Graduate Council September 20, 2022

1. College of Arts and Humanities – Department of English and World Languages

    a. Modify the Curriculum in Master of Liberal Arts, as follows:
        (1) Delete the Communications and Fine Arts Options; and
        (2) Add the requirement: student will complete classes from at least three of the following subjects:
            Art, Communications, Journalism, Music, Psychology, Sociology, Criminal Justice, English, TESL, Spanish, German, French, Japanese, History, Geography, Political Science, Anthropology, Geography, and Philosophy; and
    b. Add the Graduate Certificate in Teaching English to Speakers of Other Languages.

2. College of Science, Technology, Engineering, & Mathematics - Department of Engineering and Computing Sciences

    a. Add ELEG 6991-6: Research Project, to the course descriptions;
    b. Add INFT 5603: Principles of Data Science, to the course descriptions;
    c. Add INFT 5803: Principles of Cybersecurity, to the course descriptions;
    d. Add INFT 6103: Visual Programming, to the course descriptions;
    e. Add INFT 6603: Advanced Data Science and Machine Learning, to the course descriptions;
    f. Add INFT 6803: Advanced Cybersecurity, to the course descriptions;
    g. Add MCEG 6991-6: Research Project, to the course descriptions;
    h. Delete the Master of Science in Information Technology Computer-Based Instructional Technology Option;
    i. Modify the Master of Engineering in Electrical Engineering, as follows:
        (1) Replace the Degree Requirements item 1 with the following changes summarized below:
            (a) Reduce the required number of semester credit hours from 36 to 30 to be comparable with other engineering master's programs in the state;
            (b) Offer research or an engineering design project option requiring 30 credit hours including up to 6 hours of research or engineering design; and
            (c) The non-research option will require 30 course credit hours;
        (2) Remove MGMT 5203: Project Management, and COMM/SPH 5063: Organizational Communication, from the Common Core requirement;
        (3) Change "Degree Requirement" item 3 the comprehensive exam requirement to exclude. students in the research/design project option. Their final research/design project presentation will serve as their final exam;
        (4) Retain items 2: Cumulative GPA and item 4: Six-year requirement; and
        (5) Change item 5: A minimum of 24 semester hours of graduate course work completed at Arkansas Tech University allowing up to 6 hours of transfer credit;
    j. Modify the Master of Science in Information Technology, as follows:
        (1) Delete INFT 5700: Computer Networks Lab, from program requirements;
        (2) Delete INFT 6700: Heterogeneous Networks Lab, from program requirements;

(3) Add below courses as core requirements (9 hours of core courses):
  (a) INFT 5203: Database Systems,
  (b) INFT 5413: Computer Systems and Architecture, and
  (c) INFT 5703: Computer Networks;
(4) Add below courses as approved 5000 electives:
  INFT 5103: Software Development,
  INFT 5303: Developing and Administering Web Sites,
  INFT 5403: Introduction to Information Technology and Systems,
  INFT 5503: The UNIX Operating System,
  INFT 5603: Principles of Data Science,
  INFT 5803: Principles of Cybersecurity, and
  INFT 5983: Special Topics (topic varies so course may be repeated for credit);
(5) Add below courses as approved 6000 electives (choose minimum 9 - 12 hours from list):
  INFT 6103: Visual Programming,
  INFT 6203: Database Development and Administration,
  INFT 6303: Design of Web-based Information Systems,
  INFT 6403: Information Systems Analysis and Design,
  INFT 6603: Adv Data Science and Machine Learning,
  INFT 6703: Heterogeneous Networks,
  INFT 6803: Adv Cybersecurity, and
  INFT 6903: Emerging Trends (topic varies so students may repeat for credit);
(6) Add capstone requirement for graduation. Students must choose one option (3 - 6 hours):
  Option 1:
  INFT 6973: Thesis Research in Information Technology I, and
  INFT 6983: Thesis Research in Information Technology II;
  Option 2:
  INFT 6993: Internship (course may be repeated for 6 credit hours total);
(7) Change degree requirement from 36 credit hours to 30 credit hours;
(8) Remove Comprehensive Exam as capstone option;
(9) Change program modality requirements from in-person to fully online (hybrid for international students);
(10) Drop GRE from program admission requirement;
(11) Remove requirement for unconditional admission for COMS 1003: Introduction to Computer Based Systems, COMS 1411: Computer and Information Science Lab, and COMS 1403: Orientation to Computing, Information, and Technology;
(12) Change unconditional admission requirement for completion of COMS 2104: Programming I, and COMS 2203: Programming II, to completion of COMS 1011: Programming I Lab and COMS 1013: Programming I, and 2203: Programming II, or completion of INFT 5103: Software Development; and
(13) Change the number of credit hours that can be transferred to ATU from another institution from 9 credit hours to 6 credit hours

k. Modify the Master of Engineering in Mechanical Engineering, as follows:
   (1) Replace the Degree Requirements item 1 with the following changes summarized below (see attached Degree Requirement Section):
       (a) Reduce the required number of semester credit hours from 36 to 30 to be comparable with other engineering master's programs in the state;
       (b) Offer a research or an engineering design project option requiring 30 credit hours including up to 6 hours of research or engineering design; and
       (c) The non-research option will require 30 course credit hours;
   (2) Remove MGMT 5203: Project Management and COMM/SPH 5063: Organizational Communication from the Common Core requirement;
   (3) Change "Degree Requirement" item 3 the comprehensive exam requirement to exclude serve as their final exam;
   (4) Retain items 2: Cumulative GPA and item 4: Six-year requirement; and
   (5) Change item 5: A minimum of 24 semester hours of graduate course work completed at Arkansas Tech University allowing up to 6 hours of transfer credit; and
l. Modify the Graduate Certificate in Information Technology, as follows:
   (1) Remove INFT 5203: Database Systems, as program requirement;
   (2) Remove INFT 5303: Developing and Administering Web Sites, as program requirement;
   (3) Remove INFT 5403: Introduction to Information Technology and Systems, as program requirement;
   (4) Remove INFT 5703: Computer Networks, as program requirement;
   (5) Remove INFT 6903: Emerging Trends, as program requirement; and
   (6) Add 18 credit hours of approved INFT electives.

3. College of Education and Health – Department of Emergency Management, Professional Studies, and Student Affairs Administration
   a. Add the following courses to the course descriptions:
      OL 5043: Ethical Leadership,
      OL 5143: Nonprofit Governance,
      OL 5343: Community Development,
      OL 5643: Organizational Globalization and Diversity,
      OL 6043: Leadership in Organizational Change,
      OL 6053: Advanced Research Methods in ODL,
      OL 6063: Evaluation and Assessment in Organizational Development and Learning,
      OL 6093: Organizational Development and Learning Capstone,
      OL 6143: Consulation, Coaching, and Leadership Development,
      OL 6883: Special Problems in Organizational Development and Learning, and
      OL 6891-4: Independent Study in Organizational Development and Learning;
   b. Add the Master of Arts in Organizational Development and Learning; and
   c. Add the Graduate Certificate in Organizational Development and Learning.

