corporation	Gentry	A
Linda	Heitz	-	Self	Hot Springs vlg	AR
Jennifer	Henard	Office Manager	Thompson Electric	Mabelvale	AR
Patsy	Henderson	Exec. Assistant & Benefits Administrator	CCF Brands LLC	Rogers	AR
Kelli	Hernandez	-	Henderson State University	Arkadelphia	AR
Reuah	Hilton	Human Resources Specialist	City of Maumelle	Maumelle	Ar
Mary	Hitchings	AVP/Human Resources Administrator	O'Bannon Bank	Buffalo	MO
Michelle	Hobbs	Human Resources Generalist	Hope Cancer Resources	Springdale	AR
MaryAnn	Hoffower	HR Manager/Project Coordinator	Harbor House Inc.	Fort Smith	AR
Arisha	Hogan	Human Resouces Specialist	Heifer International	Little Rock	AR
Kimberly	Holliday	Sr. Director, Risk Management	Walmart Stores Inc	Bentonville	AR
Brandi	Hollis	HR Benefits Coordinator	K+K Veterinary Supply, Inc.	Tontitown	AR
Nora	Holloway	Sr. HR Manager	Clinton Foundation	Little Rock	AR
Angelica	Holt	HR Manager	Jenkins Memorial Center	Pine Bluff	AR
Sarah	Huffman	Branch Manager	1st Employment Staffing	Fayetteville	Ar
Gretchen	Hunt	-	Specialized Real Estate Group	Fayetteville	AR
Heather	Hurst	HR Manager	Canceled Registrants	Rogers	AR
Nancy	Jester	-	Walmart Stores, Inc	Bentonville	AR
Beverly	Joe	Sr. Director of Human Resources	Triumph Group	Hot Springs	AR
Theresa	Johnson	Human Resources Manager	Bagcraft Packaging / Novolex, LLC	Baxter Springs	KS
Lacey	Johnson	HR Manager	North Arkansas Electric Cooperative	Salem	AR
Roshunda	Johnson	Program Coordinator	Phoenix Youth and Family Services, Inc	Crossett	AR
JoLen	Jolly	HR Director	Diamond Bank	Hot Springs	AR
JOHN	KELL	DIRECTOR OF HUMAN RESOURCES	Consolidated Printing, Inc.	VAN BUREN	AR
Amber	Kennedy	HR Tech	Boar's Head Provisions Co., Inc.	Forrest City	Ar
Rachel	Kielian	Recruiter	Startek	Hot Springs	AR
Shayne	King	Director of Human Resources	Birch Tree Communities, Inc.	Benton	AR
Lora	King	Benefits Administrator	Integrity First Bank	Mountain Home	AR
Pam	King-Stewart	PERSONNEL MANAGER	Administrative Office of the Courts	LITTLE ROCK	Ar
Chasity	Knight	Benefits Coordinator	Heifer International	Little Rock	AR
Jeannie	Korte	HR Generalist	Clinton National Airport	Little Rock	AR
Kari	Lackey	AVP, HR Director	Malvern National Bank	Malvern	AR
Wanda	Lamkin	-	E C Barton & Company	Jonesboro	AR
Alyssa	Lautsch (Gullett)	HR Representative	Friendship Community Care Inc.	Russellville	AR
Kevin	Lawrence	MR	Jonesboro City Water & Light	Jonesboro	Ar

Mai	Lee	HR Assistant	McKee Foods Corporation	Gentry	A
Mcihelle	Lee	HR Manager	Riceland Foods, Inc.	Stuttgart	Ar
Minnie	Lenox	Human Resources Director	City of Hot Springs	Hot Springs	Ar
Nora	Leonard	HR Systems & Benefits Manager	Rausch Coleman Homes	Fayetteville	AR
Malissa	Lewis	Lewis	American Railcar Industries	Kennett	MO
Lisa	Lillard	Senior Vice President	Staffmark	Searcy	AR
Lana	Linitski	Human Resource Manager	Mastercraft Distribution USA, Inc.	Jonesboro	AR
Mike	Little	HR Sr. Director	Samâ€™s Club	Bentonville	Ar
Sarah	Littleton	HR Coordinator	Arkansas Electric Cooperatives	Little Rock	AR
Shonda	Litty	Vice President-Human Resources	Integrity First Bank	Mountain Home	AR
Kelly	Lucas	Sr. HR Manager	Baxter Healthcare	Mountain Home	AR
Lynn	Luther	HR Supervisor	Little Rock Water Reclamation Authority	Little Rock	AR
Becky	Lynch	Director of Human Resources	Area Agency on Aging of Western Arkansas	Fort Smith	AR
Laci	Lyons	-	University of Central Arkansas	Conway	AR
Kara	Maack	Human Resources Director	Office of the Arkansas Attorney General	Little Rock	AR
Amanda	Mace	HR Managaer	WCASHRM Committee Members	Malvern	AR
Michele	Mackey	Director HR Strategy	Walmart	Bentonville	AR
Karrah	Magness	HR Assistant	Farmers Bank & Trust	Texarkana	TX
Shellbi	Malone	Director, Global Business Services	Walmart Stores, Inc	Lowell	AR
Amy	Mann	Director of Contracts	TRS Healthcare	Tontitown	Ar
Christy	Manning	HR Director	Absolute Care Management Corp.	Jonesboro	AR
Stephanie	Martin	Internal EEO Coordinator	Arkansas Department of Transportation	Little Rock	AR
Carolina	Martinez	Human Resources Generalist	Arkansas Regional Organ Recovery Agency	Little Rock	AR
Shea	Mathews	VP of HR	National Custom Hollow Metal	Little Rock	AR
Doreen	Mattes	-	City of Little Rock	Maumelle	AR
Selma	Mattox	HR Manager	Head Start Child & Family Services, Inc.	Van Buren	AR
Gabby	Mays	HR Assistant	AR Commissioner of State Lands	Little Rock	AR
Renneka	McChristian	HR Coordinator	Ozarks Electric Cooperative	Fayetteville	Ar
Bobbi	McClafferty	HR Manager	Priority Wire and Cable	Maumelle	AR
Bobby	McClain	HR Manager	ArcBest	Ft. Smith	AR
Tracy	McClurg	HR Officer	Citizens Bank	Batesville	AR
Misty	McCollum	Human Resources Technician	PotlatchDeltic Corporation	Warren	AR
Sharon	McConnell	HR Generalist	Reynolds Packaging	Malvern	AR
Brenda	McCorkle	Asst. HR Coordinator	Boar's Head Provisions Co., Inc.	Forrest City	Ar
Joanna	McFadden	EEO/DBE Section Head	Arkansas Department of Transportation	Little Rock	AR
Angelia	McKenney	Manager- Compensation & Special Projects	Arkansas Electric Cooperatives	Little Rock	AR
Nikki	McKinney	Human Resources/Administrative Manager	River Valley Primary care Services	Ratcliff	AR
Megan	McLean	Sr. Principal - Human Resources	Windstream	Little Rock	AR
Amy	McNaughton	SR. Generalist HR	Dassault Falcon Jet	Little Rock	AR
Susan King	Meadors	President	SKM Consulting, Inc.	Little Rock	Ar
Nick	Meadows	AVP Client Services	Sedgwick CMS	Bentonville	AR
Jaunita	Medlin	HR Coordinator	Mississippi County Arkansas EOC	Blytheville	AR
Anna	Mojica Loftin	Human Resource Generalist	Pinnacle Foods Group LLC	Fayetteville	AR
Kendra	Moore	HR Manager	McFarland Eye Care	Hot Springs	AR
Caroline	Moseley	HR Assistant	Harrison Energy Partners	Little Rock	AR

Marina	Mueller	Director of Human Resources	Embassy Suites Hotel & Spa	Hot Springs	AR
Brittany	Murray	-	Walmart Stores, Inc	Bentonville	AR
Pepper	Myatt	Human Resources Director	BMRHC	Marshall	AR
Meghann	Neely	HR Specialist	CHRISTUS St. Michael Health System	Texarkana	Te
Twana	Nixon	Treatment Specialist	Addiction Campuses	Nashville	Tn
Rhonda	Norvell	Director of Human Resources	Outdoor Cap Company, Inc.	Bentonville	AR
Katy	O'Dell	HR Manager	Standard Business Systems	Little Rock	AR
Tresa	Oldham	Human Resource Manager	Walmart Stores, Inc	Bentonville	AR
Mary	Ondrusek	HR Consultant	Adviant, LLC	Carl Junction	MO
Ashley	O'neal	Director - Human Resources	Windstream	Little Rock	AR
Ron	Orick	Executive Director Career Services	University of Arkansas - Fort Smith	Ft. Smith	AR
Diane	Owens	HR Director	Chambers Bancshares Inc.	Amity	AR
Mary Ann	Owens	HR Specialist	Gates Industrial Corporation	Siloam Springs	AR
Micha	Pankey	HR Manager	NIBCO Inc.	Blytheville	AR
Tanya	Parker	HR Generalist	Southwest Power Pool, Inc	Little Rock	AR
Deborah	Parsons	HR Specialist	Arkansas Attorney General	Little Rock	AR
Amber	Pate	Director of Human Resources	United Bank	Springdale	AR
Jennifer	Paterak	Assistant Director of HR	Friendship Community Care Inc.	Russellville	AR
Kasey	Pemberton	HR Coordinator	American Railcar Industries	Kennett	MO
Christy	Peterson	HR Director	Saline County	Benton	AR
Sharon	Phillips	Human Resources Director	FTN Associates, Ltd.	Little Rock	AR
Amanda	Pillow	HR Assistant	Paragould Light Water & Cable	Paragould	AR
Rebecca	Pina	HR Manager	Tyson Foods, Inc.	Springdale	AR
Chris	Pinson	HR Manager	Baxter Healthcare	Mountain Home	AR
Evert	Pinto	HR Supervisor	AERT, Inc.	Springdale	AR
Tracey	Pirozzi	VP of Human Resources	Nice-Pak Products, Inc.	Orangeburg	NY
Kari	Pope	Senior H.R. Generalist	Arkansas Electric Cooperatives	Little Rock	AR
Sheryl	Porter	HR Manager	Cooper Tire & Rubber	Texarkana	AR
Andrea	Presley	Staff Manager-HR	Windstream	Little Rock	AR
SHEILA	PRIMM	SR. HUMAN RESOURCES ANALYST	AEROJET ROCKETDYNE	CAMDEN	AR
Jerri	Proctor	HR Specialist	General Dynamics-OTS	Hampton	AR
Riada	Quinlivan	Human Resources Specialist	ArcBest	Fort Smith	AR
Billy	Quinn	HR Manager	Ash Grove Packaging	Little Rock	Ar
Andrea	Rabeneck	Training & HR Specialist	The Payroll Company (TPC)	Little Rock	AR
Sondra	Reaves	HR Manager	Nextwire	Star City	AR
Brenda	Reynolds	Controller	Nextwire	Star City	AR
Alissa	Reynolds	HR Manager	Nice-Pak Products, Inc.	Jonesboro	AR
Amy	Rhodes	Human Resources Director	Independent Case Management, Inc.	LITTLE ROCK	AR
Dana	Rios	Administrative Assistant	Baldor Electric Company	Ozark	AR
Yader	Rivera	Specialist- HRIS	Arkansas Electric Cooperatives	Little Rock	AR
Bethany	Robbins	Human Resources Manager	PotlatchDeltic Corporation	Warren	AR
Julie	Roberson	Human Resources Manager	Canfor Southern Pine	El Dorado	AR
Michael	Robertson	Human Resources Director	CHI St Vincent Hot Springs Rehabilitation Hospital/HealthSouth	Hot Springs	AR
Kevin	Robinson	VP/HR Manager	IBERIABANK	Pocahontas	AR
David	Ross	Asst. Vice President, Human Resources	Harding University	Searcy	AR

Gary	Ruebush	HR Business Partner	McKee Foods Corporation	Gentry	A
Shawna	Ruffin	HR Director	SHARE Foundation	EL Dorado	AR
Cindy	Ruffing	Director of Human Resources	Siloam Springs Regional Hospital & Northwest Health Physicians	Siloam Springs	AR
Kimberly	Sanders	HR Manager	LRCVB	Little Rock	AR
Bailie	Sanders	HR Specialist 2	Travel Nurse across America	North Little Rock	AR
Leslie	Schreckhise	HR Manager	Taber Extrusions, LLC	Russellville	AR
steve	schulte	-	firststaff	little rock	AR
Patricia	Scott	HR Coordinator	Boar's Head Provisions Co., Inc.	Forrest City	Ar
Brenda	Scott	HR & Benefits Specialist	USAble Life	Little Rock	AR
Rebecca	Shepard	Sr HR Generalist	Kohler Co.	Sheridan	AR
John	Sherman	Division Human Resource Manager	Pace Industries	Harrison	AR
Robert	Skinner	HR Sr. Partner	Bryce Corporation	Searcy	AR
Kelly	Slayden	President	Office Recruiters	Hot Springs	AR
Bobbi	Sligar	Controller	pb2 architecture + engineering	Rogers	AR
DeAnna	Smith	Senior Human Resources Technician	Conway Corporation	Conway	AR
Gina	Smith	HR Coordinator	Delta Plastics of the South LLC.	Little Rock	AR
Linda	Smith	Senior Human Resources Manager	Mercy Hospital Fort Smith	Fort Smith	AR
BRANDI	SMITH	PRACTICE MANAGER	MOUNTAIN VIEW CLINIC	MENA	AR
WaNika	Smith	Leave Administrator	University of Arkansas	Fayetteville	AR
Heather	Smith	HR Business Partner	Windstream	Little Rock	AR
Darlene	Smyser	HR Generalist	Alumacraft Boat Co.	Arkadelphia	Ar
Tammy	Snelson	Human Resourse Manager	Riceland Foods, Inc.	Stuttgart	Ar
Amanda	Sorensen	Human Resource Specialist	John Brown University	Siloam Springs	AR
Erica	Sorrells	Employee Services Manager	Wilson & Associates, PLLC	Little Rock	Ar
Holly	Sowell	HR Generalist	Nice-Pak Products, Inc.	Jonesboro	AR
Laurie	Spencer	Director of Operations	AR Commissioner of State Lands	Little Rock	AR
Tammy	Springwater	VP of Finance & Administration	Hope Cancer Resources	Springdale	AR
Kelsey	Spry	HR Coordinator	City of Rogers	Rogers	Ar
Sara	Staley	Market Manager	Staffmark	Bentonville	AR
Tracy	Stell	HR Manager	First Electric Cooperative Corporation	Jacksonville	AR
Belinda	Stephens	HR Director	Think Ability Inc	Duncan	Ok
Jeremy	Stobaugh	Rausch Colement - SVP Technology & People	Canceled Registrants	.	.
Sandy	Sullins	SVP Human Resources	CCF Brands LLC	Rogers	AR
Vickie	Summar	Human Resources, Generalist	QualChoice	Little Rock	AR
David	Sutton	Assoc HR Generalist	Tyson Foods, Inc	Fayetteville	AR
Jim	Swenson	HR	Eaton Corporation	Searcy	AR
Mary	Swope	HR/Safety	WCASHRM Committee Members	Pearcy	AR
James	Talley	HR Manager	Arkansas Surgical Hospital	North Little Rock	AR
Susan	Tharp	AVP, Recruiting Specialist	Farmers and Merchants Bank	Stuttgart	AR
Jennifer	Tidwell	Consultant II, Talent Architecture	Walmart	Bentonville	AR
Stephanie	Tindall	HR Analyst	Delta Plastics of the South LLC.	Little Rock	AR
Michelle	Tyree	Executive Administrator	The Brad Hendricks Law Firm	Little Rock	Ar
Tina	Veasley	Human Resource Associate	Canceled Registrants	Helena	AR
Audrey	Villegas	HR Specialist	Saline County	Benton	AR
Rhonna	Wade	Affiliate HR Director	AR Community Foundation	Little Rock	AR

Megan	Weber	HR Generalist	Startek	Hot Springs	AR
Shannon	Wedding	Human Resources Manager	Anchor Human Resources Group	Maumelle	AR
Rosemary	Weems	HR Plant Manager	Cooper Tire & Rubber	Texarkana	AR
T. Chanta	Wells	Director of Employee Relations	Arkansas Children's Hospital	Little Rock	AR
Ed	Wheeler	HR Manager	City of Bentonville	Bentonville	AR
Debbie	Wheeler	HR Business Partner	McKee Foods Corporation	Gentry	A
Vickey	Williams	HR Manager	BARTON PUBLIC LIBRARY	El Dorado	AR
Mark	Williams	Director, Human Resources & Administration	Clinton National Airport	Little Rock	AR
Pamela	Wrather	Classification Manager	City of Little Rock	Little Rock	Ar
Becky	Wright	HR Coordinator	AR Commissioner of State Lands	Little Rock	AR
Lori	Yacavone	Sr. Principal - Human Resources	Windstream	Little Rock	AR
Krista	Young	HR Generalist	DLM - A Division of Systems, Inc.	Malvern	AR
Cindy	Young	HR Manager	Ranger Boats	Flippin	Ar
Tonya	Zarlingo	HR Partner	University of Arkansas	Fayetteville	AR

Appendix 2: Training and Development Manager

Knowledge, Skills, and Abilities

Training and Development Manager

Knowledge

Education and Training — Knowledge of principles and methods for curriculum and training design, teaching and instruction for individuals and groups, and the measurement of training effects.

English Language — Knowledge of the structure and content of the English language including the meaning and spelling of words, rules of composition, and grammar.

Administration and Management — Knowledge of business and management principles involved in strategic planning, resource allocation, human resources modeling, leadership technique, production methods, and coordination of people and resources.

Customer and Personal Service — Knowledge of principles and processes for providing customer and personal services. This includes customer needs assessment, meeting quality standards for services, and evaluation of customer satisfaction.

Personnel and Human Resources — Knowledge of principles and procedures for personnel recruitment, selection, training, compensation and benefits, labor relations and negotiation, and personnel information systems.

Psychology — Knowledge of human behavior and performance; individual differences in ability, personality, and interests; learning and motivation; psychological research methods; and the assessment and treatment of behavioral and affective disorders.

Communications and Media — Knowledge of media production, communication, and dissemination techniques and methods. This includes alternative ways to inform and entertain via written, oral, and visual media.

Computers and Electronics — Knowledge of circuit boards, processors, chips, electronic equipment, and computer hardware and software, including applications and programming.

Clerical — Knowledge of administrative and clerical procedures and systems such as word processing, managing files and records, stenography and transcription, designing forms, and other office procedures and terminology.

Skills

Learning Strategies — Selecting and using training/instructional methods and procedures appropriate for the situation when learning or teaching new things.

Instructing — Teaching others how to do something.

Active Listening — Giving full attention to what other people are saying, taking time to understand the points being made, asking questions as appropriate, and not interrupting at inappropriate times.

Coordination — Adjusting actions in relation to others' actions.

Reading Comprehension — Understanding written sentences and paragraphs in work related documents.

Speaking — Talking to others to convey information effectively.

Active Learning — Understanding the implications of new information for both current and future problem-solving and decision-making.

Critical Thinking — Using logic and reasoning to identify the strengths and weaknesses of alternative solutions, conclusions or approaches to problems.

Judgment and Decision Making — Considering the relative costs and benefits of potential actions to choose the most appropriate one.

Monitoring — Monitoring/Assessing performance of yourself, other individuals, or organizations to make improvements or take corrective action.

Social Perceptiveness — Being aware of others' reactions and understanding why they react as they do.

Writing — Communicating effectively in writing as appropriate for the needs of the audience.

Persuasion — Persuading others to change their minds or behavior.

Time Management — Managing one's own time and the time of others.

Complex Problem Solving — Identifying complex problems and reviewing related information to develop and evaluate options and implement solutions.

Management of Financial Resources — Determining how money will be spent to get the work done, and accounting for these expenditures.

Management of Personnel Resources — Motivating, developing, and directing people as they work, identifying the best people for the job.

Service Orientation — Actively looking for ways to help people.

Systems Analysis — Determining how a system should work and how changes in conditions, operations, and the environment will affect outcomes.

Systems Evaluation — Identifying measures or indicators of system performance and the actions needed to improve or correct performance, relative to the goals of the system.

Negotiation — Bringing others together and trying to reconcile differences.

Management of Material Resources — Obtaining and seeing to the appropriate use of equipment, facilities, and materials needed to do certain work.

Mathematics — Using mathematics to solve problems.

Abilities

Oral Expression — The ability to communicate information and ideas in speaking so others will understand.

Deductive Reasoning — The ability to apply general rules to specific problems to produce answers that make sense.

Fluency of Ideas — The ability to come up with a number of ideas about a topic (the number of ideas is important, not their quality, correctness, or creativity).

Oral Comprehension — The ability to listen to and understand information and ideas presented through spoken words and sentences.

Speech Clarity — The ability to speak clearly so others can understand you.

Written Comprehension — The ability to read and understand information and ideas presented in writing.

Written Expression — The ability to communicate information and ideas in writing so others will understand.

Inductive Reasoning — The ability to combine pieces of information to form general rules or conclusions (includes finding a relationship among seemingly unrelated events).

Originality — The ability to come up with unusual or clever ideas about a given topic or situation, or to develop creative ways to solve a problem.

Problem Sensitivity — The ability to tell when something is wrong or is likely to go wrong. It does not involve solving the problem, only recognizing there is a problem.

Speech Recognition — The ability to identify and understand the speech of another person.

Information Ordering — The ability to arrange things or actions in a certain order or pattern according to a specific rule or set of rules (e.g., patterns of numbers, letters, words, pictures, mathematical operations).

Near Vision — The ability to see details at close range (within a few feet of the observer).

Category Flexibility — The ability to generate or use different sets of rules for combining or grouping things in different ways.

Far Vision — The ability to see details at a distance.

Appendix 3: Student Course and Instructor Evaluation

Question 1

Student Evaluation of Faculty Survey

Question 2

Please answer the following questions about your commitment to this course:

Question 3

How often did you attend this course?

(4) Always	(3) Frequently	(2) Rarely	(1) Never
○	○	○	○

• Reversed Options • Do Not Calculate Mean/Std.

Question 4

On average, how many hours per week did you spend on this course outside of class (Examples: homework, readings, reviewing notes, completing weekly assignments, etc.)?

(5) 0 hours	(4) 1-3 hours	(3) 4-6 hours	(2) 7-10 hours	(1) more than 10 hours
○	○	○	○	○

• Reversed Options • Do Not Calculate Mean/Std.

Question 5

How satisfied were you with your effort in this course?

(5) Very Satisfied	(4) Satisfied	(3) Unsure	(2) Dissatisfied	(1) Very Dissatisfied
○	○	○	○	○

• Reversed Options

Question 6

What is your expected grade in this course?

(5) A	(4) B	(3) C	(2) D	(1) F	(0) Course Not Graded
O	O	O	O	O	O

• Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 7

What could you have done to be a more effective learner in this course?

Question 8

Please answer the following questions about classroom materials and university resources:

Question 9

Did you utilize resources outside the classroom for this course (Examples: writing lab, advising center, tutoring, or other similar resources)?

(2) Yes	(1) No	(0) None Available
O	O	O

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 10

If yes, which resources did you utilize? (Check all that apply)

- ☐ (4) Writing Lab
- ☐ (3) Advising Center
- ☐ (2) On-Campus Tutoring
- ☐ (1) Other

• Question is referenced by branched logic • Reversed Options

Question 11

Did you have access to (rent, purchase, or borrow) the required course materials (Examples: textbook, online access code, etc.)?

(3) Yes	(2) Some	(1) No	(0) None Required
○	○	○	○

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 12

The required course materials were valuable to my success in this course.

(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
○	○	○	○	○

• Question is referenced by branched logic • Reversed Options

Question 13

Did the instructor(s) provide supplemental materials (Examples: handouts, visuals, online resources, etc.)?

(2) Yes	(1) No
○	○

• Reversed Options • Do Not Calculate Mean/Std.

Question 14

Did the physical space the course was held in (Examples: classroom, lecture hall, laboratory, etc.) negatively impact your learning?

(2) Yes	(1) No	(0) Online/Not Applicable
○	○	○

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 15

If you answered 'YES' to the previous question, please explain how the physical space negatively impacted your learning.

• Question is referenced by branched logic

Question 16

Please answer the following questions about the instructor:

Question 17

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

(2) Yes	(1) No
○	○

• Question has branched logic • Reversed Options • Do Not Calculate Mean/Std.

Question 18

When I had questions or needed assistance, my instructor was available.

(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
O	O	O	O	O

• Question is referenced by branched logic • Reversed Options • Team Taught Question

Question 19

When I had questions or needed assistance, the instructor was willing to help.

(2) Yes	(1) No	(0) I did not seek out assistance
O	O	O

• Question has branched logic • Include Non-Numeric Option • Reversed Options • Do Not Calculate Mean/Std.

Question 20

If you answered no to the previous question please explain, citing specific examples if possible.

• Question is referenced by branched logic • Team Taught Question

Question 21

	(5) Strongly Agree	(4) Agree	(3) Neutral	(2) Disagree	(1) Strongly Disagree
The instructor incorporated examples that furthered my understanding of course topics.	O	O	O	O	O
The instructor communicated guidelines and expectations clearly, and evaluated work accordingly.	O	O	O	O	O
The instructor was well-organized and prepared for class.	O	O	O	O	O
The instructor demonstrated a clear understanding of course topics.	O	O	O	O	O
The instructor provided timely feedback on assignments, tests, or discussions.	O	O	O	O	O
The instructor acted in a professional manner and treated students with respect.	O	O	O	O	O
The instructor created an environment that was conducive to learning.	O	O	O	O	O
The instructor was proficient in English.	O	O	O	O	O

• Reversed Options • Team Taught Question

Question 22

Please rate your instructor's overall performance

(5) Excellent	(4) Very Good	(3) Good	(2) Poor	(1) Very Poor
O	O	O	O	O

• Reversed Options • Team Taught Question

Question 23

Please answer the following open response questions:

Question 24

What were the strengths of this course?

Question 25

Do you have any constructive suggestions on improving this course?

Question 26

Do you have any additional comments about the instructor?

• Team Taught Question

Appendix 4: Faculty Curriculum Vita

Jeremy Schwehm

Curriculum Vitae – Abbreviated

Assistant Professor, Department of Professional Studies
Arkansas Tech University
479-356-2095 - Email: jschwehm@atu.edu

EDUCATION

Doctor of Philosophy, Adult Education – 2011
The University of Georgia – Athens, Georgia

Dissertation: The impact of precollege characteristics and community college factors on the academic and social adjustment of adult vertical transfer students.
Emphasis: Adult Education, Learning and Organizational Development, Quantitative Analysis
Interest: Adult Learning Online, Training and Development, Evaluation and Assessment, Adult Learner Transitions, Leadership, Organizational Change

Master of Arts, Adult Education – 2007
Northwesters State University – Natchitoches, Louisiana

Emphasis: Educational Technology, Training and Development

Bachelor of Arts, Psychology– 2000
Louisiana State University – Baton Rouge, Louisiana

PROFESSIONAL HISTORY

ASSOCIATE PROFESSOR – PROFESSIONAL STUDIES

College of eTech, Department of Professional Studies, Arkansas Tech University

- Teach a courses in **applied research, personnel management, training and development, coaching, leadership, professional communication, and community development**

PROGRAM DIRECTOR

Learning in Retirement, University of Georgia, Athens, Georgia

- Managed daily operations of a non-profit organization offering continuing education opportunities for retirees
- Applied for and received a $100,000 starter grant from the Bernard Osher Foundation with the option to receive one million dollar endowment for meeting growth benchmarks

DIRECTOR, TRANSFER RESOURCE CENTER

Department of Retention Services, Central Piedmont Community College, Charlotte, North Carolina

- Managed transfer advising operations at 3 campus locations for a large body of transfer students
- Developed and implemented an on-going plan for institutional research and internal evaluation on the effectiveness of the College's transfer efforts

MANAGER, DIRECTOR OF TRAINING

Rafferty's Restaurant and Bar, Inc, Charlotte, North Carolina

- Facilitated, and managed training needs assessment, design, evaluation, and delivery across organizational units to include front-of-house, back-of-house, and management development
- Instituted peer-coaching system for front-of-house, customer contact associates

UNIT LEADER, COUNSELOR TRAINING

Pine Forest Camps, Philadelphia, Pennsylvania

- Consulted camp directors in recruitment and placement of counselors and support staff
- Coordinated counselor orientation and training for all new hires and returning staff

SCHOLARSHIP

Publications

Couture, R., Schwehm, J., & Couture, V. (2017). Helicopter colleges: A return to in loco parentis? *College Student Journal, 51*, 398-406.

Schwehm, J.S., Saxton, J., & Stuckey, A. (2017). Promoting engagement and community in online courses: It's all about the writing. Proceedings of the *Adult Higher Education Alliance Conference.*

Schwehm, J.S. (2017). Do student demographics and community college experiences influence the adjustment process of adult vertical transfer students? *The Community College Enterprise 23* (1), 53-69.

Schwehm, J.S., Lasker-Scott, T, & Elufiede, O. (2017). A comparison of learning outcomes for adult students in on-site and online service-lear *Online Journal of Distance Learning Administration 20(1).* Retrieved from: http://www.westga.edu/~distance/ojdla/spring201/schwehm_scott_elufiede201.html

Schwehm, J.S. (2016). The experiences of adult students through the vertical transfer process: What information is in the literature and how can use it? *The Nontrad Journal, 18(1),* 8-21.

Giroir, E. & Schwehm, J.S. (2014). Implementing intrusive advising principles for adult learners in online programs. NACADA Clearing House Retrieved from: https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Implementing-Intrusive-Advising-Principles-fo Adult-Learners-in-Online-Programs.aspx

Schwehm, J.S. & Giroir, E. (2013). The impact of engagement model academic advising on involvement, academic self-efficacy, and perceived cohesion of online adult learners. Proceedings of the *Adult Education Research Conference.* Paper 30. Retrieved from: http://newprairiepress.org/aerc/2013/roundtables/30/

Schwehm, J.S. (2011). The impact of precollege characteristics and community college factors on the academic and social adjustment of adult vertical transfer students. (Doctoral dissertation, The University of Georgia). ProQuest Digital Dissertation database. (Publication No. AAT).

Presentations (National Conferences)

Couture, R. & Schwehm, J.S. (2017). "False consensus and FERPA." *Paper presented at the NASPA Annual Conference,* March 11 - 15, San Antonio, TX.

Schwehm, J.S., Saxton, J., & Stuckey, A. (2017). "Promoting engagement and community in online courses." *66th Annual AHEA National Conference,* March 9 - 10, Orlando, FL.

Saxton, J. & Schwehm, J.S. (2017). "The transition process of adult students from an on-campus program at a two-year college to an online bachelor's program." *Paper presented at the 15th Annual Conference for the National Institute for the Study of Transfer Students,* February 15 – 17, Atlanta, GA

Schwehm, J.S., Elufiede, O., & Lasker-Scott, T. (2016). "A comparison of learning outcomes for adult students in service-learning and e-service-learning." *Paper presented at the 65th International Conference of the American Association for Adult and Continuing Education.* November 8 - 11, Albuquerque, NM.

Schwehm, J. S. (2016). "Can e-service-learning increase engagement and sense of belonging for adults in online programs?" *19th Annual Association for Nontraditional Students in Higher Education National Conference.* April 7 – 10, Dearborn, MI.

Aulgur, J., Schwehm, J. S., & Warnick, J. (2016). Nonprofit board members and the Affective Commitment Scale: Identifying antecedents of commitment. *Presentation at the 74th Annual Midwest Political Science Association Conference,* April 7 – 10, Chicago, IL.

Saxton, J. & Schwehm, J. S. (2016). "Start here – stay here: A pathway for place-bound adult learners." *65th Annual AHEA National Conference,* March 10 – 11, Orlando, FL.

Schwehm, J.S. (2015). "E-service-learning: Reflections from adult learners in an online program." *Paper presented at the 64th International Conference of the American Association for Adult and Continuing Education.* November 17 – 20, Oklahoma City, OK.

Schwehm, J.S., Couture, R., & Couture, V. (2015). "Helicopter colleges: The revolving nature of institutions' relationships with parents." *Paper presented at the NASPA Annual Conference,* March 21 – 25, New Orleans, LA.

Schwehm, J.S., & Giroir, C. (2014). "Our student's stories: Leveraging adult learner past experience to build resiliency through academic advising." *Paper presented at the 63rd International Conference of the American Association for Adult and Continuing Education.* November 4 - 7, Charleston, SC.

Schwehm, J. S., & Giroir, E. (2013) "Implementing intrusive advising principles for adult learners in online programs." *NACADA National Conference*, October 6 – 9, Salt Lake City, UT.

Schwehm, J.S., & Giroir E. (2013) "The impact of the academic advising engagement model on involvement, academic self-efficacy, and perceived cohesion of online adult learners." *Paper presented at the 2013 Adult Education Research National Conference*, May 31 – June 2, St. Louis, MO.

Schwehm, J.S. (2013). "Factors that influence the university adjustment of adult transfer students." *Paper presented at the 11th Annual Conference for the National Institute for the Study of Transfer Students*, January 30 – February 1, Frisco, Texas.

Schwehm, J.S., & Dirani, K., (2012). Development of the adult vertical transfer student experiences questionnaire (AVTSEQ). *Paper presented at the 2012 AHRD International Conference in the Americas,* February 29 – March 4, Denver, CO.