4. College of Education and Health – Department of Teaching and Educational Leadership
   a. Modify the Curriculum in Master of Education Instructional Technology Instructional Design and Technology Option, as follows:

    (1) Change EDFD 6313: Principles of Curriculum Development, EDMD 6133: Production of Digital Instructional Materials, and EDMD 6303: Survey of Instructional Technology, TO: EDFD 6313: Principles of Curriculum Development, or EDMD 5043: Foundations of Online Curriculum Design and Evaluation;
EDMD 6133: Production of Digital Instructional Materials, or EDMD 5053: Online Course Development with Multimedia; and
EDMD 6303: Survey of Instructional Technology, or EDMD 6113: Emerging Technologies for Education and Training.

5. College of Education and Health – Department of Kinesiology and Rehabilitation Science

    a. Add SCS 6003: Sport Psychology, to the course descriptions; and
    b. Modify the Curriculum Master of Science in Strength and Conditioning Studies, as follows:
       (1) Change the name of the degree to Master of Science in Kinesiology Strength and Conditioning Studies Option;
       (2) Add an option for completion of the Research requirement. The degree should read PE 6083: Research Design and Statistics, or EDFD 6003: Educational Research; and
       (3) Add an online option under the Master of Science in Kinesiology Sport Sciences Option.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
College of Arts and Humanities / English and World Languages	6/13/2022

Title	Signature	Date
Department Head	*Emily Hoffman*	06-29-22
Dean	*Jeffrey Cass*	06/30/22
Assessment Christine Austin	*Christi Austin*	7.14.2022
Registrar	*Sammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: Masters of Liberal Arts

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

(1) Eliminate the current major concentration requirements for MLA students (who currently choose between a Communications and a Fine Arts concentration for their degree).

(2) Require students, instead, to meet distribution requirements. This will mean that in order to graduate with an MLA, each student will be required to complete classes from at least three different disciplines within the college.

Under this requirement, students must include classes from at least three of the following subjects in the coursework portion of the MLA requirement:

Art, **Communications**, **Journalism**, **Music**, **Psychology**, **Sociology**, Criminal Justice
English, **TESL**, Spanish, German, French, Japanese, **History**, Geography, **Political Science**, Anthropology, Geography, Philosophy

(Bolded subjects are those that have offered graduate courses in the last three years, but graduate classes developed in any of these fields would be available to the degree.)

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

None

Answer the following Assessment questions:

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

By streamlining the distribution requirements, these change better support student success outcomes, while still innovating the interdisciplinary goals of the degree. This new process better aligns with ATU's commitment to progressive intellectual development and empowers students with greater flexibility and agency in accessing the learning opportunities central to the Masters of Liberal Arts and to Tech's mission.

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

Not applicable.

c. **What is the rationale for this program change?**

1. **How will the program change impact learning for students enrolled in this program?**

Currently, the MLA requires students to select a concentration in either Fine Arts or Communication. (The Social Sciences concentration was eliminated by University in 2021.) Students are then required to take 12-18 hours of work in their concentration with 6-12 hours of work outside of it.

This system no longer makes sense for the MLA, given the reality of the courses offered in the College. Because of the few graduate class offerings from the Music and Art Departments, classes categorized as Fine Arts are in fact almost entirely English classes, with no distinctions made among creative writing classes and literary studies or language classes.

However, many English classes align just as well with the Communication concentration as the Fine Arts; moreover, a genuinely interdisciplinary Fine Arts concentration would need to have more than creative writing classes available. Since the elimination of the Social Sciences concentration, courses offered in Behavioral Sciences and History now do not fit into any concentration available.

Replacing this system with a distribution requirement makes much better sense of the courses available in the College. This change in the curriculum will allow students to emphasize their own interests in their coursework—as they naturally tend to, without the requirement to declare a formal concentration—while still pushing them to engage in an interdisciplinary program of study that includes classes from across the Liberal Arts. Students will be better empowered to design a program of study from the courses offered in the College, and in keeping with the core learning outcomes of the program (e.g., "Demonstrate familiarity with interdisciplinary study.")

2. **Provide an example or examples of student learning assessment evidence which supports the changes in the program.**

Assessment data collected from LA 6013 (Intro to the Liberal Arts) shows that 20% of students feel they are not adequately improving in their grasp of interdisciplinary critical approaches in the humanities and liberal arts; this curricular change will encourage students more directly toward a wide range of study.

Furthermore, informal but critical information gathered by external reviewers in our recent ADHE review made it clear that students find the system of concentrations non-transparent and confusing. This change is thus also responsive these reviewers' recommendation, which included the following (emphasis added):

> *Students feel confident that this degree is helping them develop communication and critical thinking skills. They described the program as "applicable and flexible," "empowering," . . . However, students stated a desire for a broader range of courses. They feel the MLA program is really "English with add-ons." In the words of one student, "I absolutely feel like an English major."*
> . . .
> ***The existence of "emphases" or "tracks" within the degree seems to undermine its interdisciplinary nature.*** *We recommend a revised approach that will encourage, rather than limit, interdisciplinarity*
> . . .
> *Rather than reorganizing into other emphases ("critical" and "creative") as proposed (44-45),* ***a simple course distribution might be more practical****, while better reflecting the spirit of Liberal Studies by emphasizing inclusion (x and y and z) rather than exclusion (a or b). If students could organize their coursework as they chose, providing they included at least one course in at least three disciplines, they could enjoy both the critical and the creative. This reorganization would also allow students to include courses from the Social Sciences, strengthening their appreciation of the interconnectedness of diverse cultures and of humans to the natural world.*

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

No other Arkansas school currently offers a Masters of Liberal Arts. Henderson State's now defunct MLA allowed students to select from nine different "major tracks," evidently reflecting its status as the default degree within the liberal arts in a college without more specialized degrees, rather than an interdisciplinary option among other graduate degrees.

Other MLA program in the region seem to be moving away from requiring concentrations or major tracks, e.g.:

~LSU Shreveport, avoids ushering students into any specific concentration, and instead ensures interdisciplinarity in each student's course of study by individual consultation with the Director: "In consultation with the director, the student will select fifteen hours of courses that represent a variety of Liberal Arts disciplines. These course are often chosen to help develop a particular theme for the thesis, but they can also simply reflect the desire to explore as wide a range of the Liberal Arts as possible." (see "Curriculum" at https://www.lsus.edu/academics/graduate-studies/master-of-arts-in-liberal-arts)

~The University of Memphis similarly asks students to craft a deliberate program of study in consultation with their advisor, under which "No more than 12 credit hours may come from any single department," a criterion that makes similar requirements for distribution in student's course selection. (https://www.memphis.edu/cpls/programs/mals.php)

c. **Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)**

Because the requested change only adjusts the way that elective courses are selected and credited, it does not entail any changes to the overall assessment already in place for the MLA. That assessment plan, adapted and expanded from the one included in our 2021-22 ADHE Review, is given below.

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.

Assessment

There are currently 3 learning objectives for the MLA program:

1. Generate writing that demonstrates an advanced ability to analyze and synthesize
2. Conduct original research
3. Demonstrate familiarity with interdisciplinary study

The Department of English and World Languages assesses student learning in the MLA program with the capstone MLA exam or project (scholarly research paper or creative work) and embedded program assessments. All MLA students must pass a capstone examination or successfully complete a liberal arts project. The project can be a scholarly research paper of significant length or a creative work. The project must be approved by the MLA program director and is evaluated by a faculty committee assembled by the student. Both the exam and the final project are designed to assess all three of the above learning outcomes.

The examinations are administered three times a year, in November, April, and July, and can be completed online. The examination has two parts with each focusing on information covered in one of the courses the student completed as part of the degree program. Each part is graded by the faculty member who taught the course. Students must pass both parts of the exam in order to complete their degree.