Schwehm, J.S. (2011). The influence of classroom involvement on the academic and social adjustment of adult university students. *Paper present The University of Georgia Lifelong Education, Administration, and Policy Research Symposium. Athens, GA.*

CURRICULUM VITAE
TENNILLE J. LASKER-SCOTT

Assistant Professor
Arkansas Tech University
Department of Professional Studies
715 N. El Paso
Russellville, AR 72801
Phone: (479) 356-6247 Email: tlaskerscott@atu.edu

EDUCATION

Doctor of Philosophy, Adult Education – 2015
The University of Georgia – Athens, Georgia
Dissertation: The Hard Road: The Educational Pursuits and Participation of Socioeconomically Disadvantaged African American Adults
Emphasis: Adult Education, Learning and Organizational Development
Interest: Class, Race and Gender in Education and Mentorship, Workplace Diversity, Cross-Cultural Research

Graduate Certificate, 2013
The University of Georgia – Athens, Georgia
Interdisciplinary Qualitative Certificate

Master of Education, 2009
University of Arkansas at Little Rock – Little Rock, Arkansas
Emphasis: Adult Education

Bachelor of Business Administration, 2006
University of Arkansas at Little Rock – Little Rock, Arkansas
Emphasis: Human Resource Management

ACADEMIC HISTORY

Assistant Professor (Tenure Track), (Aug. 2015 – present)
College of eTech, Department of Professional Studies, Arkansas Tech University, Russellville, AR

- Full time, tenure track assistant professor
- Teach a minimum of four undergraduate level online courses in research, personnel management, professional communication, and occupational globalization and diversity
- Develop and/or update courses for the Department of Professional Studies in the areas adult learning, workforce education, and organizational change and diversity.
- Advise undergraduate students in the Professional Studies Department.

GRADUATE RESEARCH & TEACHING ASSISTANTSHIPS

The Office of Academic Planning, The University of Georgia, August 2014 – July 2015

- Assisted in the development of resources to support and promote assessment practice, to include faculty development, print, and technological resources.
- Conducted research into the assessment practices, tools and findings at other institutions.
- Assisted with the coordination of institutional assessments such as the Collegiate Learning Assessment through the National Survey of Student Engagement (NSSE).
- Conducted quantitative and qualitative data collection and analysis for institutional and departmental assessment projects.
- Utilized Qualtrics to survey student population for university assessments.

Department of Lifelong Education, Administration and Policy, Adult Education, Learning and Organizational Development Program, The University of Georgia, January 2013 – August 2014

- Developed online component to following courses: Methods of Research in Education (EADU 6200), Educational Change (EADU 8200), and Program Development (EADU 7030).
- Assisted in the facilitation of Program Development Course (EADU 7030).
- Conducted evaluation, course assessment, on student learning outcomes of Program Development Course (EADU 7030).

Family and Consumer Sciences Education, Workforce Education Program, The University of Georgia, January 2014- August 2014 (**Teaching Assistant**)

- Assisted with the online and face-to-face delivery of the undergraduate/graduate Consumer Finance and Planning (EBUS 5760/7760).
- Assisted in facilitation (online) and lecture for Technology for Education in the Workplace (WFED 8000).
- Prepared lecture and assist in the assessment of required assignments.
- Served as abstract and poster presentation reviewer for national conference American Association of Family and Consumer Sciences (AAFCS).

The Institute of Women's Studies, The University of Georgia, August 2013- August 2014

- Assisted in research of the mentorship of Black female scholars.
- Developed online components of face-to-face courses, MissEducation: Women in the Media (**Teaching Assistant**), Feminist Pedagogy (EADU 8180, **Teaching Assistant**), Analyzing Qualitative Data (QUAL 8420), and Qualitative Narrative Analysis (QUAL 8525).
- Created study guides and presentations for undergraduate honors course: First Year Odyssey – South Africa (FYOS 1001).
- Research as needed for upcoming faculty manuscripts.

The Institute of Continuing Judicial Education, The University of Georgia, 2009- August 2013

- Proposed and created judicial courses to be delivered online:
  - Jail Diversion: Developed to better prepare and assist Magistrate Judges in dealing with cases where defendants suffered from mental illness and drug addiction; recidivism.
  - Elder Abuse: Prepared for state judges and lawyers to define elder abuse, gain insight into victim and perpetrator behaviors and identify common causes of elder abuse.
  - Domestic Violence: Examining the role and responsibilities of a Magistrate Judge when presiding over cases involving family violence and issues involving of the

safety of the victim. The different types of domestic violence; the behaviors of the victim and the perpetrator; common myths associated with domestic violence; and the barriers to victims escaping a domestic violence relationship.

- Accountability Courts & Collaborative Justice: Created to give current presiding judges and lawyers a review of the history of the Accountability Courts and Collaborative Justice movements across the nation by discussing the various types of programs previously created and those that are currently running across the United States.

- Trained staff, presenters, and instructors on how to facilitate online learning.
- Trained staff, presenters, and instructors on using educational software and webpages.
- Researched needs for continued judicial education, present findings to director.
- Maintained database of participate surveys and evaluations
- Assisted in event planning for state-wide judicial training

University of Arkansas at Little Rock, Adult Education Program, 2008-2009

- Assisted in publication of scholarly article by contributing literature view.
- Researched the relationship between female students and their mentors: developed proposal and presented research at local, regional, and national conferences.
- Created test and quizzes for online courses, as directed by professor: Psychology of the Adult Learner and Program Planning in Adult Education

TEACHING EXPERIENCE

Arkansas Tech University
Assistant Professor – Department of Professional Studies

PS 3003 – Project Design
PS 3013 – Professional Studies Seminar
PS 3023 – Professional Communications
PS 3133 – Applied Principles of Personnel Management
PS 3143 – Applied Professional Research
PS 4003 – Capstone Project
PS 4143 – Nonprofit Governance
PS 4443 – Professional Leadership
PS 4643 – Occupational Globalization and Diversity
PS 4951-4954 – Undergraduate Research: Career Based Issues

University of Georgia
Graduate Teaching Assistant – The Institute of Women's Studies

EADU 8180 – Feminist Pedagogy
QUAL 8420 – Analyzing Qualitative Data
QUAL 8425 – Qualitative Narrative Analysis

Graduate Teaching Assistant – Family and Consumer Sciences Education, Workforce Education Program

EBUS 5760/7760 – Consumer Finance and Planning
WFED 8000 – Technology for Education in the Workplace

SERVICE

University

2017-2018

- Academic Appeals Committee
- Curriculum Committee
- Faculty Welfare Committee
- Faculty Salary and Benefits
- Student Learning Assessment Committee

2016-2017

- Academic Appeals Committee
- Curriculum Committee
- Faculty Welfare Committee

2015

- Curriculum Committee

Professional

- President, ATU - Black Faculty and Staff Organization (BFSO), 2017-Present
- Secretary, The Adult Higher Education Alliance (AHEA), 2013-Present
- Member, Commission of Professors of Adult Education (CPAE), 2012-Present
- Member, American Association of Adult and Continuing Education (AAACE), 2009-Present
- Member, American Educational Research Association, 2014-Present
- Member, Black Doctoral Network, 2014-Present

Community

- College Prep (House of Refuge and Deliverance – Mayflower, AR and Bethesda Temple Apostolic Faith Church – Athens, GA)
- Enlightened Mentorship (Conway, AR)
- Dress for Success (Little Rock, AR)
- Y.E.S. – Young Empowered Sisters Mentorship Program (Conway, AR)

REVIEWER

- Adult Learning (Journal), 2017- Present
- American Educational Research Association (AERA), 2016-Present
- Adult Higher Education Alliance (AHEA) Conference Proposal and Proceedings, 2014-Present
- American Adult and Continuing Education (AAACE) Conference Proposals, 2015-Present

- American Association of Family and Consumer Sciences (AAFCS), 2014

PUBLICATIONS

Articles - Peer Reviewed

Schwehm, J. S., Lasker-Scott, T., & Elufiede, O. (2017). A Comparison of learning outcomes for adult students in on-site and online service-learning. *Online Journal of Distance Learning Administration, 20*(1), n1.

Ellis, A., Erwin, P. L., Lasker-Scott, T., Bush, P. L., Stephens, M. L., Alston, G. D., & Brown, N. (2015). The 21st annual AERC African Diaspora Pre-Conference: Reflecting, relating, and reshaping the community. *Adult Learning, 26*(2), 81-83.

Boden, C.J., Gibson, D., Franklin Guy, S., Lasker-Scott, T., Scudder, R., & Smartt, J.T. (2009). Seven methodologies professors use to promote student epistemological development and self-directedness. *The International Journal of Learning, 15*(11), 11-22.

Boden, C.J., Cook, D., Lasker-Scott, T., Moore, S., & Shelton, D. (2008). Five perspectives on reflective journaling. *Adult Learning*, 17, 11-15.

Book Chapters – Peer Reviewed

Johnson-Bailey, J., Ray, N., & Lasker-Scott, T. (2015). Race, the Black male, and heterogeneous racisms in education. In D. Rosser-Mims, L. Bowman, & G. Palmer (Eds.), *African American Males in Adult Education: Pathways to Work and Higher Education.* New Directions New Directions for Adult and Continuing Education.(Vol. 144, pp. 5-14). San Francisco: Jossey-Bass.

Lopez, O., Springer, S., Eichler, M., Lasker-Scott, T., & Boden-McGill, C. (2015). Negotiating experience and theory: Piloting cornerstone and capstone courses to build a sustainable future for an interdisciplinary graduate degree program. In J.K. Holtz, S.B. Springer, & C. Boden-McGill (Eds.). *Developing sustainable futures for adult learners* (pp. 269-294). Charlotte, NC: Information Age Publishing.

Eichler, M.E., Boden-McGill, C.J., & Lasker-Scott, T. (2014). High tech, high touch, high context: Social dimensions of learning in online, hybrid, and learning pod environments. In V.C.X. Wang (Ed.). *Handbook of Research on education and technology in a changing society* (pp. 30-48). Hershey, PA: IGI Global.

National Conference Proceedings – Peer Reviewed

Lasker-Scott, T (2016). Low-income African American adults' educational pursuits and participation. *Proceedings of The 24th Annual African Diaspora Adult Education Research Preconference – Adult Education Research Conference*, Charlotte, North Carolina – University of North Carolina at Charlotte.

Lasker-Scott, T. (2014). From the inside – out: Low-income African American adult's perceptions and barriers of participating in formal education. *Proceedings of The 22nd Annual African Diaspora Adult Education Research Preconference – Adult Education Research Conference*, Harrisburg, PA – Pennsylvania State University.

Lasker-Scott, T. (2013). The impact of class status on African American adult's participation in adult education. *Proceedings of The 21st Annual African Diaspora Adult Education Research Preconference – Adult Education Research Conference*, St. Louis, Mo – University of Missouri at St. Louis.

PRESENTATIONS

Paper Presented – Conference Presentations

Lasker-Scott, T., & Schwehm, J. (2018). Hostile: The impact of race and gender on collegiality in higher education. *The 42nd Adult Higher Education Alliance Conference, The University of Central Florida*, Orlando, FL.

Lasker-Scott, T. (2017). Narratives of life. *The 41st Adult Higher Education Alliance Conference, The University of Central Florida,* Orlando, FL.

Lasker-Scott, T., & Schwehm, J. (2017). Faculty of color in the online environment. *The 66th American Association for Adult and Continuing Education*, Memphis, Tennessee.

Lasker-Scott, T. (2016). Narratives of the forgotten. *The 65th American Association for Adult and Continuing Education,* Albuquerque, New Mexico.

Schwehm, J., Elufiede, O., & Lasker-Scott, T. (2016). A comparison of learning outcomes for adult students in service-learning and e-service-learning courses. *The 65th American Association for Adult and Continuing Education,* Albuquerque, New Mexico.

Lasker-Scott, T. & Alston, G. D. (2016). Roles of mentorship: mentee, peer, mentor and friend. *Proceedings of The 40th Adult Higher Education Alliance Conference, The University of Central Florida, Orlando, FL*

Lasker-Scott, T., Alston, G. D., & Brown, N. (2015). Mentoring beyond friendship. *The 64th American Association for Adult and Continuing Education,* Oklahoma City, OK.

Lasker-Scott, T. (2015). The "class" of resilience. *Proceedings of The 39th Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T. (2014). Educational barriers and persistence of low-income African American adults. *The 63rd American Association for Adult and Continuing Education*, Charleston, SC.

Johnson-Bailey, J., Lasker-Scott, T., Sealey-Ruiz, Y., & Ray, N. (2013). The gendered literacy phenomenon of mentoring. *The 62nd American Association for Adult and Continuing Education*, Lexington, KY.

Lasker-Scott, T. (2012). The nuisances of cross-cultural interviewing in working with minority populations. *The 61st American Association for Adult and Continuing Education*, Las Vegas, NV.

Boden, C., Corbett-Whittier, C., Lasker-Scott, T., Mongno, L., Slemp, K., & Snider, C. (2010). Together we can: A case study of mentoring relationships for first-generation female graduate students. *Proceedings of The Adult Higher Education Alliance Conference*. Saratoga Spring, NY.

Boden, C., Corbett-Whittier, C., Slemp, K., & Lasker-Scott, T. (2010). The effects of an 8-week mindfulness based stress reduction program on personal epistemological beliefs. *Proceedings of The 59th American Association of Adult and Continuing Education Conference*, Clearwater Beach, FL.

Boden, C., Lasker-Scott, T., Corbett-Whittier, C., Slemp, K. & Mongno, L. (2010). Principles, contexts, and practices of mentoring first-generation African American female graduate students. *Proceedings of The Adult Higher Education Alliance Conference*, Saratoga Springs, NY

Lasker-Scott, T., Boden, C., Slemp, K., & Corbett-Whittier, C. (2010). Leading and learning: The mentoring experiences of first generation African American female graduate students. Proceedings of *The 59th American Association of Adult and Continuing Education Conference*, Clearwater Beach, FL.

Boden, C.J., Lasker-Scott, T., Cook, D., Moore, S., Shelton, D., & Thompson, S. (2009). Effectively integrating learning journals into the classroom and workplace. *The 2009 Missouri Association for Adult Continuing and Community Education/Missouri Valley Adult Education Association Conference*, Kansas City, MO.

Boden, C.J., Cook, D., Lasker-Scott, T., Moore, S., Shelton, D., & Thompson, S. (2008). Effectively using learning journals: Perspectives from the field. *The Arkansas Association for Continuing and Adult Education conference: Renew, restore, recycle with adult literacy*, North Little Rock, AR.

Boden, C.J., & Lasker-Scott, T. (2008).What the best teachers do: Seven best practices in the classroom. *Proceedings of The Fifteenth International Literacy and Education Research Network Conference On Learning*, Chicago, IL.

University Conference Presentation

Lasker-Scott, T (2013). Applying the Adult Learning Theory to Cross-Cultural Interviewing. The *University of Georgia Lifelong Learning Association 2013 Adult Education Research Symposium*, Athens, GA.

Invited Presentation

Lasker-Scott, T. (2018). *Feminism vs. Womanism.* Women's Week. Arkansas Tech University, Russellville, AR.

Lasker-Scott, T. (2014). *Unintentional mentors: Teaching and Reaching African American Students.* Texas State University, San Marcos, TX (**Faculty Workshop**)

Lasker-Scott, T. (2008). *How to Become a Successful Online Student.* University of Arkansas at Little Rock (Online), Little Rock, AR.

PANEL PRESENTATIONS & GUEST SPEAKER

The University of Georgia

Future Scholars Program, Panelist (2009-2015)
The University of Georgia Lifelong Learning Association Spring Symposium, Panelist (2013)
The Graduate School, Office of Outreach and Diversity, Prospective Student Webinar, Panelist (2013)
The Graduate School, Office of Outreach and Diversity, Prospective Student Program, Panelist (2012-2015)
The Graduate School, Office of Outreach and Diversity, Admitted and New Student Program, Panelist (2012-2015)

The University of Arkansas at Little Rock

Welcome and Introduction to Adult Education Graduate Program, Guest Speaker (2009-2011)
Passing Comprehensive Exams, Guest Speaker (2009-2011)
Applying for Doctoral Programs, Guest Speaker (2009-2011)

FUNDING

Arkansas Tech University, Professional Development Grant – 2017

American Educational Research Association Conference, San Antonio, TX

"The Mastering Mentorship Graduate Student Breakfast: Workshopping Ideas, Strategies, & Approaches Together."

Arkansas Tech University, Professional Development Grant – 2016

American Educational Research Association Conference, Washington, D.C.