Only one course is required for the MLA degree, (LA 6013: Introduction to Liberal Arts). In this course, the instructor assesses students in three related learning outcomes:

1. Generates writing that demonstrates advanced analysis and synthesis (PLO 1)
2. Conducts original research (PLO 2)
3. Shows familiarity with a variety of critical approaches (PLO 3)

Students are assessed on a scale of: Target, High-Acceptable, Low-Acceptable, Unacceptable, No Evidence.

Coursework beyond LA 6013 and preceding the exam or capstone project—the element of the MLA curriculum that this change seeks to address—is drawn from classes across the college and representing a variety of kinds of work and learning. This makes it difficult to articulate the applicability of our broad Learning Outcomes to every possible graduate class a student might elect to take. We would expect broadly, for example, that most liberal arts graduate classes will ask students to perform advanced analytical work and to generate original research. However, an English or Communications class might emphasize analysis and synthesis of texts (PLO) while a history or psychology class might emphasize research (PLO 2). Moreover, it is by studying across multiple classes in various fields of study that the facility with interdisciplinary work (PLO 3) will truly emerge, rather than in any single elective.

The capstone project or exam is thus the best measure of student learning vis-à-vis the program learning outcomes. These are assessed on a pass-fail basis by each member of the exam or project committee (selected by the student at the beginning of their final semester). The following is a draft of the response form that will be distributed to committee members beginning in Fall 2022:

To what extent does this student show each of the following capacities in their project/exam work?

a. Make thorough and thoughtful research as appropriate for the project/prompt [PLO 2]
b. Show an ability to analyze texts, objects, and concepts in a way that generates new insights [PLO 1]
c. Show an ability to synthesize multiple ideas into a coherent idea or argument [PLO 1]
d. Make significant connections between fields of studies/academic disciplines [PLO 3]

ARKANSAS TECH UNIVERSITY

GRADUATE CERTIFICATE OF PROFICIENCY
(12-21 SEMESTER CREDIT HOURS)

Department Initiating Proposal	Date
Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)	6/29/2022

Title	Signature	Date
Department Head	*Emily Hoffman*	06-29-22
Dean	*Jeffrey Cass*	07/29/22
Assessment	*(signature)*	8/1/22
Registrar	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

GRADUATE CERTIFICATE PROGRAM
(12-21 SEMESTER CREDIT HOURS)

1.   Institution submitting request: Arkansas Tech University

2.   Contact person/title: Dr. Chih-Hsin Hsu/Assistant Professor & Program Director

3.   Phone number/e-mail address: 479.968.0257/chsu5@atu.edu

4.   Proposed effective date: Fall 2023

5.   Name of proposed Graduate Certificate Program (Program must consist of 12-21 semester credit hours from existing graduate courses):

     Graduate Certificate in Teaching English to Speakers of Other Languages (TESOL)

6.   Proposed CIP Code: 13.1401

7.   Reason for proposed program implementation:

     • To help increase student enrollment.
       Any student with a Bachelor's degree can apply for the program to develop knowledge and skills in TESOL. The graduate certificate in TESOL is stackable with M.A. TESOL or M.A. English with an ESL minor.

     • To enhance the employability of graduate students.
       Credentials for developing ESL curriculum and materials, tutoring ESL students, teaching pre-college ESL courses, and teaching English overseas or online usually include a TESOL certificate. Having a TESOL Graduate Certificate program would enable ATU graduates to become more competitive in the global economy.

8.   Provide the following:
     a.   Curriculum outline - List of courses in new program – Underline required courses

          The Graduate Certificate in TESOL is composed of courses currently existing in the catalog for both M.A. TESOL and M.A. English with an ESL minor. No new courses need to be developed. Additionally, no new faculty are needed at this time.

          TESL or ENGL 5023 Second Language Acquisition
          TESL or ENGL 5703 Teaching English as a Second Language
          TESL or ENGL 5713 ESL Assessment
          TESL or ENGL 5723 Teaching People of Other Cultures
          TESL 6003 Linguistics for ESL Teachers

Note: the 15 credits are equivalent to the minimum twelve credits required for the current M.A. track, plus one three-credit elective (TESL 6003 Linguistics for ESL Teachers).

b. Total semester credit hours required (Program range: 12-21 graduate semester credit hours):

   15 credit hours

c. New courses and course descriptions

   No new courses; we are using existing courses

d. Program goals and objectives

   To serve a full range of graduate students, domestic and international, and instruct them to advance their knowledge of and credentials in teaching English language learners.

e. Expected student learning outcomes

   Students completing the TESOL graduate certificate should be able to
   - Use and adapt various instruction methods, including appropriate technology, to address learner needs and socio-cultural contexts.
   - Assess students' language levels and skills and utilize effective assessments, including classroom-based, standardized, and language proficiency assessments, to promote English language and content learning.
   - Identify how cultural factors affect language learning and design a culturally relevant curriculum
   - Explain English language structures and related theory and practice in language learning and teaching

f. Documentation that program meets employer needs

   - Numerous private organizations offer the TESOL (or another similar term— TEFL) undergraduate level certificate, but very few of them offer the certificate at the graduate level and have been accredited for quality assurance. Our HLC accredited M.A. TESOL program will offer a graduate-level certificate. Courses are taught by professors with doctorates rather than instructors, tutors, or K-12 teachers. These well-trained professionals have linguistic and educational backgrounds and extensive experiences to help students develop competencies in TESOL.

   - By 2025, one in four public school students will be an English Language Learner (ELL) (National Education Association, 2020). The increasing

prevalence of ELLs in mainstream classrooms will likely result in these learners encountering underprepared educators. Only 10% of K-12 teachers have a major, minor, or special certification in English as a Second Language (ESL) instruction, and only 45% of teachers reported taking courses related to teaching ELLs before or during their teaching career (National Center for Education Statistics, 2019). A number of studies (e.g. Echevarría, Vogt, & Short, 2017; Fan, 2013; Valdés 2001) recommend that all teachers should integrate language teaching into content teaching to deliver comprehensible input and meet the diverse learning needs of ELLs. According to the National Center for Education Statistics (NCES) (2022), Arkansas' ELL population has grown 232% since 20000, far outpacing the national average of 35%. Such growth has made Arkansas one of 10 states with the most rapidly expanding ELL populations in the United States. The Arkansas Bureau of Legislative Research (2017) indicated there were 43,000 ELLs (i.e., 8% of enrollment) in public schools and charter schools in the 2016-17 school year. Of these ELLs, 50% resided in Western Arkansas, including Springdale, Rogers, and Fort Smith, where our TESOL programs at Arkansas Tech University have been serving the growing need for ELL instruction.

g. Student demand (projected enrollment) for program

Note: the 15 credits are equivalent to the minimum twelve credits required for the current M.A. track, plus three credits of an elective. Students in the M.A. TESOL and M.A. English with a Minor in TESL Program who successfully complete the five courses (four required courses and one elective) can be awarded the graduate certificate in TESOL.