"Writing for Your Life: Building a Writing Life to Successfully Publish in the Academy," Presenter and Panelist

HONORS AND AWARDS

Scholarships

- Southern Association of Colleges and Schools – Commission on Colleges (SACSCOC), Graduate Student Travel Grant and Scholarship, 2014 ($1500)

- The Irene and Curtis Ulmer Scholarship for Adult Education, Learning and Organization Development, 2013 - The University of Georgia (-$1000)
- Graduate Student Scholarship – American Association for Adult and Continuing Education Conference, 2012 ($350)
- The Diversity Scholarship -Adult and Higher Education Alliance Conference, 2010 ($750)
- Irene, John Dale, and Hugh Stanphill Scholarship, 2008-2009 – University of Arkansas at Little Rock ($500)
- Charles & Nadine Baum Scholarship, 2007-2008 – University of Arkansas at Little Rock ($3500)
- Phyllis Keltner Foundation for Women Scholarship, 2005-2006 - University of Arkansas at Little Rock ($4700)
- Shelby Breedlove Scholarship, 2004-2006 – University of Arkansas at Little Rock ($11,000)

Fellowships

- Southern Regional Education Board Fellowship, 2010-2014 ($60,000)
- Texas State University-San Marcos Predoctoral Summer Fellowship, 2013 ($7,000)

Honors

- Student of the Month, University of Arkansas at Little Rock, November 2008
- Who's Who Among Students in American Universities and Colleges, 2008
- Golden Key International Honors Society, 2005-2006
- Dean's List, 2004-2006
- Chancellor's List, 2007-2009

ACADEMIC AND COMMUNITY SERVICE

- Member, The University of Georgia's Graduate and Professional Students (GAPS), 2009-2015
- Member, The University of Georgia Lifelong Learning Association (UGALLA), 2009-2015
- Member, Graduate Student Association, University of Arkansas at Little Rock, 2007- 2009
- Member, Teaching Enhancements Affecting Minority Students (TEAMS), University of Arkansas at Little Rock, 2007-2009
- Member, Adult Advocacy Outreach Program, University of Arkansas at Little Rock, 2008
- Volunteer and fundraiser, Muscular Dystrophy Association, 2006-2009
- Volunteer, Dress for Success, 2008-2009
- Volunteer and mentor, Salvation Army, 2008-2009

INTERESTS

Teaching Interests

- Methodologies of Teaching
- Social Contexts in the Workplace and Education
- Diversity in Education
- Qualitative Research: Case Studies, Narrative Inquiry, and Cross-Cultural Interviews

Research Interests

- Epistemological beliefs of the socioeconomically disadvantaged regarding formal education
- African-American adults' participation in higher education
- The learning styles of minorities in Adult and Continuing Education
- Diversity in Adult, Workforce and Continuing Education
- Faculty-to-Student and Faculty-to-Faculty: cross-cultural mentorship in higher education

Jeff Aulgur

Curriculum Vitae (Abbreviated)

PROFESSIONAL APPOINTMENTS

2018 - **Interim Dean, College of eTech**
Arkansas Tech University
Russellville, Arkansas

2017 - **Department Head and Associate Professor of Professional Studies**
Arkansas Tech Univesity
Russellville, Arkansas

2011 - 2017 **Department Head and Assistant Professor of Professional Studies**
Arkansas Tech University
Russellville, Arkansas

2007 – 2011 **Director, Professional Development Institute**
Arkansas Tech University
Russellville, Arkansas

1995 – 2007 **Vice President, Development and Communications**
Friendship Community Care, Inc.
Russellville, Arkansas

1989 – 2015 **Command Sergeant Major (Ret.)**
United States Army Reserve

EDUCATION

2013 Ed.D. Workforce Development Education
University of Arkansas

Dissertation Title: Board members' self-perception in the role of organizational governance and the Balanced Scorecard

2008 M.S. Emergency Management and Homeland Security
Arkansas Tech University

1991 M.A. History
University of Arkansas

1986 B.A. History
Hendrix College

SCHOLARSHIP

Publications

Research Articles

Aulgur, J., & Bernstein, R. (2018). Invisible Children: Advocacy and accidental viral marketing. *Journal of Nonprofit Education and Leadership, (8)*2, 77-81.

Aulgur, J. (2017). *Journaling with Paulo Freire.* In C. Barker-Stucky & B. Flynn (Eds.), *The Culture of Writing* (121-158). Nashville, TN: The Carnegie Writers, Inc.

Bernstein, R., & Aulgur, J. (2017). What went wrong at the Wounded Warrior Project? *Journal of Nonprofit Education and Leadership, (7)*S2, 28-46. http://dx.doi.org/10.18666/JNEL-2017-V7-SI2-8737

Aulgur, J. (2016). Governance and board member identity in an emerging nonprofit organization. *Administrative Issues Journal, 6*(1). 6-21.

Aulgur, J. (2016). The structure of nonprofit organizations. Invited submission for the *Global Encyclopedia of Public Administration and Public Policy*, Prysmakova, P., Vienne, D., & Farazmand, A. (Eds.). New York, NY: Springer Publishing.

Aulgur, J. (2016). Experiencing AHEA 2016: None but the humble. Proceedings of the *2016 Adult Higher Education Alliance Conference*. March 9-10, 2016, Orlando, FL.

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. Proceedings of the *5th Annual Administrative Issues Conference*, October 22-23, 2015, Weatherford, OK.

Aulgur, J. (2012). The Balanced Scorecard and improvement performance in nonprofit organizations. *Proceedings of the 2nd Annual Administrative Issues Conference*, October 4-5, Norman, Oklahoma.

Dissertation

Aulgur, J. (2013). Nonprofit board members' self-perception in the role or organizational governance and the Balanced Scorecard. (Doctoral dissertation, University of Arkansas). ProQuest Digital Dissertation database. (UMI Number: 3588504)

Presentations

Professional Conferences
International

Aulgur, J., & Hackerott, C. (2017). Disaster resilience within developing countries: A study of the Ecuadorian Third Sector. *14th International Society for Third Sector Research (ISTR) Regional Conference for Latin America and the Caribbean*, October 18-20, 2017, Quito, Ecuador.

National

Aulgur, J. (2018). Applying Structural Ritualization Theory to nonprofit governance: A literary ethnography. *Paper accepted for presentation at the 76th Annual Midwest Political Science Association Conference*, April 5-8, 2018, Chicago, IL.

Aulgur, J. (2018). Open source, Quality Matters and making meaning: An online redesign journey. *Proposal accepted for presentation at the 2018 Adult Higher Education Alliance (AHEA) Conference,* March 9-10, 2018, Orlando, FL.

Aulgur, J. (2017). The Albigensian Crusade: Genocide in the name of God. *Presentation at the* Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Dark Side Colloquium. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA),* November 15-18, 2017, Grand Rapids, MI.

Aulgur, J., & Schwehm, J. (2017). Board effectiveness and commitment: Assessing the Affective Commitment Scale and demographic information. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, Grand Rapids, MI, November 15-18, 2017.

Hackerott, C., & Aulgur, J. (2017). Community-based adaptive capacity and resilience within Developing societies. *42nd Annual Natural Hazards Workshop*, July 9-12, 2017, Boulder, CO.

Aulgur, J., & Housenick, C. (2017). Charitable solicitation and the First Amendment: Fundraising overhead and organizational impact in the Third Sector. *Presentation at the 75th Annual Midwest Political Science Association Conference,* April 5-9, 2017, Chicago, IL.

Aulgur, J. (2017). Teaching: The online classroom. *Roundtable presentation at the 75th Annual Midwest Political Science Association Conference,* April 5-9, 2017, Chicago, IL.

Aulgur, J. (2017). Can written Freirean dialogues enhance the asynchronous learning environment? *Presentation at the 2017 Adult Higher Education Alliance Annual Conference,* March 9, 2017, Orlando, FL.

Aulgur, J. (2016). Questionable executive spending at the Wounded Warrior Project: Is the board at fault? *Presentation scheduled at the* Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Dark Side Colloquium. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA),* November 16-19, 2016, Washington, D.C.

Aulgur, J. (2016). Freirean dialogue and asynchronous learning: Exploring students' lived experiences in an accelerated online degree program. *Presentation at the 15th National Conference for Accelerated Programs in Higher Education,* July 27-28, 2016, Austin, TX.

Aulgur, J., Stuckey, A., & Saxton, J. (2016). Competency-based prior learning assessment in an online degree-completion program in Arkansas. *Presentation at the 2016 National Institute on the Assessment of Adult Learning*, June 8-10, 2016, Philadelphia, PA.

Aulgur, J., Schwehm, J. & Warnick, J. (2016). Nonprofit board members and the Affective Commitment Scale: Identifying antecedents of commitment. *Presentation at the 74th Annual Midwest Political Science Association Conference,* April 7-10, 2016, Chicago, IL.

Aulgur, J. (2016). Student demographics and success in an online degree program. *Paper presented at the Adult Higher Education Alliance (AHEA) Conference 2016,* March 10-11, Orlando, FL.

Aulgur, J. (2015). Low governance expectations and organizational effectiveness in the embryonic nonprofit organization: Inhibition or Innovation. *Presentation at the 73rd Annual Midwest Political Science Association (MPSA) Annual Conference,* April 16-19, 2015, Chicago, IL.

Aulgur, J. (2013). Promoting ethics development in the nonprofit sector. Values, Religion, Altruism, and Drawbacks Section (VRADS)/Values Section Light Side Colloquium. *Chair and presenter, Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA).* November 21-23, 2013. Hartford, CT.

Aulgur, J. & Smith, S. (2013). Disaster preparedness and mitigation strategies in non-profit organizations: Does prior experience influence readiness? *Presentation at the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, November 21-23, 2013, Hartford, CT.

Aulgur, J. & Giroir, B. (2013). Implementing intrusive advising principles for adult learners in an online degree program. *Presentation at the CAEL 2013 International Conference*, November 6-8, San Diego, CA.

Aulgur, J. (2012). Board members' self-perception in the role of organizational governance and the Balanced Scorecard. *Presentation at the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, November 15-17, Indianapolis, IN.

Aulgur, J. (2012.) Attracting and retaining students utilizing an accelerated degree and advising based on adult learning principles. *Presentation at the CAEL 2012 International Conference*, November 7-9, Washington, D.C.

Regional

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. *Paper presented at the 2nd Annual Administrative Issues Conference*, October 22-23, 2015, Weatherford, OK.

Aulgur, J. (2012). The Balanced Scorecard and improvement performance in nonprofit organizations. *Paper presented at the 2nd Annual Administrative Issues Conference*, October 4-5, 2012, Norman, OK.

University, Workshop, Public School, and Civic Organization Presentations

Aulgur, J. (2017). Invisible Children and Kony 2012. Authored case study presented at the 2017 ARNOVA Governance Section Symposium *Advocacy: Governance Issues and Applications*. 46th Annual ARNOVA Conference, November 18, 2017, Grand Rapids, MI.

Aulgur, J. (2017). Nonprofits in America: Truths, myths and reality. Arkansas Tech University Campus Life OnTrack presentation, October 11, 2017, Russellville, Arkansas.

Aulgur, J. (2017). Charitable solicitation, legal duties, and responsibilities. National Wilderness Stewardship Alliance and the Society of Wilderness Stewardship 2017 National Wilderness Workshop, October 5, 2017, Russellville, Arkansas.

Aulgur, J., Stuckey, A., & Saxton, J. (2016). Learning and the application of active learning Strategies. Arkansas Tech University Teaching Innovation Conference, May 5, 2016, Russellville, Arkansas.

Aulgur, J. (2016). Surviving the Program Review Process. Arkansas Tech University and Innovation Conference, May 5, 2016.

Aulgur, J. (2014). The Last Thing You Need is Board Training. Arkansas Developmental Disabilities Provider Association Spring 2014 Conference. Little Rock, Arkansas

Aulgur, J. (2013). Nonprofit emergency succession planning. Arkansas Developmental Disabilities Provider Association Spring 2013 Conference. Little Rock, Arkansas.

Aulgur, J. (2013). Nonprofit governance: Identifying your board's paradigm and perspective. Arkansas Developmental Disabilities Provider Association Spring 2013 Conference. Little Rock, Arkansas.

Aulgur, J. (2011). Leadership and delegation. Arkansas Association of County Collectors Spring Conference, Petit Jean, Arkansas.

SERVICE

Service to the University

Institutional Review Board, 2011-2014, 2016-2018 (Chair, 2017-2018)
Professional Development Grant Committee, 2015-2018 (Chair 2015-2017)
Curriculum Committee, 2012-2014 (Chair 2013-2014), 2017-2018
Academic Appeals Committee, 2017-2018
Faculty Salary and Benefits Committee, 2015-2017
Library, Instructional Materials, and Equipment Committee, 2016-2017
Faculty and Staff Loyalty Fund Ambassador, 2011-2017
Center for Excellence in Teaching and Learning Advisory Board, 2013-2017
eTech Course Design Process Ad Hoc Committee 2016-2018
Strategic Planning Enrollment and Marketing Working Group, 2015
College Distinction Ad Hoc Committee, 2015
Faculty Athletic Committee, 2014-2015
Faculty Excellence Awards Committee, 2013
Faculty Welfare Committee, 2012-2013
Bridge to Excellence Mentor, 2013-
Higher Learning Commission Self-Study Criterion Five Subcommittee, 2007-2008
Green and Gold Club Member, 2007-2016, 2017-

Service to the Profession

Professional Memberships

Adult Higher Education Alliance (AHEA)
American Association for Adult and Continuing Education (AAACE)
Association for Research in Nonprofits and Voluntary Action (ARNOVA)
Council for Adult and Experential Learning (CAEL)
International Society for Third Sector Research (ISTR)
Midwest Political Science Association (MPSA)

Board of Directors Member and President-Elect, Adult Higher Education Alliance, 2018-

Board of Directors Member and Treasurer, Adult Higher Education Alliance, 2016-2018

Reviewer, Adult Higher Education Alliance 2016-2018 Conference Proceedings

Editorial Board. Frasard, S., & Prasuhn, F. (Eds.). (2016). *Training initiatives and training strategies for the modern workforce.* Hershey, PA: Global Knowledge

Reviewer, *Journal of Behavioral and Applied Management* (2016)

Discussant, 2018, Midwest Political Science Association Annual Conference, Section 67 Non-Profit & NGO Administration

Discussant, 2018 Midwest Political Science Association Annual Conference, Section 6 Comparative Politics: Developing Countries

Discussant, 2018 Midwest Political Science Association Annual Conference, Section 22 Peace Science Junior Scholar Symposium: Identify and Conflict

Chair and Discussant, 2017 Midwest Political Science Association Annual Conference, Section 66 Non-Profit Administration

Chair and Discussant, 2016 Midwest Political Science Association Annual Conference, Section 25-8 Economic Issues in Human Rights

Chair and Discussant. 2016 Midwest Political Science Association Annual Conference, Section 57-2 Making Decisions in the Face of Disasters

Discussant, 2016 Midwest Political Science Association Annual Conference. Section 87-4. Cooperation, Networks, and Complexity

Chair, 2015 Midwest Political Science Association Annual Conference. Section 17-14. New Challenges in U.S. Foreign Policy.

Discussant, 2015 Midwest Political Science Association Annual Conference. Section 82 – Professional Associations, NGOs, and Non-Profits. Session – Partnerships and NGOs.