Enrollment will be at least five more than that of enrollment in the M.A. TESOL and M.A. English with a Minor in TESL Program.
Indicate the projected number of program enrollments for Years 1 - 3.
25, 27, 29
Indicate the projected number of program graduates in 3-5 years.
32, 35, 37

h. Name of institutions offering similar program and the institution(s) used as a model to develop the proposed program

- University of Arkansas at Fayetteville: https://online.uark.edu/programs/graduate-certificate-teaching-english-speakers-other-languages.php
- Arkansas State University: https://degree.astate.edu/programs/esl-graduate-certificate.aspx (Pending ADHE approval)

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

The M.A. TESOL program under which the five courses reside has been approved by ADHE in 2019, and the next external review time is 2029. All certificate and degree programs offered by public colleges and universities in Arkansas will be reviewed every 7 - 10 years.

9.   Provide documentation that proposed program has received full approval by licensure/certification entity, if required. (A graduate certificate offered for teacher/educator administrator licensure must be reviewed/approved by the Arkansas Department of Education prior to consideration by the Coordinating Board; therefore, the Education Protocol Form must be submitted to ADHE along with the Letter of Notification.)

This certificate is not offered for teacher/educator administrator licensure

10.   Institutional curriculum committee review/approval date

To be scheduled for review

11.   Will this program be offered on-campus, off-campus or via distance delivery? If yes, indicate mode of distance delivery.

Asynchronous online delivery via the learning management system—BlackBoard. This online program is designed to be flexible and convenient for working professionals, with accelerated coursework and multiple entry terms each year.

12.   Identify off-campus location. Provide a copy of e-mail notification to other institutions in the area of the proposed off-campus program offering and their responses; include your reply to the institutional responses.

N/A

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

N/A

President/Chancellor Approval Date:

Board of Trustees Notification Date:

Chief Academic Officer: Date:

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6/27/2022

Title	Signature	Date
Department Head	John L Krohn	7/1/2022
Dean Judy L. Cezeaux	Judy L Cezeaux	7/6/2022
Assessment Dr. Christine Austin	Christ Austin	7/8/2022
Registrar conditional approval - assessment plan must be	Tammy Weaver	8/1/22
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) **ELEG**	Course Number: (e.g., 1003) **6991 - 6**	Effective Term: ⊙ Sprin ⦿ **Summer**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) **Research Project**		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) **Research Project**		

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?   ● Ye   ○ N   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?

Every semester Summer, Spring, and Fall.

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

Inter-library loan will be used for any additional library sources. Additional maintenance fees and computer software will be funded via external funding agencies whenever possible.

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

It is possible that additional laboratory and computing resources will be required. If so, every effort will be made to acquire these resources utilizing external funding.

Answer the following Assessment questions:
   a. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.

       Not applicable.

   b. If this course is required for the major or minor, complete the following.
        1. Provide the program level learning outcome(s) it addresses.
             i. Critical analysis of complex engineering systems.
        2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

> i. The final research project report will be evaluated by the student's advisory committee to verify the student has met or exceeded the committee's expectations for the research project.

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

These courses will be taken by students completing the research option for the master of engineering in electrical engineering program which requires up to 6 credit hours for a research or engineering design project. Students pursuing a research project will take ELEG 699x while those completing a design project will take ELEG 689x.

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: ELEG
b. Course number: 6991 – 6
c. Catalog course title: Research Project
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable: N/A
   2. Cross-listing: N/A
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites: Research topic approved by student's advisory committee.
   5. Co-requisites: None
   6. Description:
      Research of an engineering related topic. Students will be required to submit a final written report and a symposium presentation.
   7. Notes (e.g., information not in description such as course may be repeated for credit): Course may be repeated for a total of 6 credit hours.
   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): Engineering graduate faculty member
f. Text required for course: None
g. Bibliography (supplemental reading list): Assigned by the instructor.
h. Justification/rationale for the course: Required for students taking the research option.
i. Course objectives: Research of an engineering related topic. A final research report will be submitted.
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): N/A
k. Assessment methods (include grading policy with specific equivalents for A, B, C): Standard grading scale A – F will be used.
l. Policy on absences, cheating, plagiarism, etc.: Students are subject to the academic integrity policy delineated in the student handbook.
m. Course content (outline of material to be covered in course). The research topic will be selected in consultation with the student's major advisory committee.

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

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6-4-2022

Title	Signature	Date
Department Head	*John L. Krohn*	6/27/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/11/22
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:
INFT	5603	☐ Spring ☑ Summer I

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

Principles of Data Science

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

PRINCIPLES OF DATA SCIENCE

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

◯ Yes ◉ No | |

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

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

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

Grading: ◉ Standard Letter ◯ P/F ◯ Other | |

Mode of Instruction (check appropriate box):

◉ 01 Lecture ◯ 02 Lecture/Laboratory ◯ 03 Laboratory only

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

◯ 08 Independent Study ◯ 09 Readings ◯ 10 Special Topics

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

◯ 17 Dissertation Research ◯ 18 Activity Course ◯ 19 Seminar ◯ 98 Other

Does this course require a fee? ◯ Yes ◉ No How Much? | | 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.?
No

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. **N/A**

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

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

This course will fill a need in our department by providing our MS in IT students an elective course in data science. Data science is a very popular area of research as well as for employment. Our program needs to be competitive with other universities by making this course available for students that wish to take it.

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.

INFT 5603 Principles of Data Science

Arkansas Tech University
Graduate College, Information Technology
Dr. Tolga Ensari

Course subject: INFT

Course number: 5603

Catalog course title: Principles of Data Science

Prerequisite: None

Description:
Introduction to data science, data preprocessing and exploratory analysis, data visualization, mathematical foundations for data science (mathematics/calculus, linear algebra, probability, and statistics), Python programming language, data science frameworks and ecosystems, linear and nonlinear regression, unsupervised learning, clustering methods, dimensionality reduction, supervised learning, classification methods, ensemble methods and association analysis, neural networks, introduction to deep learning, big data and Hadoop ecosystem, anomaly/outlier detection, ethics in data science.

Section for Name of instructor, office hours, contact information (telephone, email):
Instructor name: Tolga Ensari
Office hours: To be announced. Office hours will be in-person or online upon to the request. If you need online meeting, please send me an email (tensari@atu.edu) to me and I will schedule an online meeting through my WebEx personal room: https://atu.webex.com/meet/tensari
Contact information: *E-mail*: tensari@atu.edu *Phone*: 479-356-2161 *Office address*: Corley Hall, Room 241, Arkansas Tech University, Russellville AR 72801

Textbooks for course:
The following textbooks are recommended for the class; they are <u>not</u> required.

Python Data Science Handbook, J. VanderPlas, O'Reilly, 2017.
Introduction to Machine Learning, E. Alpaydin, MIT Press, 2020.
Data Science from Scratch: First Principles with Python, Joel Grus, O'Reilly, 2015.
Introduction to Machine Learning with Python, A. Muller, S. Guido, O'Reilly, 2016.

Bibliography (supplemental reading list):
- *Article*: S. Keshav, How to Read a Paper, Univ. of Waterloo, 2016.
- *Article*: H. Shekhar et al, Survey on Applications of Machine Learning in the Field of Computer Vision, Emerging Technology in Modelling and Graphics, Springer, 2019.

- *Article*: Y. Lecun et al., Deep Learning, Nature, 2015.
- *Article*: K. H. Yu et al, Artificial Intelligence in Healthcare, Nature Biomedical Engineering, 2018.
- *Article*: J. Wang et al., Big Data Service Architecture: A Survey, Journal of Internet Techn., 2020.
- *Article*: N. Burkart et al., A Survey on the Explainability of Supervised Machine Learning, Journal of Artificial Intelligence Research, 2021.