Reviewer, *Administrative Issues Journal* (2012-2014)

Professional Development

Quality Matters (QM) Peer Reviewer Course (2018)
Quality Matters (QM) Rubric Course (2018)

Graduate Student - Master of Science in Applied Sociology
- SOC 6893 Sociology of Nonprofits (Summer 2018)
- SOC 5183 Social Gerontology (Spring 2018)
- SOC 6043 Evaluation and Assessment (Spring 2018)
- SOC 6063 Advanced Topics in Gerontology (Fall 2017)
- SOC 5003 Minority Relations (Spring 2017)

Service to the Nation

United States Army Reserve, 1989-2015

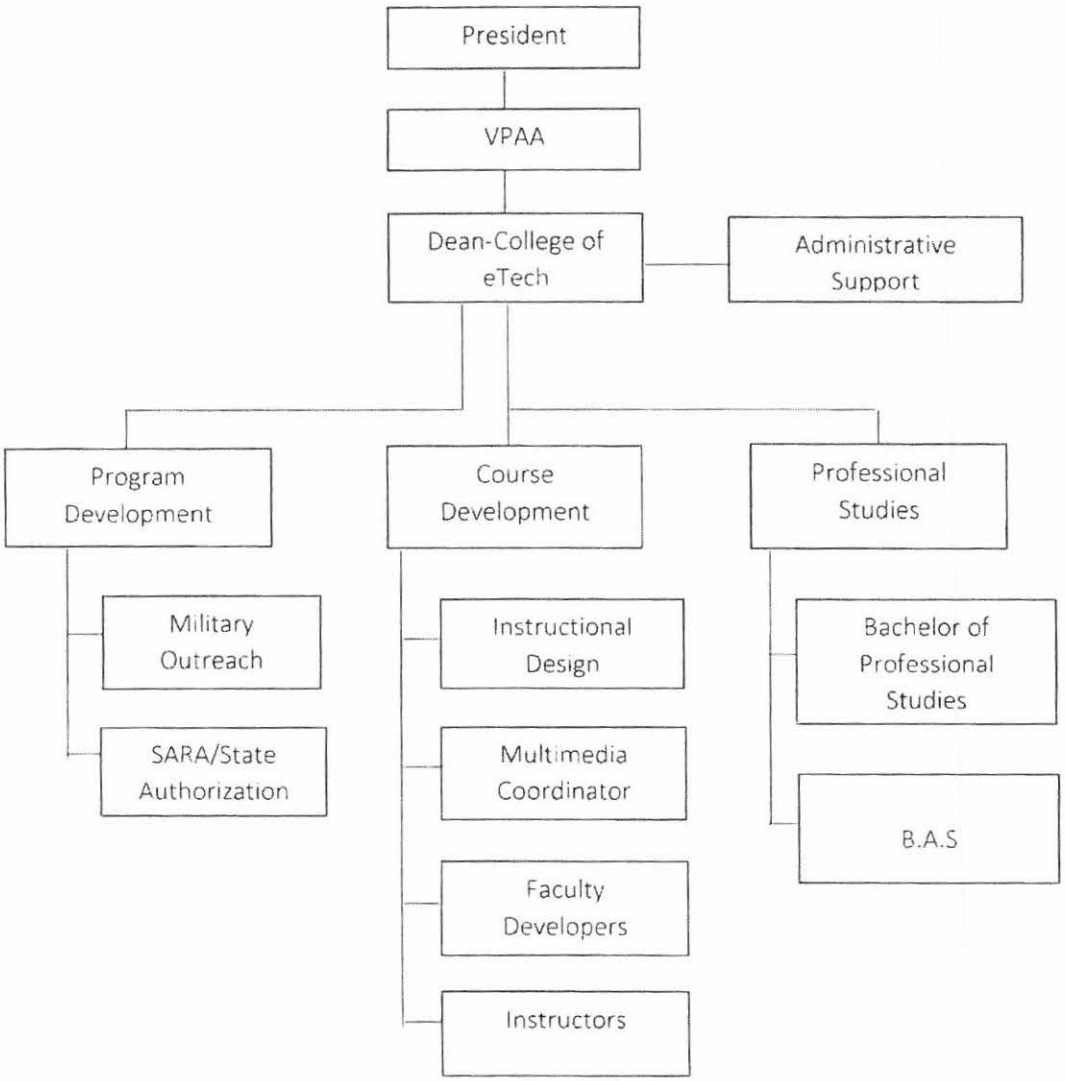
Command Sergeant Major Jeffrey J. Aulgur enlisted in the Army in 1989 and attended One Station Unit Training as an 12B (Combat Engineer) at Fort Leonard Wood, Missouri.

Command Sergeant Major Aulgur's military education includes the Primary Leadership Development Course, the Basic Noncommissioned Officer's Course, Total Army Instructor Course, Small Group Instructor Course, the Advanced Noncommissioned Officer's Course, Systems Approach to Training Course, the TASS Leader's Course, Company/Detachment Pre Command Course, First Sergeants Course, the Brigade Pre Command Course, the Brigade Command Sergeant Major Development Course, and Force Management Course. Command Sergeant Major Aulgur graduate from the United States Sergeants Major Academy in 2012.

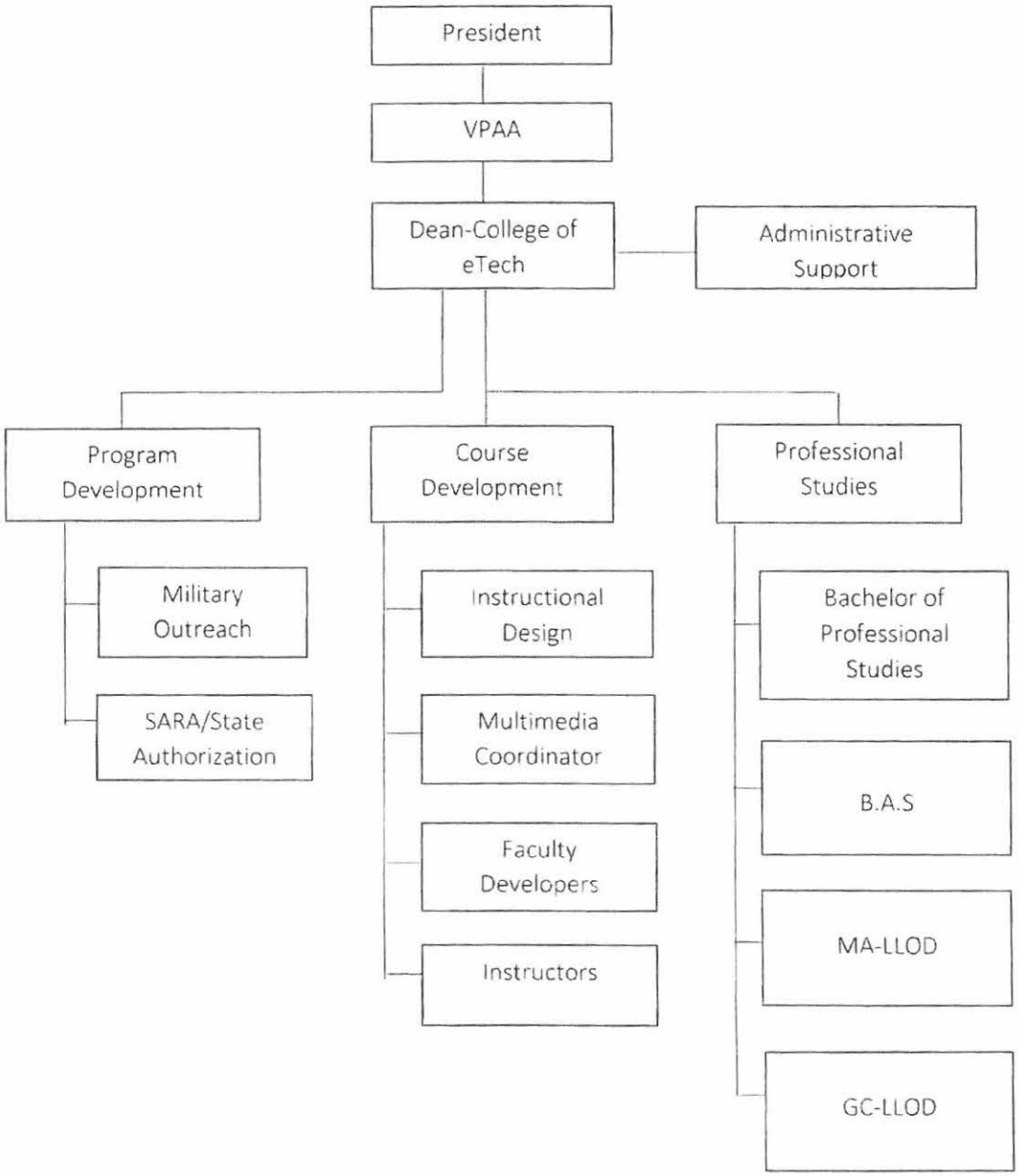
Command Sergeant Major Aulgur's awards include the Legion of Merit, the Meritorious Service Medal (3rd Award), Army Commendation Medal (7th Award), Army Achievement Medal (9th Award), Good Conduct Medal, National Defense Service Medal (2nd Award), Global War on Terrorism Service Medal, NCO Professional Development Ribbon (4th Award), Army Service Ribbon, and the Army Reserve Overseas Training Ribbon, the Army Engineer Association De Fleury Medal (Bronze), and the 95th Division Sergeant Andrew Miller Club.

Appendix 5: Organizational Charts

Current Organizational Chart



Proposed Organizational Chart



Appendix 6: Blackboard (LMS) Security Policies

Security

Security is top of mind at Blackboard.

Blackboard is vigilant about building security into our products and providing prompt and carefully tested product updates.

Blackboard follows industry accepted security practices. Blackboard Learn is developed according to a set of security engineering guidelines. These guidelines are derived from many organizations such as the Open Web Application Security Project (OWASP), including specific countermeasures for OWASP Top Ten vulnerabilities. Blackboard incorporates these security practices in all phases of the software development lifecycle (SDLC).

Application code

The SaaS application code has been built with security in mind. The Security Team has been involved in the full SDLC to ensure we build security in from the very beginning, following our Security Assurance Program. We have adopted new technologies and taken advantage of their built-in security features and best practices.

Ensuring security

Blackboard uses several methods to protect our applications including "top-down" security assessments through Threat Modeling and analysis. We also use "bottom-up" code-level threat detection through static analysis, dynamic analysis, and manual penetration testing.

Blackboard follows best practice guidance from many organizations to help strengthen the security of Blackboard Learn's product and program, including:

- National Institute of Standards and Technology (NIST)
- European Network and Information Security Agency (ENISA)
- SANS Institute Open Web Application Security Project (OWASP)
- Cloud Security Alliance (CSA)

Security threats and countermeasures surrounding Learning Management Systems are ever changing

Security threats and countermeasures surrounding Learning Management Systems are ever-changing. Thus, Blackboard regularly assesses its Product Security Roadmap.

Security Management - Data Use and Privacy Disclosure

Secure Configuration Checklist

Security Assurance

Blackboard built security into Blackboard Learn from the beginning. The following items present the security measures and practices Blackboard put in place to secure the SaaS offering.

Network security

Secure communication

The Learn SaaS offering secures all communication over the Internet with Transport Layer Security (TLS) technology. TLS ensures that a communication is not read or changed by another entity. Blackboard Learn uses TLS to secure communications between the Web server and the client machine; e.g., a browser.

The SaaS offering requires TLS system-wide by default. TLS terminates at the Amazon Elastic Load Balancer (ELB). TLS certificates require 2048-bit encryption.

Minimum attack surface area

The Learn SaaS offering customer instances terminate TLS at the Amazon Elastic Load Balancer (ELB). Thus, the only assets with inbound access are the ELBs. The available ports are 80 (http) and 443 (https).

Access to port 80 causes a redirect to port 443, meaning secure communication over TLS. All other ports are inaccessible externally, as Blackboard enforces a default-deny firewall policy for the Learn SaaS offering by leveraging the full power of AWS Security Groups. Moreover, the Learn SaaS offering places all non-ELB infrastructure in a private subnet, completely removed from the Internet.

Access management

Customer administrative access

Customers can access their Learn SaaS offering instances using only the web interface over TLS. For security reasons, customers cannot access their instances using command-line or back-end access.

Blackboard administrative access

Application access

Only authorized Blackboard staff may access the Learn SaaS offering instances via the web interface over TLS.

Back-end access

A limited set of staff would have command-line and back-end access through the use of SSH keys. Access is only possible via SSH keys, a more secure method of access versus username/passwords. Keys are managed by a small group and can be revoked at any time.

Console access

Blackboard access to the Amazon Web Services web console requires multi-factor authentication (MFA.)

Disaster recovery

Database resiliency and backups

The Learn SaaS offering uses the PostgreSQL as the database. Blackboard's PostgreSQL database service provides enhanced availability and durability such that in the event of a database failure, the service

would cut-over to an alternate availability zone. Our PostgreSQL database service also takes nightly backups.

Backups are stored in a medium that provides extremely high durability. The Learn SaaS offering does not use database encryption at rest at this time.

The Learn SaaS offering uses access control to protect the database. Access to the database is not available externally and limited to authorized Blackboard staff.

File system resiliency and backups

The Learn SaaS offering uses Amazon Simple Storage Service (S3) for backups of critical file system data. This data is backed up every 5 minutes. S3 offers "11 nines of data durability.

Backups are not encrypted at this time though Blackboard is evaluating this as part of its Learn SaaS offering roadmap. Backups are not accessible externally and access is limited to authorized Blackboard staff.

Security auditing

Customers have access to the Blackboard Learn application-level logs through the System Admin panel's integrated Kibana interface. Customers will be able to review security logs as described here: Audit and Accountability.

The Learn SaaS offering leverages powerful AWS auditing tools, including, S3, CloudWatch, CloudTrail, and TrustedAdvisor.

Built with security in mind, verified by a third party

Blackboard partnered with Amazon to ensure we built the Learn SaaS offering on a sound foundation of AWS best-practices from the start. Blackboard subsequently engaged a third party auditor to specifically focus on the Learn SaaS AWS deployment. These two approaches taken together ensure our highest confidence in the security of our SaaS offering.

DDoS countermeasures

Partnering with AWS for Learn SaaS offers many advantages of scale, efficiency, and security. One clear advantage area presents itself when leveraging the high availability infrastructure on which AWS is built. For example, The Learn SaaS offering benefits from the DDoS countermeasures provided natively by AWS.

Appendix 6: Blackboard (LMS) Security Policies

Blackboard Help

Learn / Administrator / SaaS Deployments

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The Learn SaaS offering leverages powerful AWS auditing tools, including, S3, CloudWatch, CloudTrail, and TrustedAdvisor.

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Partnering with AWS for Learn SaaS offers many advantages of scale, efficiency, and security. One clear advantage area presents itself when leveraging the high availability infrastructure on which AWS is built. For example, The Learn SaaS offering benefits from the DDoS countermeasures provided natively by AWS.

Appendix 7: Departmental Support Forms

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Communication & Journalism College of Arts and Humanities	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies requests permission to offer the following courses as electives for the Master of Arts in Leadership, Learning, and Organizational Development: JOUR 5023 Social Media; JOUR 5073 Graphic Communication; and JOUR 6193 Journalistic Writing for Multi-Media.	

Department Head Signature: _____

Date: 27 July

Arkansas Tech University

DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Health Informatics College of Natural and Health Sciences	☒ supports ☐ does not support the change.
Comments: The Department of Professional Studies requests permission to offer the following courses as electives for the Master of Arts in Leadership, Learning, and Organizational Development: HI 6053 Emerging Trends in HIT; HI 6063 Leadership in Health Informatics; and HI 6083 Health Care Policy	

Department Head Signature: _____ Date: 7/26/18

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected:	This department
Department of Emergency Administration and Management College of Engineering and Applied Science	☑ supports ☐ does not support the change.

Comments:
The Department of Professional Studies requests permission to offer the following courses as electives for the Master of Arts in Leadership, Learning, and Organizational Development: EMHS 6063 Principles of Emergency Management, EMHS 6133 Ethical, Legal and Political Considerations of EMHS, EMHS 6093 Fundamentals of Homeland Security, EMHS 6033 Leadership and Management, EMHS 6043 Contemporary Issues in Emergency Management, EMHS 6193 International Emergency Management, and EMHS 6543 Geographic Information Systems in EMHS.

Department Head Signature: Wendy Maxwell Smith

Date: 7-5-18

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: Department of Behavioral Science College of Arts and Humanities	This department ☑ supports ☐ does not support the change.
Comments: The Department of Professional Studies requests permission to offer the following courses as electives for the Master of Arts in Leadership, Learning, and Organizational Development: SOC 6063 Evaluation and Assessment, PSY 5043/SOC 5043 Social Psychology, PSY 6003 Advanced Principles of Psychology I, PSY 6103 Advanced Principles of Psychology II, SOC 5183 Social Gerontology, SOC 6063 Advanced Topics in Gerontology, and SOC 6053 Advanced Topics and Criminal Justice.	

Department Head Signature:

Date: July 3, 2015

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 (MBA)	☑ supports ☐ does not support the change.

Comments:

The Department of Professional Studies requests permission to offer MGMT 6103 Organizational Management and Leadership, MKT 6103 Strategic Marketing Management, and FIN 6103 Corporate Financial Management as elective options for the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD). Students selecting either MGMT 6103 Organizational Management and Leadership, MKT 6103 Strategic Marketing Management, or FIN 6103 Corporate Financial Management must have previously completed MGMT 3003, MKT 3043, or FIN 3063, respectively, or their equivalent upper-division course in the respective field or successfully complete the prerequisite modules required for admission to the Master of Business Administration program.

Dean's Signature: Lora Jones

Date: 9/13/18

RECEIVED
SEP 13 2018
Registrar's Office

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM
Professional Studies

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

Department Affected: College of Engineering and Applied Sciences Department of Computer and Information Science	This department ☒ supports ☐ does not support the change.
Comments: The Department of Professional Studies is requesting that INFT 5053 Information Systems Resource Management be included as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development graduate degree proposal.	

Department Head Signature: Linay Nakhaleh

Date: 9/18/2018

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Education Department of College Student Personnel	This department ☒ supports ☐ does not support the change.
Comments: The Department of Professional Studies is requesting that CSP 6023 Introduction to College Student Personnel Work, CSP 6053 Legal Issues for Professionals in CSP, and CSP 6143 Administration in CSP to be included as an elective course in the Master of Arts in Leadership, Learning, and Organizational Development graduate degree proposal.	

Department Head Signature: _____

Date: 09/21/18

Appendix 8: Professional Studies Advisory Board Guide

DEPARTMENT OF PROFESSIONAL STUDIES ADVISORY BOARD

Introduction

The Department of Professional Studies at Arkansas Tech University and its partners recognize the value and importance of involving external stakeholders from appropriate fields (business, industry, government, education, and others) in the development, delivery, and promotion of its collaborative credit through a program Advisory Board. This group will provide a critical link between educators, students and practitioners in the field to achieve program quality and relevance.

The Advisory Board and departmental staff will work together to ensure the program delivers learning that is relevant to current business, industry, labor, and professional employment practices. The Professional Studies Advisory Board provides support and advice for academic programs, offers guidance on new programs, and identifies best practice standards. Board members will also serve as ambassadors to the programs by providing a connection to an ongoing exchange of information and ideas with members of a broader society.

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

Membership

Advisory Board members represent a cross section of business, industry, labor, and/or professions relevant to the academic programs of the Department of Professional Studies. 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. Prospective Advisory Board members are identified by existing board or team members of the Department of Professional Studies. 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. In addition, 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.

Advisory Board Member Responsibilities and Guidelines

Responsibilities

1. Attend biannual board meetings and other events/functions (as requested). Review agenda and supporting materials prior to board meetings.

2. Be informed about the program(s), its students, curriculum, services/supports, and activities as well as inform others.

3. Share developments.

4. Provide support and advice to program(s), assist in the development of new programs, and identify best practice standards.

5. Serve as an ambassador and advocate to the program(s). Provide a connection to an ongoing exchange of information and ideas with practitioners in the field and other external contacts.

6. Realistically assess labor market demand for program graduates. Advise programs to ensure they produce graduates with the skills required to meet employment needs.

7. Assess the currency of curriculum and teaching practice. Work with program staff and other board members to ensure the program is delivering learning that is current and relevant to business, industry, labor, and professional employment practices.

8. Assist with program marketing and promotion.

9. Assist in identification of external funding and resources to support the students and program (e.g. scholarships, program materials, other resources).

10. Identify and present opportunities for students and/or host students for capstone projects or experiences.

11. Assist with placement of program graduates.

12. Assist in identification and recruitment of new board members.

13. Provide recommendations for topic presenters for Advisory Board meetings.

Personal Characteristics

- Ability to: listen, analyze, think clearly and creatively, work well with people individually and in a group, and provide constructive feedback.

- Willing to: prepare for and attend board meetings, ask questions, share ideas, opinions, and experiences, and open doors in the field.

- Possess: honesty, openness to differing views, a friendly, responsive, and patient approach, engagement skills, personal integrity, a developed sense of values, and concern for and interest in the program's development.

Officers and Duties

A new chair will be identified and appointed each calendar year from the Advisory Board membership. Members will be solicited each year for interest in serving in this role. A co- or vice-chair may also be identified. If there is not a board member who is able to serve as chair, the Department Head of Professional Studies may function as an interim chair until an Advisory Board member is identified. There are no other elected officers. The Advisory Board Chair facilitates effective functioning of meetings with support from the Department Head. Conducting meetings is the prime role of the Chair. He/she will also assist the Department Head in preparing meeting agendas and represents the Advisory Board at other meetings, as needed.

The Department Head will plan the meetings, ensure effective preparation, distribution, and archiving of the Advisory Board meeting minutes, and take follow-up action as required. The Department Head will also establish and maintain a viable pool of prospective new board members, maintain a current list of members, monitor terms, and manage memberships to include maintaining consistent and effective communication.

Advisory Board Meetings

Advisory Board meetings will be held on a bi-annual schedule (fall and spring) and will include decisions and recommendations regarding the ongoing growth, development, and enhancement of academic programs.

Typical agenda items could include introductions, general program updates (e.g. new faculty, enrollments, course development, program marketing, student experiences), campus reports, updates from the field and primary discussion/decision topic(s) to solicit and secure input from external members. As a benefit to all attendees, it is recommended meetings consist of some form of professional development to include, but not limited to, presentations from external subject/topic area experts, professional association representative, capstone site hosts, or others. It is also recommended students be invited to present on their capstone experiences.

Meeting location will be determined by the Department Head with input from board members. When necessary and available, distance technologies will be used to allow members to participate who are unable to attend in-person.

Advisory Board Member Compensation

There will be no formal compensation for Advisory Board members. The Department of Professional Studies will cover all site costs associated with Advisory Board meetings such as space rental, technology costs (conference call/video conferencing, equipment rental, technicians, and other), food services and parking. Costs other than mileage reimbursement to and from meetings related to travel are the responsibility of the board member. The Department of Professional Studies reimburses mileage expenses to those members physically attending a meeting.

Appendix 9: EAB Market Demand Study

EAB

Market Demand for a Master's-Level Leadership and Management Program

Analysis of Employer Demand and Competitor Programs

COE

COE Forum

Elizabeth Casey-Rutland
Market Research Associate

Murphy Donohue
Market Research Manager

LEGAL CAVEAT

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provided to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in the report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

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Table of Contents

1) Research Methodology 4

Project Challenge 4

Methodology and Definitions 4

Burning Glass Labor/Insight™ 4

Project Sources 5

Profiled Institutions 5

2) Executive Overview 6

3) Employer Demand 7

Demand Over Time 7

Top Titles and In-Demand Skills 8

Top Locations 9

Top Employers and Industries 11

4) Competitor Programs 13

Program Structure 13

Curriculum 13

Marketing 14

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1) Research Methodology

Project Challenge

Leadership at Arkansas Tech University approached the Forum as they considered launching a master's-level program in leadership and management. Through quantitative data analytics, the Forum sought to assess the market viability of a leadership and management program.

EAB's market research function provides insights which guide strategic programmatic decisions at member institutions. The Forum combines qualitative and quantitative data to help administrators identify opportunities for new program development, assess job market trends, and align curriculum with employer and student demand.

EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight™ tool (description below). Reports occasionally use data from the United States Census Bureau and United States Bureau of Labor Statistics data to explore occupation and job trends. Market research reports may also incorporate Integrated Postsecondary Education Data System (IPEDS) data to assess student enrollment, demographics, and completion rates across competitor programs.

Methodology and Definitions

Methodology: Unless stated otherwise, this report includes data from online job postings from December 2016 to November 2017. The Forum identified the top titles, skills, employers, industries, and locations for the profiled region.

Definitions: "Region" and "regional data" refer to the following areas:

- Arkansas
- Louisiana
- Mississippi
- Missouri
- Oklahoma
- Tennessee
- Texas

Annual growth in job postings is measured in the change between July 2013 and June 2017 by six-month halves (i.e., H2 2014 is July 2014 to December 2014).

Burning Glass Labor/Insight™

EAB's Partner for Real-Time Labor Market Data

This report includes data made available through EAB's partnership with Burning Glass Technologies, a Boston-based leader in human capital data analytics. Burning Glass Technologies specializes in the use of web spidering technology to mine more than 80 million online job postings and analyze real-time employer demand. Under this partnership, EAB may use Burning Glass's proprietary Labor/Insight™ tool to answer member questions about employer demand for educational requirements, job titles, and competencies over time, as well as by geography. The tool considers job postings "unspecified" for a skill, industry, employer, geography, certification, or educational requirement when the job posting did not advertise for one of these particular job characteristics. Unspecified postings represent null values and should be excluded from the total number (n value) of job postings analyzed in the query. A more complete description of the tool is available at http://www.burning-glass.com/products/laborinsight-market-analysis/.

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For more information about the Labor/Insight™ tool, please contact Betsy Denious, Director of Business Development Learning & Policy at bdenious@burning-glass.com or 301-525-6596.

Project Sources

The Forum consulted the following sources for this report:

- EAB's internal and online research libraries (eab.com)
  - Competing on Student Outcomes to Attract Today's Career Changer
  - Marketing Across the Program Lifecycle
  - Reaching Search and Shop Students
- Profiled institutions' websites:
  - Duquesne University, MS in Leadership, accessed December 2017, (http://www.duq.edu/academics/schools/liberal-arts/academic-programs/ms-in-leadership).
  - Texas A&M University Commerce, MS in Management, accessed December 2017, (http://www.tamuc.edu/academics/colleges/business/departments/marketingManagement/programs/msManagement.aspx).
  - Truman State University, MA in Leadership, accessed December 2017, (http://www.truman.edu/majors-programs/graduate-studies/masters-in-leadership/).
  - University of La Verne, MS in Leadership and Management, accessed December 2017 (https://laverne.edu/catalog/program/ms-leadership-and-management/).
  - University of Texas at Dallas, MS in Management Science, accessed December 2017 (http://jindal.utdallas.edu/masters-programs/ms-management/).

Profiled Institutions

The Forum profiled programs via secondary research at the following institutions:

A Guide to Institutions Profiled in this Brief[1]

Institution	Location	Approximate Institutional Enrollment (Undergraduate/Total)	Classification
Duquesne University	Mid-Atlantic	6,000/9,500	Doctoral Universities: Higher Research Activity
Texas A&M University-Commerce	South	8,500/13,500	Doctoral Universities: Higher Research Activity
Truman State University	Midwest	6,000/6,500	Master's Colleges and Universities: Medium Programs
University of La Verne	Pacific West	5,500/8,500	Doctoral Universities: Moderate Research Activity
University of Texas at Dallas	South	17,500/27,000	Doctoral Universities: Highest Research Activity

1) National Center for Education Statistics

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2) Executive Overview

Regional and statewide trends in employer demand indicate limited potential for program development. While both statewide and regional demand for leadership and management professionals increased slightly between H2 2013 and H1 2017, demand declined steadily in both areas between H2 2015 and H1 2017. Regional and statewide employer demand for master's-level professionals with relevant skills increased four percent and one percent respectively between H2 2013 and H1 2017. However, regional demand declined 26 percent between H2 2015 and H1 2017 (i.e., from 40,181 postings to 29,632 postings) and statewide demand declined 40 percent in this period (i.e., from 2,090 postings to 1,256 postings). This steady decline in employer demand in recent years indicates limited possibility for program development.

Market a new master's-level leadership and management program to professionals in health care and finance to attract prospective students. Market a master's-level leadership and management program to professionals who seek to enter or advance in finance positions to attract prospective students. Finance positions (e.g., 'accountant') compose seven of the top 20 titles for master's-level professionals with relevant skills, while financial skills (e.g., accounting') account for three of the top 20 employer-sought skills. Similarly, health care employers (e.g., Hospital Corporation of America) account for five of the top 20 employers for professionals with relevant skills, and health care industries (e.g., 'offices of physicians') compose three of the top 20 regional industries. Professionals in the health care field can enroll in a new leadership and management program to gain or hone in-demand skills.

Offer some or all components of a new master's-level program online to compete with profiled programs and provide flexibility. Students in all profiled programs can complete some or all of the required courses online. An online or hybrid delivery system for a new master's-level program at **Arkansas Tech University** can compete with profiled programs. Additionally, an online or hybrid program can provide a high level of flexibility for students who must balance other obligations (e.g., work, family commitments) with school work.

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3) Employer Demand

Demand Over Time

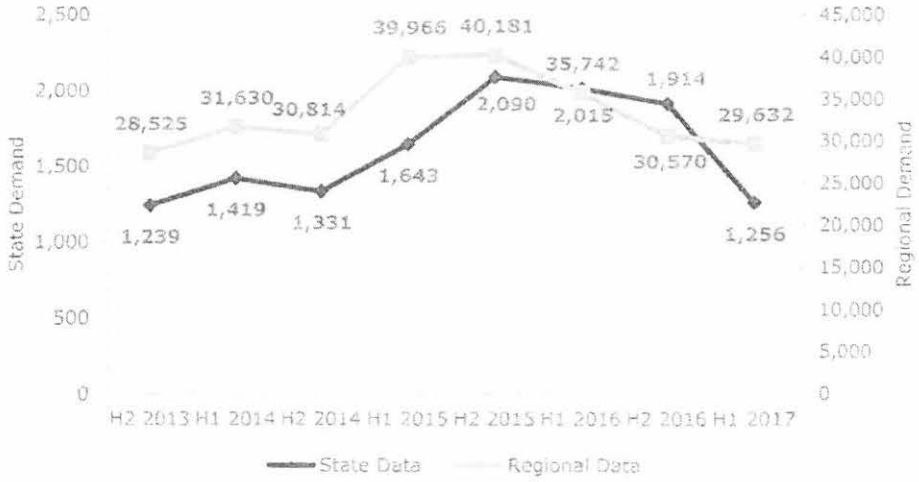
Between H2 2013 and H1 2017, regional employer demand increased four percent (i.e., from 28,525 postings to 29,632 postings). During this same period, statewide demand grew one percent (i.e., from 1,239 postings to 1,256 postings). Despite this overall increase in statewide and regional demand between H2 2013 and H1 2017, the steady decline in demand after H2 2015, indicates limited potential for program development. Regional and statewide employer demand peaked in H2 2015, with 40,181 postings and 2,090 postings respectively. Statewide demand declined steadily from its peak of 2,090 postings in H2 2015 to 1,256 postings in H1 2017 (i.e., 40 percent). Regional demand also declined steadily from its peak of 40,181 postings in H2 2015 to 29,632 postings in H1 2017 (i.e., 26 percent).

However, the BLS projects an above average increase in employment in multiple relevant occupations nationally between 2016 and 2026, including "medical and health services managers" and "marketing managers" (i.e., 20 percent and 10 percent growth respectively).

The BLS projects an average growth in employment across all occupations of seven and a half percent between 2016 and 2026.

Historical Employer Demand for Master's-Level Leadership and Management Professionals

July 2013-June 2017, Regional Data[2]



2) Burning Glass Labor Insight™

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Top Titles and In-Demand Skills

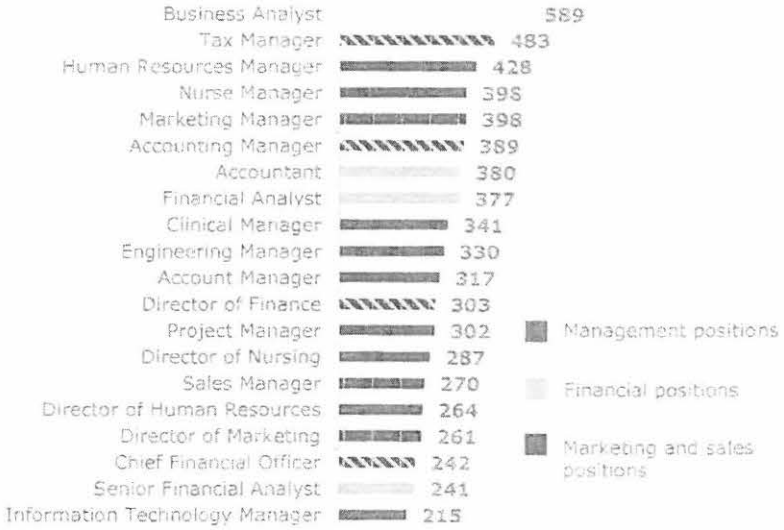
The inclusion of courses with a focus on finance can confer employer-sought skills and prepare students for in-demand positions. Professionals who seek skills necessary to advance in their careers, including financial management skills (e.g., 'budgeting') can enroll in a new leadership and management master's-level degree at **Arkansas Tech University**. Financial positions (e.g., 'tax manager') compose seven of the top 20 positions for master's-level leadership and management professionals. Additionally, finance skills (e.g., 'accounting') account for three of the top 20 skills for professionals with relevant skills.

Additionally, highlight the applicability of management skills to positions in a variety of fields to attract students with diverse professional backgrounds and goals. The top titles for professionals with relevant skills includes positions in health care (e.g., 'nurse manager'), finance (e.g., 'tax manager'), and marketing (e.g., 'marketing manager'). As expected, management skills (e.g., 'supervisory skills') account for 10 of the top 20 skills for master's-level leadership and management professionals. Similarly, management positions (e.g., 'tax manager') compose 16 of the top 20 positions of master's-level management and leadership positions.

Top Titles for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 12 unspecified postings



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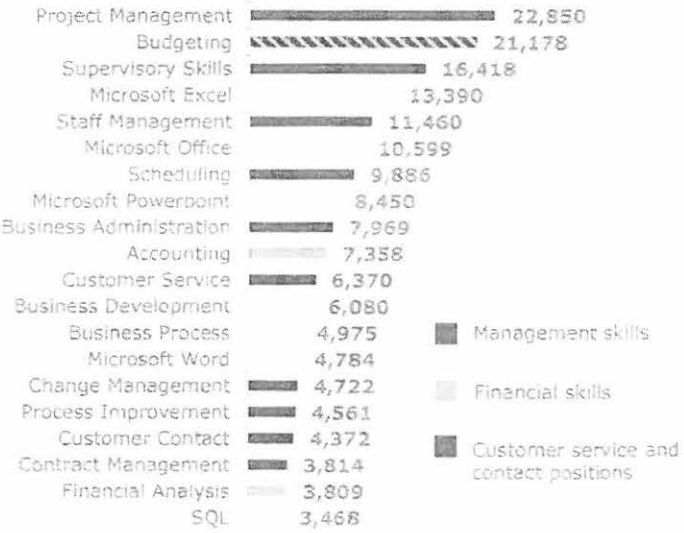
Top Skills for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 0 unspecified postings



Top Locations

Target marketing efforts to prospective students in metropolitan areas in Texas with high employer demand for master's-level leadership and management professionals. Metropolitan statistical areas (MSAs) in Texas account for the three regional MSAs with the most employer demand for management and leadership professionals. Employers in the Dallas-Fort Worth-Arlington, TX; Houston-The Woodlands-Sugar Land, TX; and Austin-Round Rock, TX MSAs post 13,882, 8,201, and 4,680 relevant job openings respectively. Employers in these top three MSAs post 45 percent of regional job openings for master's-level leadership and management professionals.