Justification/rationale for the course:

This course is an introduction to data science where students will learn interesting ways to explore various data sets for various purposes. Students will use the Python programming language along with statistical concepts to pursue these activities.

Course objectives:
- Understand and explore the fundamental concepts of data science
- Work on data preprocessing phase and handle problems on a data set
- Use tools and strategies to visualize and illustrate results
- Work with mathematics, statistics, and Python programming and see the theory behind data science and computing
- Understand and use machine learning algorithms, libraries, and frameworks in data science
- Find and interpret hidden relations in a data set
- Demonstrate several skills (oral, written, and visual) related to data science
- Be careful/aware of policy, privacy, security, and ethical considerations in data science

Assessment methods:
Assignments: Weekly 10 assignments (30 %)
Quiz exams: Weekly 10 quiz exams (10 %)
Project and its presentation: 1 project (20 %)
Midterm exam: 1 midterm exam (20 %)
Final exam: 1 final exam (20 %)

The exams will cover the class materials (lecture notes, examples, labs, etc.) on Blackboard. Buying the textbook is <u>not required</u>, it is optional. Especially, I strongly recommend attending the classes and studying the class materials (lecture notes, examples, labs, etc.) from Blackboard for all exams. The exams will assess your understanding of several concepts and programming skills. We will have assignments, quizzes, project, midterm, and final exam as class activities.

Grading Policy (Total 100%):

Letter Grade	Percentage	Performance
A	90-100%	Excellent work
B	75-90%	Good work
C	65-75%	Average work

D	49-65%	Poor work
F	0-49%	Failing work

Assignment Instructions & Late Submissions: I will post the assignments and all other course materials through Blackboard. Once I post them, I will announce through Blackboard, so you will receive an automatic email about the announcements. All assignments must be <u>submitted via Blackboard</u>. No emailed assignments will be accepted. If you have any problem with Blackboard, please contact me. All assignments must be submitted by the due date to be considered for full points. All <u>late assignments</u> will be accepted up to <u>7 days late with a 20% points deduction</u>. After 7 days, you can still submit your assignments, but <u>50% points deduction will be applied</u>.

Policy on absences, cheating, plagiarism, etc.:

I will take an attendance each class days. Please, never copy your assignment from somebody else or internet. This will not be tolerated and can result in course failure and dismissal from the university.

University Policies: Please read the University Student Handbook for all policies and rules:
https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf

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, we encourage you to report this to the institution. For more information please visit these web sites: https://www.atu.edu/titleix/index.php http://www.atu.edu/titleix/index.phpand https://www.atu.edu/disclaimer.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 anything about it, please contact the ATU Office of Disability Services or visit https://www.atu.edu/disabilities/index.php

Statement of Non-Discrimination and Access: 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 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 facts 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

COVID Information: In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow the ATU policy. It can be found from the official ATU website. Students are expected to abide by the above steps in accordance with the Student Handbook section on Classroom Behavior.

Course content:

The instructor will post all lecture notes, assignments, quizzes, labs, announcements, and other necessary materials through the Blackboard platform. You can log in it with your credentials using this link: https://bblearn.atu.edu/ The Blackboard platform will be actively used during the semester. You will need to logon to Blackboard to check for all updates, assignments, extra information, and important announcements. Please follow/check the Blackboard course page and your emails frequently to see the all updates.

ARKANSAS TECH UNIVERSITY™

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6-4-2022

Title	Signature	Date
Department Head	*John L. Krohn*	6/27/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/1/22
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) **INFT**	Course Number: (e.g., 1003) **5803**	Effective Term: ○ Spring ◉ Summer I

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

Principles of Cybersecurity

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

PRINCIPLES OF CYBERSECURITY

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

○ Yes ● No [   ]

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

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

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

Grading: ● Standard Letter ○ P/F ○ Other [   ]

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

Does this course require a fee? ○ Yes ● No How Much? [   ] 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.?
No

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

Answer the following Assessment questions:

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

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

        1. Provide the <u>program level learning outcome(s) it addresses</u>. **N/A**

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

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

    This course will fill a need in our department by providing our MS in IT students an elective course in cybersecurity. This course will provide students with the fundamental skills in cybersecurity that every IT graduate should have to be effective in their job. Cybersecurity is a huge area of research and very popular choice for IT majors for careers. Our program needs to be competitive with other

universities by making this course available for students that wish to take it.

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.

Principles of Cybersecurity

INFT 5803

Department of Computer and Information Science

Instructor Contact Information

Instructor: Dr. Indira Dutta
WebEx Meeting Room: https://atu.webex.com/meet/idutta
Email: idutta@atu.edu
Expect an email response within 24 hours (except on weekends)

Office: Corley 243
Office Phone: (479) 317-7122

Textbook

SECURITY+ GDE.TO NETWORK SECURITY FUND. by CIAMPA, 7th edition
9780357709597

Prerequisite: None

Course Description:

An introduction to the principles of cybersecurity where students will help learn how to protect networks, devices, and data from unauthorized access and ensure confidentiality, integrity, availability, and authentication of information. This course introduces the fundamental principles of cybersecurity. Those topics include risk management, network security, end users training and awareness, incident management, data privacy and security, and malware prevention. A balance between theory and current practices will be discussed.

Course Objectives

This course gives a basic overview of cybersecurity, which describes the computer and network security, how the attacks happen and how the attackers get benefitted. It also describes how to mitigate the attacks. Different terminologies, methods, and required technologies used in cybersecurity are also discussed. Different topics of Cryptography and application security are also covered.

1. Describe the different types of vulnerabilities, attacks, and different cybersecurity resources
2. Identify different cryptographic attacks and solutions
3. Identify different network-based attacks, network assessment tools, and protocols
4. Describe cloud and virtualization security controls
5. Explain and identify different types of Wireless Network Attacks

6. Describe the security policies and explain methods of information risk management in a business environment

Justification for the Course

This course is an efficient method to learn about information security. The overview of this course provides a basic understanding of different topics about cybersecurity, which are very important in today's world.

Topics Covered in the Course

1. Introduction to Security
2. Threat Management and Cybersecurity Resources
3. Threats and Attacks on Endpoints
4. Endpoint and Application Development Security
5. Mobile, Embedded, and Specialized Device Security
6. Basic Cryptography
7. Public Key Infrastructure and Cryptographic Protocols
8. Networking Threats, Assessments, and Defenses
9. Network Security Appliances and Technologies
10. Cloud and Virtualization Security
11. Wireless Network Security
12. Authentication
13. Incident Preparation, Responses, and Investigation
14. Cybersecurity Resilience
15. Risk Management and Data Privacy

Assessment Methods

The traditional grading scale will be used to determine final grades:

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

The grading policy in the class divides work into multiple sub-categories which are **Homework, Assignments, and Exams.**

Grades will be calculated on a **total point** basis. At any point in the course, simply divide your points by the total points possible to determine your grade. Blackboard should provide this average for you,

however, if missing assignments do not yet have a "0" indicated, you score will change when this occurs. If you have any issues determining your grade at any point, please contact me.

To be successful and gain needed knowledge from the class, you should expect to spend at least **4 - 6 hours** on this class each week.

Any questions concerning your grade need to be voiced as soon as possible.

Policies

Course policies align with the most recent version of the Student Handbook, which can be found at: https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf

Attendance

During the first week of class, you must complete the Federal Attendance Module's Policy Agreements to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Course Activities

This course may utilize several types of activities – homework, assignments, exams, etc.
- Late work will not be accepted.