Additionally, conduct secondary marketing efforts in the Little Rock and Fayetteville, AR areas to attract students proximate to the University. **Arkansas Tech University's** statewide program recognition and the relative proximity of students in these MSAs to the University indicate marketing efforts in these areas may prove effective. Only one of the 10 regional MSAs with the most job openings for master's-level leadership and management professionals sits in Arkansas (i.e., the Memphis, TN-MS-AR MSA). However, both the Little Rock-North Little Rock-Conway, AR MSA, and the Fayetteville-Springdale-Rogers, AR-MO MSA rank among the 20 MSAs with the most demand for master's-level leadership and management professionals. Employers in the Little Rock-North Little Rock-Conway, AR MSA, and the Fayetteville-Springdale-Rogers, AR-MO MSA post 941 and 860 postings for master's-level leadership and management professionals respectively.

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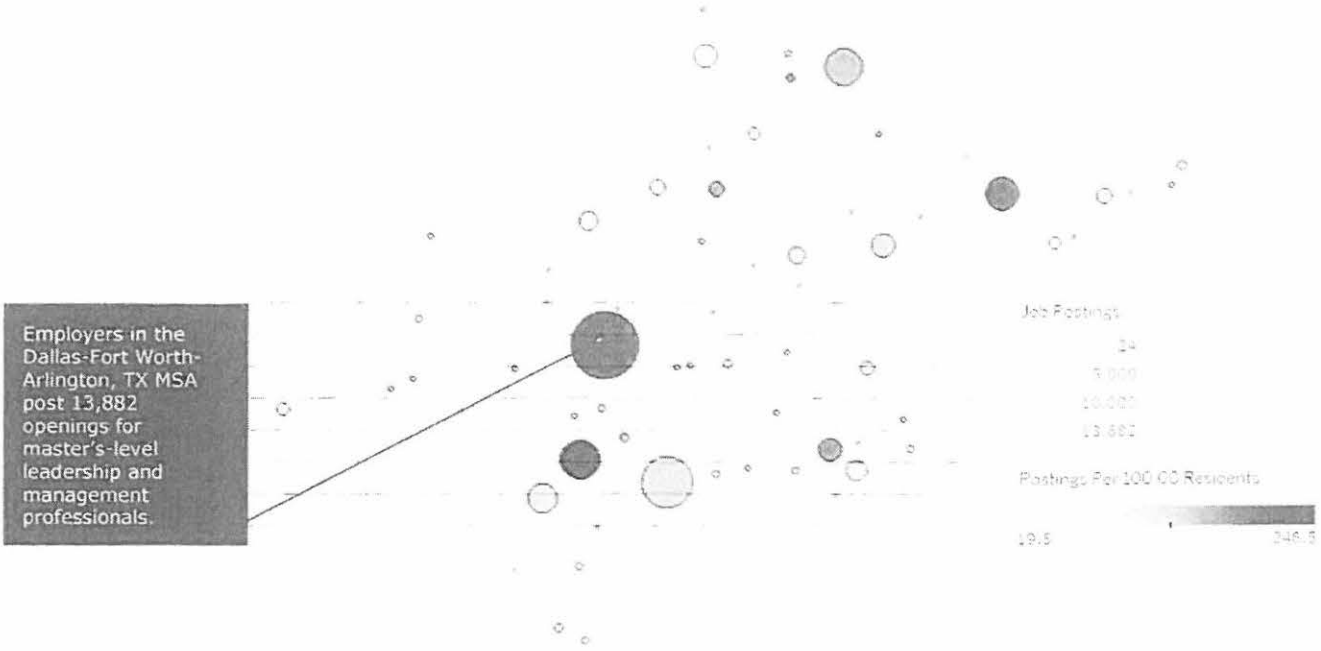
Top Locations for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 3,761 unspecified postings



Top Locations for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 3,761 unspecified postings

Metropolitan Statistical Area	Total Job Postings	Job Postings per 100,00 Residents
Dallas-Fort Worth-Arlington, TX	13,882	204
Houston-The Woodlands-Sugar Land, TX	8,201	130
Austin-Round Rock, TX	4,680	249
St. Louis, MO-IL	4,319	154
Nashville-Davidson-Murfreesboro-Franklin, TN	3,483	198
San Antonio-New Braunfels, TX	2,770	122
Memphis, TN-MS-AR	1,797	134
Kansas City, MO-KS	1,679	82
Baton Rouge, LA	1,503	183
New Orleans-Metairie, LA	1,317	106
Oklahoma City, OK	1,153	87
Little Rock-North Little Rock-Conway, AR	941	130

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Fayetteville-Springdale-Rogers, AR-MO	860	175
Knoxville, TN	788	92
Tulsa, OK	761	79
Jackson, MS	599	104
El Paso, TX	513	62
Springfield, MO	473	105
Chattanooga, TN-GA	452	83
Kingsport-Bristol-Bristol, TN-VA	313	102

Top Employers and Industries

Professionals who seek to move into or advance in professions in the health care field can enroll in a new master's-level leadership and management program at **Arkansas Tech University** to gain in-demand skills. Health care industries account for three of the 20 regional industries with the highest demand for professionals with relevant skills. In the profiled region, employers in the 'general medical and surgical hospitals' industry post more job openings for professionals with relevant skills than employers in other industries (i.e., 5,031 postings). Additionally, employers in the 'pharmaceutical and medicine manufacturing' and 'offices of physicians' industries post 685 relevant openings and 526 relevant openings respectively. Health care employers (e.g., Hospital Corporation of America) compose five of the top 20 employers for professionals with relevant skills.

Additionally, market a new master's-level leadership and management program to professionals in finance to attract prospective students. Finance companies (e.g., JP Morgan Chase) compose two of the top 20 employers for professionals with relevant skills and financial industries (e.g., 'depository credit intermediation') account for four of the top 20 industries. Other top regional employers for master's-level leadership and management professionals include consulting companies (e.g., Accenture) and technology companies (e.g., Dell).

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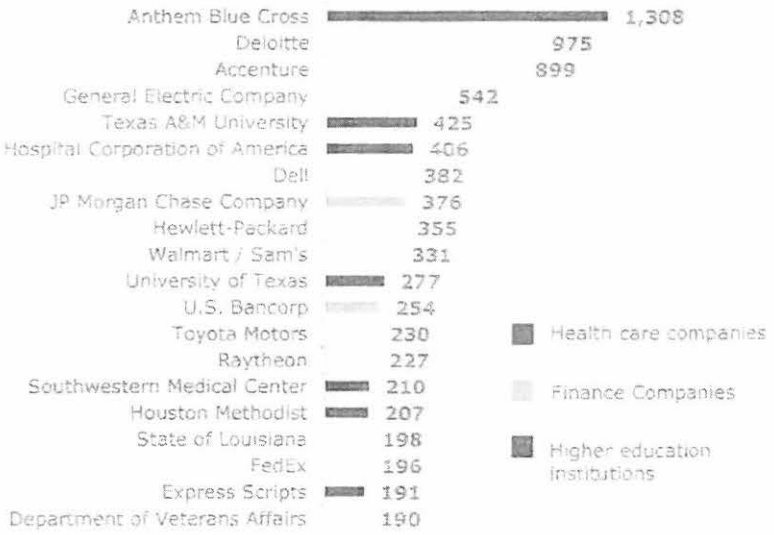
Top Employers for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 10,248 unspecified postings

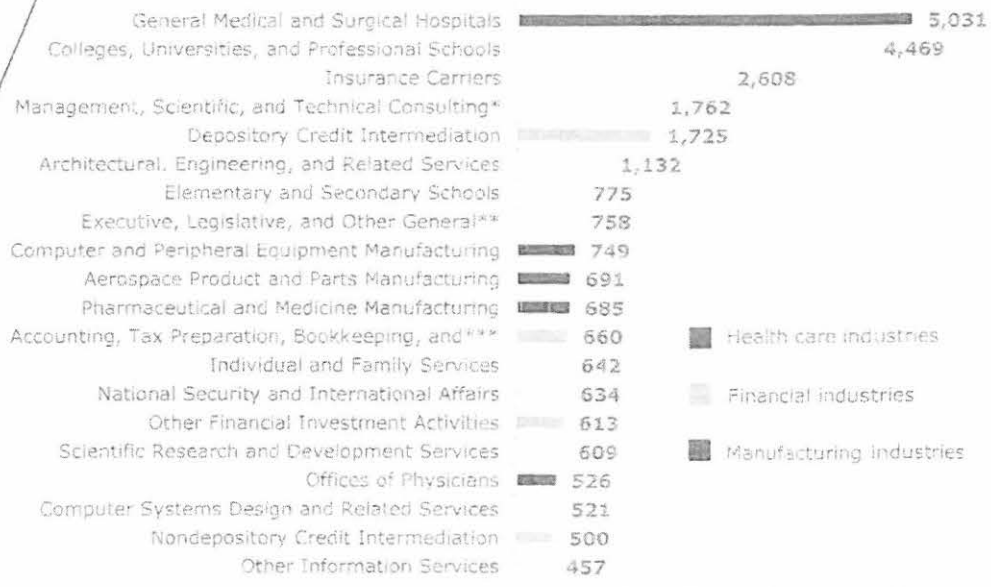


Top Industries for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data

n= 59,186 job postings, with 18,704 unspecified postings

Administrators should note, 32 percent of postings do not specify an industry.



*Management, Scientific, and Technical Consulting Services
**Executive, Legislative, and Other General Government Support
***Accounting, Tax Preparation, Bookkeeping, and Payroll Services

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4) Competitor Programs

Program Structure

Students can complete all or part of profiled programs online. A fully or partly online delivery can serve working professionals who must balance academic work with other obligations (e.g., family commitments, work). Students in the profiled program at the **University of La Verne** can complete the program online or can attend classes in multiple locations across California which provides a high level of flexibility for students located across the state. Of profiled programs, only the University of La Verne and **Duquesne University** advertise a fully online delivery system. A fully online curriculum can distinguish a program at **Arkansas Tech University** from profiled regional competitors. In addition to the profiled programs, multiple institutions in the profiled region offer master's-level leadership and management programs within a specific discipline (e.g., MS in School Leadership, Management, and Administration at the University of Central Arkansas). Institutions in the profiled region also offer relevant certificate-level programs (e.g., Leadership Graduate Certificate at Missouri State University).

Characteristics of Profiled Master's-Level Leadership and Management Programs

Profiled Institutions

Institution	Program	Modality	Time to Completion	Number of Credits
Texas A&M University-Commerce	MS in Management	Hybrid	Not advertised	30-39
Truman State University	MA in Leadership	Hybrid	Not advertised	39
University of Texas-Dallas	MS in Management Science	Hybrid	Not advertised	36
University of La Verne	MS in Leadership and Management	Online, on-campus,	Not advertised	33-36
Duquesne University	MS in Leadership	Online	Less than 2 years	30

Curriculum

Allow students to complete electives or concentrations so they can customize the program to fit their goals and interests. Profiled programs allow students to complete electives or pursue concentrations. Students in the profiled program at **Truman State University** pursue a specialty area (e.g., public and not for profit management) that allows them to customize the program to fit their goals and interests. The program structure at **Texas A&M University-Commerce** allows students to choose a minor in entrepreneurship or corporate management, or to pursue a general option which includes courses on a variety of issues (e.g.,

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leadership, managing groups). Similarly, students in the profiled program at the **University of Texas-Dallas** can choose between 15 concentrations (e.g., accounting, real estate) and students at the **University of La Verne** can pursue one of three concentrations (e.g., human resources).

Common Curriculum Topics of Profiled Master's-Level Programs

Profiled Institutions

Marketing

Highlight the ability of a new master's-level program in leadership and management at **Arkansas Tech University** to serve working professionals to attract prospective students. Include statements that emphasize the flexibility of a new program and its ability to effectively serve working professionals to align with marketing messages of profiled programs. The website of the profiled program at the **University of La Verne** emphasizes the flexibility of the program for working professionals. **Truman State University's** website states the program serves "a diverse group of traditional and nontraditional students with a variety of academic and professional backgrounds." The **University of Texas** program website includes a student profile section that provides information on average age, work experience, and the percent of the student population composed by women and minorities.

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Potential Marketing Strategies for a Master's-Level Leadership and Management Program

EAB research

Include **testimonials** from graduates and information about **employment outcomes** to attract students.

Include **marketing personnel** in program development to ensure timely and effective marketing efforts.

Create **incentives** for current and former students to **refer new students**.

Focus marketing messages on **outcomes** to attract **working professionals** focused on return on investment.

Highlight the **flexibility** of a new program and its ability to **serve working professionals** to compete with profiled programs.

Include information on **local employer demand** in marketing materials to appeal to underemployed prospective students.

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ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

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

Department Initiating Proposal	Date
Department of Professional Studies	July 30, 2018

Title	Signature	Date
Department Head Dr. Jeff Aulgur		8/1/2018
Interim Dean Dr. Jeff Aulgur		8/1/2018
Assessment Dr. Christine Austin		8/31/18
Registrar Mrs. Tammy Weaver		9/5/18
Graduate Dean (Graduate Proposals Only) Dr. Jeff Robertson		
Vice President for Academic Affairs Dr. Phillip Bridgmon		

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

Program Title:
Graduate Certificate in Leadership, Learning, and Organizational Development

PROPOSAL – 1

NEW DEGREE PROGRAM

1. PROPOSOSED PROGRAM TITLE

Graduate Certificate in Leadership, Learning and Organizational Development (GC-LLOD)

2. CIP CODE REQUESTED: 30.9999

3. PROPOSED STARTING DATE: Fall 2019

4. CONTACT PERSON

Dr. Phillip Bridgmon
Interim Vice President for Academic Affairs
Arkansas Tech University
pbridgmon@atu.edu
479.964.0540

Dr. Jeff Aulgur
Interim Dean, College of eTech and Department Head, Professional Studies
jaulgur@atu.edu
479.964.0318

5. PROGRAM SUMMARY

Overview

The Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD) (CIP 30.9999) provides graduate level instruction in leadership skills, adult learning theory, training and development, strategic communication and conflict management, budgeting, ethics, and evidence based decision making. Graduates of the program prepare for leadership roles in diverse professional settings. This fully online graduate certificate consists of the first 18-credit hours of core coursework in the Master of Arts in Leadership, Learning, and Organizational Development (MA-LLOD).

This graduate certificate increases stackability options at the institution; students will be able to earn an undergraduate certificate in Professional Leadership, a baccalaureate in Organizational Leadership, and the MA-LLOD. According to the Educational Advisory Board (EAB), there is a high-demand for online master's degrees and graduate study. The 18-credit hour certificate expands Arkansas Tech University's offering of online graduate programs. This graduate certificate program, as well as the MA-LLOD, supports Arkansas Tech University's strategic plan, goal 2.6, by increasing credentialing opportunities and stackability.

Curriculum Additions

LLOD 5003	Foundations of Organizational Leadership and Learning
LLOD 5013	Adult Learning, Training, and Development
LLOD 5023	Leadership Ethics and Social Responsibility
LLOD 5033	Organizational Diversity and Inclusion
LLOD 6003	Leading Organizational Change
LLOD 6013	Strategic Communication and Conflict Resolution OR
LLOD 6023	Evidence Based Decision Making

Program Costs

Faculty Resources

The program will not require additional full-time faculty in Years 1-3. If the limited use of adjunct faculty is required due program growth, the proposed adjunct faculty must first be granted graduate faculty status by the Graduate Council of Arkansas Tech University. The cost per adjunct faculty member per three-credit course is $2,100 plus benefits.

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.

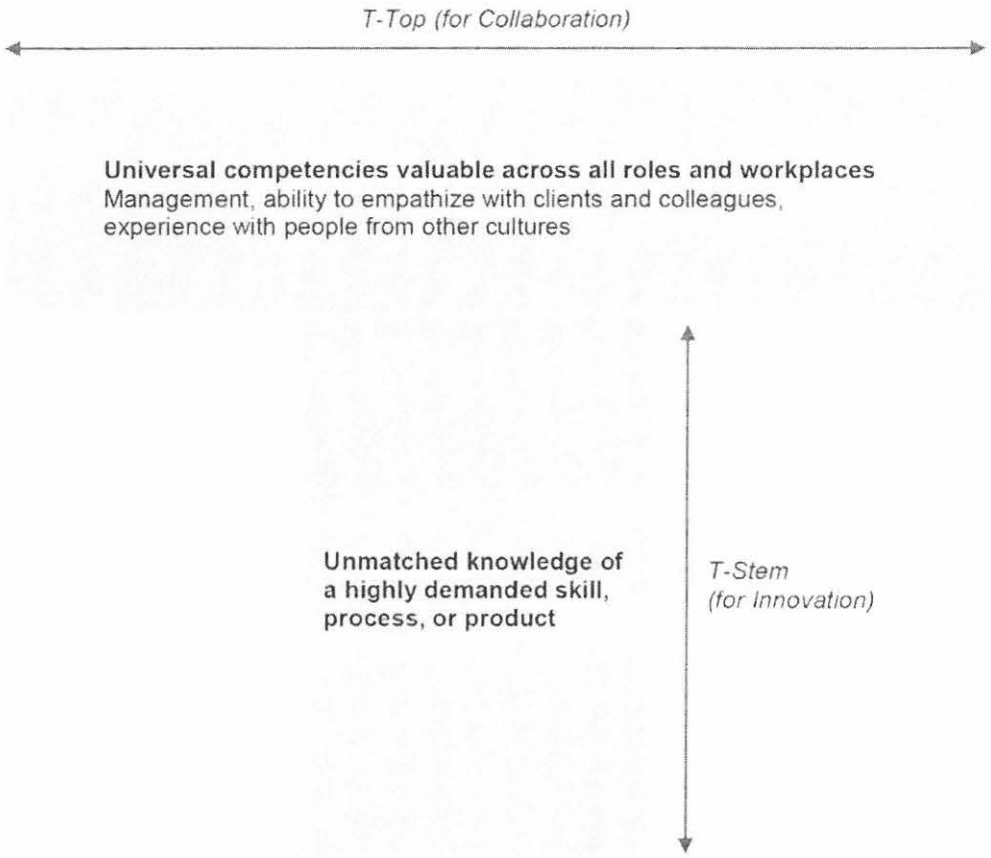
Facilities and Equipment

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

Purpose of the Program

The GC-LLOD program, with a core focus on organizational leadership 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 graduate certificate allows graduates to impact an organization's culture, productivity, and team strength.

The GC-LLOD facilitates the development of T-shaped professionals, individuals who possess a number of soft skills that allow organizational collaboration at the "T-top") combined with a knowledge of skills, process, product or body of work (the "T-stem"). A professional with an undergraduate degree is a STEM field may desire to increase his or her universal competencies, and the GC-LLOD provides such an opportunity at the graduate level.



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

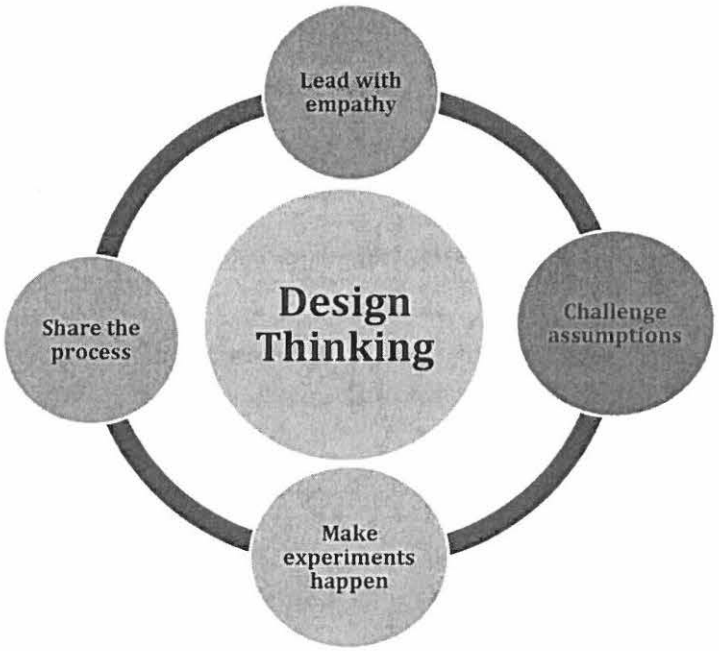
Lead with empathy – Leaders and trainers must effectively "put themselves in the student's shoes." As suggested by Wise (2006), educators must "immerse yourself in how others experience your program." By doing so, the trainer gets a practical sense of what is necessary for the course.

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-LLOD faculty 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 including 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 Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD) prepares individuals to lead change, motivate groups, create solutions, communicate effectively, resolve organizational challenges through critical, strategic and creative thinking. As such, the GC-LLOD is supported by any degree or career-field with a need to work with individuals and teams within an organization in directing change and development.

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 leadership, 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 deliver 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 master's-level program to serve working professionals to attract prospective students.

- Demand Over Time: Regional and statewide demand for a master's-level program increase slightly between 2013-2017; however, 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 health care to attract prospective students. Health care employers account for five of the top 20 employers with relevant skills, and professionals in the health care 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).

Provide names and types of organizations/businesses surveyed.

The Needs Assessment Survey for the GC-LLOD and the MA-LLOD 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 MA-LLOD program. Three of six employers indicated they would give hiring preference to applicants with an MA-LLOD as proposed. The Survey Report is located in Appendix Appendix 1.

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

In addition to mid-career professionals, a primary regional target population for the GC-LLOD and the MA-LLOD are Training and Development Supervisors (Bureau of Labor Statistics 13-1511) and Training and Development Managers (Bureau of Labor Statistics 11-3131). Training and Development Managers primarily plan, direct, or coordinate the training and development activities and staff of an organization. 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.

19% of Training and Development Manager positions require a Master's degree, and an additional 15% of positions require a post-baccalaureate certificate (O*Net, 2018).

Date extracted from the Bureau of Labor Statistics (www.bls.gov, 2018) indicates approximately 260 Training and Development Managers (Standard Occupational Classification Code 113131) exist in Arkansas, with an additional 4,130 positions located in the six states geographically contiguous to Arkansas.

Area Name	Employment[1]	Annual mean wage[2]
Arkansas	260	100630
Louisiana	350	78580
Mississippi	160	93520
Missouri	440	110680
Oklahoma	370	87910
Tennessee	1170	94130
Texas	1640	133060

(1) Estimates for detailed occupations do not sum to the totals because the totals include occupations not shown separately. Estimates do not include self-employed workers.

(2) Annual wages have been calculated by multiplying the hourly mean wage by 2,080 hours.

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 (2018-2019)

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. 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. Prospective Advisory Board members are identified by the existing board or team members of the Department of Professional Studies. 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 GC-LLOD and MA-LLOD programs, 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.

The figures below indicate the projected enrollment for the MA-LLOD program. Students who enroll in the MA-LLOD program of study will be encouraged to pursue the GC-LLOD concurrently. It is feasible the enrollment for the GC-LLOD will exceed MA-LLOD in Year 1-3.

Projected Annual Enrollment

2019 – 2020 15 students

2020 – 2021 30 students

2021 - 2022 45 students

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

It is estimated the average student in the GC-LLOD 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-LLOD will complete 6-12 graduate hours each year.

As a conservative estimate, it is projected 35 students will earn the GC-LLOD by AY 2024.

7. CURRICULUM

ARKANSAS TECH UNIVERSITY CURRICULUM FOR THE MA DEGREE		
LEADERSHIP, LEARNING AND ORGANIZATION DEVELOPMENT		
Student Name:	**Student T#:**	**Date:**
Student email:	**Student Phone #:**	**Completed by:**
***Prior Degree(s) Conferred:**	**Prior Degree awarded by:**	
*** THIS IS AN UNOFFICIAL DOCUMENT USED AS AN ADVISING GUIDE. THIS IS NOT AN OFFICIAL DEGREE AUDIT.		

Recommended Course Sequence		33 Credit Hours	Credits Earned
Semester 1			
LLOD 5003	Foundations of Org Leadership and Learning	3	
LLOD 5013	Adult Learning, Training, and Development	3	
Semester 2			
LLOD 5023	Leadership Ethics and Social Responsibility	3	
LLOD 5033	Organizational Diversity and Inclusion	3	
Semester 3			
LLOD 6003	Organizational Change	3	
LLOD 6013 or LLOD 6023	Strategic Communication and Conflict Resolution OR Evidence-Based Decision Making	3	

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

The GC-LLOD requires completion of 18 graduate-level credit hours. Prerequisite courses are not required of entering students.

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

LLOD 5003 Foundations of Organizational Leadership and Learning

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

LLOD 5013 Adult Learning, Training, and Development

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

LLOD 5023 Leadership Ethics and Social Responsibility

Ethics and social responsibility often coincide. In this course, students will examine the real-life ethical and social issues that organizational leaders constantly face. Using theoretical frameworks, students will assess current issues and provide logical recommendations for issues that may arise. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 5033 Organizational Diversity and Inclusion

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.

LLOD 6003 Leading Organizational Change

This course is designed to provide students with both the conceptual framework and the practical skills needed to 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.

LLOD 6013 Strategic Communication and Conflict Resolution

Conflicts are an unavoidable part of life; whether at home, the classroom, or the office. The Strategic Communication and Conflict Resolution course is designed to prepare organizational leaders with the theoretical and practical knowledge to work through difficult conversations and become problem-solvers and change agents for their workplace.

Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

LLOD 6023 Evidence-Based Decision Making

This course presents students with evidence-based frameworks used in leadership practices to make sound decisions. Topics including defining objectives, collecting relevant, reliable information, generating feasible options, making the decision, implementation, and evaluating results, as well as forward-based decision making and intuition. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

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

The required core courses for the MA-LLOD (18 hours) are:

LLOD 5003*	Foundations of Organizational Leadership and Learning
LLOD 5013*	Adult Learning, Training, and Development
LLOD 5023*	Leadership Ethics and Social Responsibility
LLOD 5033*	Organizational Diversity and Inclusion
LLOD 6003*	Leading Organizational Change
LLOD 6013*	Strategic Communication and Conflict Resolution **OR**
LLOD 6023*	Evidence Based Decision Making

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

LLOD 5003*	Foundations of Organizational Leadership and Learning
	(Lasker-Scott, Schwehm)
LLOD 5013*	Adult Learning, Training, and Development
	(Lasker-Scott, Schwehm)
LLOD 5023*	Leadership Ethics and Social Responsibility
	(Lasker-Scott, Schwehm)
LLOD 5033*	Organizational Diversity and Inclusion
	(Lasker-Scott)
LLOD 6003*	Leading Organizational Change
	(Lasker-Scott, Schwehm)
LLOD 6013*	Strategic Communication and Conflict Resolution
	(Lasker-Scott, Schwehm)
LLOD 6023*	Evidence-Based Decision Making

(Schwehm)

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

Not applicable.

State the program admission requirements.

The GC-LLOD 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 Leadership, Learning, and 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 Leadership, Learning, and Organizational Development, 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 emailed to: gradcollege@atu.edu

Unconditional Admission

Students are eligible to apply for unconditional admission to the Graduate Certificate in Leadership, Learning, and Organizational Development (LLOD) 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 on last 30 hours. Statement of intent which addresses career goals, interests in leadership, learning, and organizational development, 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.

Describe specified learning outcomes and course examination procedures.

GC – Leadership, Learning, and Organizational Development
PROGRAM OUTCOMES

The Graduate Certificate in Leadership, Learning, and Organizational Development 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 24 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, and other leadership skills.

COURSE	PO1	PO2	PO3	PO4	PO5	PO6	PO7
LLOD 5003 – Foundations of Org Leadership & Learning	I	I	I	I	I	I	I
LLOD 5013 – Adult Learning, Training, and Development	R			R	R		R
LLOD 5023 – Leadership Ethics and Social Responsibility	R	R	R	R		R	
LLOD 5033 – Organizational Diversity and Inclusion	R	R		R		R	
LLOD 6003 – Leading Organizational Change	R	R	R			R	
LLOD 6013 – Strategic Comm & Conflict Resolution	R	R		R		R	R
LLOD 6023 – Evidence Based Decision Making	R			R	R		R

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Leadership, 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.

7. **Financial Literacy** – Demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.

Program Outcomes – Learning Objectives

Program Outcome 1 (PO1): Application of Leadership, 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 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 professionally 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

Program Outcome 7 (PO7): Financial Literacy

- **Students will demonstrate competency in basic concepts of budgeting, financial strategy, and financial ethics in a professional setting.**

  - describes and applies basic techniques of financial statement (P&L, balance sheet, etc.) review and interpretation
  - describes the budgeting process, including the importance of budgeting, budgeting strategy, and short- and long-term budget planning
  - evaluates the budget and financial strategy of an organization, unit, or improvement initiative in a professional setting
  - prepares a written financial plan, including budget, for a proposed improvement initiative in a professional setting

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 on August 21, 2018.

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.)

Dr. Jeremy Schwehm, Associate Professor of Professional Studies

University of Georgia, Ph.D, Adult Education
Northwestern State University, M.A., Adult Education
Louisiana State University, B.A., Psychology

Dr. Tennille Lasker-Scott, Assistant Professor of Professional Studies

University of Georgia, Ph.D., Adult Education
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

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

Dr. Jeremy Schwehm, Associate Professor of Professional Studies

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: 2

Total number of existing faculty: 2

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 vita 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 GC-LLOD. 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 GC-LLOD.

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.

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

The program does not require any new administrative costs.

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

The program will not require additional full-time faculty in Years 1-3. If the limited use of adjunct faculty is required due program growth, the proposed adjunct faculty must first be granted graduate faculty status by the Graduate Council of Arkansas Tech University. The cost per adjunct faculty member per three-credit course is $2,100 plus benefits.

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-LLOD program. With conservative expectations of enrollment in Years 1-3, the identified members of the Professional Studies faculty will dedicate one course per term in his or her existing 4/4 instructional load.

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

2019 – 2020 15 students

2020 – 2021 30 students

2021 - 2022 45 students

Tuition per credit hour (2018 – 2019): $284.00 per credit hour

Total program costs (based on 2018 – 2019 tuition and fees):

$6,484.50 (18 credit-hour program)

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

Arkansas Tech University currently receives $3,753 per student FTE from the State of Arkansas.

15 student state general revenue: $52,295

30 student state general revenue: $112,590

45 student state general revenue: $164,885

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

Technology Operations Fee	$16.50 per Credit Hour
Online/ Mixed Technology Fee	$10.00 per Credit Hour

12. ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

The Graduate Certificate in Leadership, Learning and Organizational Development will be housed in the Department of Professional Studies, College of eTech.

The current organizational chart and the 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.

August 23, 2018

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 Adult and Lifelong Learning
Belmont University	M.Ed. in Organizational Leadership and 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
University of Georgia	MA in Learning, Leadership, & Organizational 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	MS in Organizational Leadership
Western Kentucky University	MA in Organizational Leadership
University of Colorado-Boulder	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 was distributed by Arkansas Tech University on June 25, 2018.

"This email is a notification that Arkansas Tech University is proposing a Graduate Certificate in Leadership, Learning, and Organizational Development (GC-LLOD). 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 Leadership, Learning, and Organizational Development (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. Students complete 12 credit hours of required LLOD core courses, and six credit hours of 6000-level LLOD course options, allowing customization to meet professional goals and interests. The GC-LLOD provides graduates with core skills and knowledge to effectively lead organizations in a changing environment. The certificate's learning outcomes transfer to any organization or career-field."

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.

Fall 2018 (Enrolled Students)

Bachelor of Applied Science (62 enrolled)

Asian	1
African American	14
Hispanic	3
Caucasian	44

Bachelor of Professional Studies (356 enrolled)

Asian	2
African American	69
American Indian / Alaskan Native	9
Hispanic	8
International	1
Caucasian	266
Other/Unknown	1

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 Spring 2020

Department of Professional Studies Internal Self-Study: 2021-2022 End of Year 3

External Program Review: 2022-2023 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 eTech courses are handled by the College of eTech while Web courses are managed within departments. Faculty work with Instructional Designers and a Multimedia Coordinator to create quality online courses that meet the goals and objectives of eTech'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. Tier II and III support of the LMS is provided by a Course Management Systems team within OIS.

The Office of Information Systems strives to maintain 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 work stations.
- 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 work stations) 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 prior to 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 College of eTech. 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 except 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 the responsibilities of their job position (least privileges methodology).
- ATU endeavors to follows 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 X 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 MA-LLOD degree program or any ancillary service will be outsourced to a third-party. The College of eTech 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.

Graduate Certificate in Leadership, Learning, and Organizational Development

Curriculum Matrix

Recommended Course Sequence		
Prefix	**Title**	**Credit Hours**
Semester 1		
LLOD 5003	Foundations of Organizational Leadership and Learning	3
LLOD 5013	Adult Learning, Training, and Development	3
Semester 2		
LLOD 5023	Leadership Ethics and Social Responsibility	3
LLOD 5033	Organizational Diversity and Inclusion	3
Semester 3 (select two of the following courses)		
LLOD 6003	Leading Organizational Change	6
LLOD 6013	Strategic Communication and Conflict Resolution	
LLOD 6023	Evidence-Based Decision Making	
Total		**18**