Student Accommodations

A student must be registered with Disability Services to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should contact the instructor to determine which specific accommodations would be appropriate for this course.

Related University Policy:
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.

Fairness

Every effort will be made to ensure that all students are treated equally and fairly. Special treatment may be awarded for extenuating circumstances if sought in advance. If you ever feel that you are being treated unequally, please discuss with your instructor.

Related University Policy:

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

Academic Integrity

You are expected to do your own work. (That means you, yourself sit in front of the computer and do the typing/clicking.) Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly. You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6-4-2022

Title	Signature	Date
Department Head	*John L. Krohn*	6/27/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christi Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/1/22
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:
INFT	**6103**	☐ Spring ☑ **Summer I**

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

Visual Programming

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

VISUAL PROGRAMMING

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

◯ Yes ⦿ No

Will this course be cross-listed with a course currently not in the undergraduate or graduate catalog? If so, list course subject and number. ◯ Yes ⦿ No

Is this course repeatable for additional earned hours? ◯ Yes ⦿ No How many total hours?

Grading: ⦿ Standard Letter ◯ P/F ◯ Other

Mode of Instruction (check appropriate box):

⦿ 01 Lecture ◯ 02 Lecture/Laboratory ◯ 03 Laboratory only

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

◯ 08 Independent Study ◯ 09 Readings ◯ 10 Special Topics

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

◯ 17 Dissertation Research ◯ 18 Activity Course ◯ 19 Seminar ◯ 98 Other

---

Does this course require a fee? ◯ Yes ⦿ No How Much? 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.?
No

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. **N/A**

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

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

   This course will fill a need in our department by providing our MS in IT students an elective course in advanced software development. Developing software is an essential skill for anyone in the IT field. This course will provide advanced training that will help our graduates excel as developers. As well as increase their chances of gaining employment upon graduation as a programmer. Our

program needs to be competitive with other universities by making this course available for students that wish to take it.

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

Course Subject: INFT

Course Number: 6103

Course Name: Visual Programming

Catalog Description:

> **Term Offered:** Spring only
>
> **Prerequisite:** INFT 5103 Software Development
>
> **Co-requisite:** None
>
> **Description:** An advanced programming course where students will learn event-driven programming concepts using high-level programming languages such as Python, C# or Java. Emphasis is placed upon creating structured programs implementing object-oriented concepts to solve problems. Topics include problem-solving, algorithm design, control structures, input/output, and data manipulation from multiple sources.
>
> **Contact Hours:** 3 hours lecture

Instructor Information:

> Name: Jerry Wood
>
> Office: Corley Hall, Room 246
>
> Phone Number: 479-356-2066
>
> Email: jwood@atu.edu
>
> WebEx: https://atu.webex.com/meet/jwood

Textbook:

> Title: Microsoft Visual C#: An Introduction to Object-Oriented Programming
>
> Author: Joyce Farrell
>
> ISBN: 9780357688649

Rationale for the Course: This course will provide students will provide additional training in software development using the C# or Java programming language. These essential software development skills are required for anyone wanting to become a programmer.

Course Objectives:

Develop large scale object-oriented programs

Implement common data processing algorithms

Given an algorithm, and/or problem statement, write a well-structured, well documented program or program segment using appropriate structures

Explain programming concepts and terminology appropriate to object-oriented programs

Use multiple I/O methods, as appropriate, in writing object-oriented programs

Test programs and classes.

Implement the three basic principles of Object-oriented data abstraction design. (i.e. Inheritance, encapsulation, and polymorphism.)

Course Assessment:

Programs: 5 x 100 Points each	500
Homework: 4 x 100 Points each	400
Exams: 2 x 300 Points each	600
Total:	1500 Points Possible

Course Grade Scale:

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

Attendance Policy:

This course is taught fully online. Therefore, attendance will be recorded through Blackboard. Students that miss class often get behind and do not perform well in the course. Being a graduate course, it is expected you will attend class regularly.

Cheating Policy:

The ATU Academic Integrity Policy can be located by navigating to the below link:

Programming courses often have students that copy assignments from other people or from online resources. It is strongly recommended that you do not do this. Programming concepts are cumulative. If you do not understand the current module's concepts, you will be unable to progress to the next module. Additionally, if you students cannot complete their assignments on their own, they will lack the needed skills to get a job after graduation. Therefore, cheating is not going to help you.

Course Outline:

Module 1: Chapter 1: Introduction to C# Programming

Module 2: Chapter 2: Using Data

Module 3: Chapter 3: Using GUI Objects and the Visual Studio IDE

Module 4: Chapter 4: Making Decisions

Module 5: Chapter 5: Looping

Module 6: Chapter 6: Using Arrays

Module 7: Chapter 7: Using Methods

Module 8: Chapter 8: Advanced Method Concepts

Module 9: Chapter 9: Using Classes and Objects

Module 10: Chapter 10: Introduction to Inheritance

Module 11: Chapter 11: Exception Handling

Module 12: Chapter 12: Using Controls

Module 13: Chapter 13: Handling Events

Module 14: Chapter 14: Files and Streams

™ ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6-4-2022

Title	Signature	Date
Department Head	*John L. Krohn*	6/27/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christine Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/1/22
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:
INFT	**6603**	☐ Spring ☒ **Summer I**

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

Adv Data Science and Machine Learning

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

ADV DATA SCI/MACHINE LEARNING

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

○ Yes ● No [   ]

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

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

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

Grading: ● Standard Letter ○ P/F ○ Other [   ]

Mode of Instruction (check appropriate box):

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

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

○ 08 Independent Study ○ 09 Readings ○ 10 Special Topics

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

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

Does this course require a fee? ○ Yes ● No How Much? [   ] 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.?
No

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. **N/A**

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

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

This course will fill a need in our department by providing our MS in IT students an elective course in advanced data science. Data science is a very popular area of research as well as for employment. This advanced class will provide our graduate students a more thorough education in this valuable field of study. Our program needs to be competitive with other universities by

making this course available for students that wish to take it.

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.

INFT 6603 Advanced Data Science and Machine Learning

Arkansas Tech University
Graduate College, Information Technology
Dr. Tolga Ensari

Course subject: INFT

Course number: 6603

Catalog course title: Adv Data Science and Machine Learning

Prerequisites: INFT 5603

Section for Name of instructor, office hours, contact information (telephone, email):
Instructor name: Tolga Ensari
Office hours: To be announced. Office hours will be in-person or online upon to the request. If you need online meeting, please send me an email (tensari@atu.edu) to me and I will schedule an online meeting through my WebEx personal room: https://atu.webex.com/meet/tensari
Contact information: *E-mail*: tensari@atu.edu *Phone*: 479-356-2161 *Office address*: Corley Hall, Room 241, Arkansas Tech University, Russellville AR 72801

Textbooks for course:
The following textbooks are recommended for the class; they are not required.

Introduction to Machine Learning, E. Alpaydin, MIT Press, 2020.
Pattern Recognition and Machine Learning, C. M. Bishop, Springer, 2016.
Introduction to Data Mining, P. N. Tan, V. Kumar, and M. Steinbach, Addison Wesley, 2006.
Deep Learning, I. Goodfellow, Y. Bengio, and A. Courville, MIT Press, 2016.

Bibliography (supplemental reading list):
- *Article*: S. Dong et al., A Survey on Deep Learning and Its Applications, Computer Science Review, 2021.
- *Article*: S. Dong et al., A Survey on Deep Learning and Its Applications, Computer Science Review, 2021.
- *Article*: Y. Guo, et al., Deep Learning for Visual Understanding: A Review, Neurocomputing, 2016.
- *Article*: F. K. Dosilovic, Explainable Artificial Intelligence: A Survey, IEEE, 2018.
- *Article*: G. Rong et al, Artificial Intelligence in Healthcare: Review and Prediction Case Studies, Engineering, Elsevier, 2020.
- *Article*: J. Qiu et al., A Survey of Machine Learning for Big Data Processing, Journal of Advances in Signal Processing, 2016.
- *Article*: Y. Chen et al., Big Data Analytics and Big Data Science: A Survey, Journal of Management Analytics, 2016.

- *Article*: C. D. Schuman et al., Opportunities for Neuromorphic Computing Algorithms and Applications, Nature Computational Science, 2022.

Justification/rationale for the course:
This course is a continuation of the INFT 5603 Principles of Data Science course where students will be introduced to advanced topics in this important area of IT. Topics covered in this course will vary due to the ever-changing nature of technology. In general, students will be exposed to Information theoretic learning, review of numerical analysis/computation & optimization theory for data science, reinforcement learning, classification methods, recurrent neural networks, clustering methods, feature selection, computer vision for machine learning, deep learning, recommender systems, convergence analysis of dynamical neural networks, explainable artificial intelligence (XAI), quantum machine learning, neuromorphic computing and spiking neural networks, nature inspired algorithms, graph neural networks, developing advanced applications for data science (in computer vision, text mining, natural language processing (NLP), cybersecurity, healthcare/medical, bioinformatics, finance, social media, sentiment analysis, etc.).

Course objectives:
- Apply data science and machine learning techniques to real world problems.
- Have an experience on different application domains of data science
- Understand and use machine learning algorithms in data science
- Integrate mathematics, optimization theory, computer science, and specific domain application
- Learn cutting edge technologies on computer architecture
- Design a stable system and study the convergence analysis of neural networks/nonlinear systems
- Build, code, and manage relational database systems
- Show critical thinking related to data science concepts and methods

Assessment methods:
   Assignments: Weekly 10 assignments (30 %)
   Quiz exams: Weekly 10 quiz exams (10 %)
   Project and its presentation: 1 project (20 %)
   Midterm exam: 1 midterm exam (20 %)
   Final exam: 1 final exam (20 %)

The exams will cover the class materials (lecture notes, examples, labs, etc.) on Blackboard. Buying the textbook is not required, it is optional. Especially, I strongly recommend attending the classes and studying the class materials (lecture notes, examples, labs, etc.) from Blackboard for all exams. The exams will assess your understanding of several concepts and programming skills. We will have assignments, quizzes, project, midterm, and final exam as class activities.

Grading Policy (Total 100%):

Letter Grade	Percentage	Performance
A	90-100%	Excellent work
B	75-90%	Good work
C	65-75%	Average work
D	49-65%	Poor work
F	0-49%	Failing work

Assignment Instructions & Late Submissions: I will post the assignments and all other course materials through Blackboard. Once I post them, I will announce through Blackboard, so you will receive an automatic email about the announcement. All assignments must be submitted via Blackboard. No emailed assignments will be accepted. If you have any problem with Blackboard, please contact me. All assignments must be submitted by the due date/time to be considered for full points. All late assignments will be accepted up to 7 days late with a 20% points deduction. After 7 days, you can still submit your assignments, but 50% points deduction will be applied.

Policy on absences, cheating, plagiarism, etc.:

I will take an attendance each class days. Please, never copy your assignment from somebody else or internet. This will not be tolerated and can result in course failure and dismissal from the university.

University Policies: Please read the University Student Handbook for all policies and rules: https://www.atu.edu/studenthandbook/StudentHandbook-2020-ada.pdf

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, we encourage you to report this to the institution. For more information please visit these web sites: https://www.atu.edu/titleix/index.php http://www.atu.edu/titleix/index.phpand https://www.atu.edu/disclaimer.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 anything about it, please contact the ATU Office of Disability Services or visit https://www.atu.edu/disabilities/index.php

Statement of Non-Discrimination and Access: 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 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 facts 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

COVID Information: In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow the ATU policy. It can be found from the official ATU website. Students are expected to abide by the above steps in accordance with the Student Handbook section on Classroom Behavior.

Course content:
Course will be taught fully online. The instructor will post all lecture notes, assignments, quizzes, labs, announcements, and other necessary materials through the Blackboard platform. You can log in it with your credentials using this link: https://bblearn.atu.edu/ The Blackboard platform will be actively used during the semester. You will need to logon to Blackboard to check for all updates, assignments, extra information, and important announcements. Please follow/check the Blackboard course page and your emails frequently to see the all updates.

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REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-20-2022

Title	Signature	Date
Department Head	*John L. Krohn*	6/27/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Tammy...*	8/1/22
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:
INFT	**6803**	⚬ Spring ⬤ **Summer I**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Adv Cybersecurity		

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

ADV CYBERSECURITY

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

○ Yes ● No | |

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

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

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

Grading: ● Standard Letter ○ P/F ○ Other | |

Mode of Instruction (check appropriate box):

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

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

○ 08 Independent Study ○ 09 Readings   ○ 10 Special Topics

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

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

Does this course require a fee? ○ Yes ● No How Much? | | 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?

N/A

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? No

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

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. N/A

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

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

   This course will provide advanced training in cybersecurity. This area is extremely popular due to the great need of cybersecurity professionals. This course addition will allow ATU to be more competitive with other universities in Arkansas and beyond that currently offer this course already.

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.

ADVANCED CYBERSECURITY TOPICS
INFT 6803
Department of Computer and Information Science

Instructor Contact Information

Instructor:
WebEx Meeting Room:
Email:

Office:
Office Phone:

Textbook

Advanced Cybersecurity Technologies, By Ralph Moseley
ISBN 9780367562328

Course Description:

An advanced course in cybersecurity covering a wide range of concepts. Topics include Web and Network Basics, Cryptography, Hacking, Packet Analysis, and Pen Testing. Additional topics include Social Engineering, Cyber Countermeasures, Incident Response and Mitigation, Digital Forensics, Counter Surveillance, Securing the IoT, and AI in Cybersecurity are also discussed.

Course Objectives

This course gives an advanced overview of different topics of cybersecurity:

1. Describe security vulnerabilities and solutions for wireless networks and mobile devices.
2. Identify different cryptographic algorithms and their implementations.
3. Identify different hacking incidents and understand packet analysis, pen testing, and other security protocols.
4. Describe the security policies, incident response, and digital forensics, and explain methods of information risk management in a business environment.
5. Describe special topics like IoT security, AI, and cloud computing in cybersecurity.

Prerequisite: INFT 5803

Justification for the Course

Cybersecurity is an extremely important area that is rapidly evolving. The overview of this course provides an advanced understanding of different topics about cybersecurity, which are essential in today's world.

Assessment Methods

The traditional grading scale will be used to determine final grades:

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

The grading policy in the class divides work into multiple sub-categories which are **Homework, Assignments, and Exams.**

Grades will be calculated on a **total point** basis. At any point in the course, simply divide your points by the total points possible to determine your grade. Blackboard should provide this average for you, however, if missing assignments do not yet have a "0" indicated, you score will change when this occurs. If you have any issues determining your grade at any point, please contact me.

To be successful and gain needed knowledge from the class, you should expect to spend at least **4 - 6 hours** on this class each week.

Any questions concerning your grade need to be voiced as soon as possible.

Policies

Course policies align with the most recent version of the Student Handbook, which can be found at:
https://www.atu.edu/studenthandbook/StudentHandbook-2020FinalWeb-v2.pdf

Attendance

During the first week of class, you must complete the Federal Attendance Module's Policy Agreements to be considered as "actively participating" in the course. You may retake the assignment as often as you need to make 100%. Failure to make a 100% may result in being marked as "non-attended."

Course Activities

This course may utilize several types of activities – homework, assignments, exams, etc.
  • Late work will not be accepted.

Student Accommodations

A student must be registered with Disability Services to qualify for special accommodations. (Registration must occur each semester; it doesn't carry over.) In addition, you should contact the instructor to determine which specific accommodations would be appropriate for this course.

Related University Policy:
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.

Fairness

Every effort will be made to ensure that all students are treated equally and fairly. Special treatment may be awarded for extenuating circumstances if sought in advance. If you ever feel that you are being treated unequally, please discuss with your instructor.

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

Academic Integrity

You are expected to do your own work. (That means you, yourself sit in front of the computer and do the typing/clicking.) Any sharing of computer files is considered cheating, and all parties involved will be dealt with harshly. You may find that one cheating instance may haunt you for the rest of your college career, and in some cases, even beyond that. Don't risk it!

Students who violate the Code of Academic Integrity (cheating, plagiarism, etc.) face penalties ranging from being required to redo the assignment (i.e., properly cite sources in cases of plagiarism) to failure of the assignment and/or class. The sanction is dependent on the severity of the violation as well as the number of times a student has violated the policy in the class. Egregious or multiple violations may result in additional university level sanctions.

ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Engineering and Computer Sciences	6/27/2022

Title	Signature	Date
Department Head	*John L. Krohn*	7/1/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/6/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/1/22
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) **MCEG**	Course Number: (e.g., 1003) **6991 - 6**	Effective Term: ⊙ Sprin ⦿ **Summer**
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Research Project		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript)		
Research Project		

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? ◉ Ye ◯ N 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?

Every semester Summer, Spring, and Fall.

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

Inter-library loan will be used for any additional library sources. Additional maintenance fees and computer software will be funded via external funding agencies whenever possible.

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

It is possible that additional laboratory and computing resources will be required. If so, every effort will be made to acquire these resources utilizing external funding.

Answer the following Assessment questions:

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

     Not applicable.

  b. If this course is required for the major or minor, complete the following.
     1. Provide the program level learning outcome(s) it addresses.
        i. Critical analysis of complex engineering systems.
     2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)

> > i. The final research project report will be evaluated by the student's advisory committee to verify the student has met or exceeded the committee's expectations for the research project.
>
> c. What is the rationale for adding this course? What evidence demonstrates this need?
>
> These courses will be taken by students completing the research option for the master of engineering in mechanical engineering program which requires up to 6 credit hours for a research or engineering design project. Students pursuing a research project will take MCEG 699x while those completing a design project will take MCEG 689x.

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: MCEG
b. Course number: 6991 – 6
c. Catalog course title: Research Project
d. Catalog description
   1. Arkansas Course Transfer System (ACTS) course number, if applicable: N/A
   2. Cross-listing: N/A
   3. Offered (e.g., Fall only, Spring only. Do not enter if offer course fall and spring)
   4. Prerequisites: Research topic approved by student's advisory committee.
   5. Co-requisites: None
   6. Description:
      Research of an engineering related topic. Students will be required to submit a final written report and a symposium presentation.
   7. Notes (e.g., information not in description such as course may be repeated for credit): Course may be repeated for a total of 6 credit hours.
   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): Engineering graduate faculty member
f. Text required for course: None
g. Bibliography (supplemental reading list): Assigned by the instructor.
h. Justification/rationale for the course: Required for students taking the research option.
i. Course objectives: Research of an engineering related topic. A final research report will be submitted.
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): N/A
k. Assessment methods (include grading policy with specific equivalents for A, B, C): Standard grading scale A – F will be used.
l. Policy on absences, cheating, plagiarism, etc.: Students are subject to the academic integrity policy delineated in the student handbook.
m. Course content (outline of material to be covered in course). The research topic will be selected in consultation with the student's major advisory committee.

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

REQUEST FOR DELETION OF
CERTIFICATE, DEGREE, OPTION, EMPHASIS, CONCENTRATION, or MINOR

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-23-2022

Title	Signature	Date
Department Head Dr. John Krohn	*John L. Krohn*	6/27/2022
Dean Dr. Judy Cezeaux	*Judy L. Cezeaux*	7/1/2022
Assessment Dr. Christine Austin	*Christe Austin*	7/8/2022
Registrar Ms. Tammy Weaver	*Tammy Weaver*	8/1/22
Vice President for Academic Affairs		

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

Program Title:
Master of Science in Information Technology – Computer Based Instructional Technology option

LETTER OF NOTIFICATION – 5

DELETION
(Certificate, Degree, Option, Emphasis, Concentration, Minor, or Organizational Unit)

1.   Institution submitting request:
Arkansas Tech University

2.   Contact person/title:
Jerry Wood, Graduate Program Director

3.   Phone number/e-mail address:
479-356-2066/jwood@atu.edu

4.   Proposed effective date:
Summer 2023

5.   Title of certificate, degree program, option, emphasis, concentration, minor, or organizational unit:
Master of Science in Information Technology – Computer Based Instructional Technology option

6.   CIP Code:
110103

7.   Degree Code:
6285

8.   Reason for deletion and evidence to support action:
Option has ongoing low enrollment. No graduates from this program for several years.

9.   Number of students still enrolled in program: 3
10.   There is currently 1 student enrolled in the program that has completed coursework. This student communicated she will change her major to IT. The other two students have not completed any courses. Changing their major to IT will not be an issue. They have been contacted, but no reply so far.
11.   Expected graduation date of last student:
N/A

12.   Provide curriculum for deleted certificate, degree, option, emphasis, concentration, minor, or organizational unit.

Computer-Based Instructional Technology (CBIT) Requirements (18 hours)

- EDFD 6003 Educational Research
- EDMD 6133 Production of Digital Instructional Materials
- EDMD 6313 Instructional Design and Product Development
- EDFD 6313 Principles of Curriculum Development
- EDMD 6513 Computer Based Instruction
- INFT 3 hours elective (6000 level)
- Plus successful completion of written comprehensive examinations.

13. Name of courses that will be deleted as a result of this action:
The courses above in #11 are still taught by the College of Education for some of their degree programs, so no courses will be deleted.

14. How will students in the deleted program be accommodated?
Provide documentation of written notification to students currently enrolled in program.

The only student in the CBIT program that has completed coursework has already agreed to change her major to IT.

15. Indicate the amount of program funds available for reallocation:
The MS in IT will remain as a degree but is being redesigned and will no longer include this CBIT option, so the current funds are still needed to support this program

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

June 23, 2022

Jerry Wood, PhD
Associate Professor
Graduate Program Director for MS in Information Technology
Department of Computer and Information Science
Arkansas Tech University
Corley Hall, Room 246
Russellville, AR 72801-2222

Dr. Wood:

Having no students in your Computer-Based Instructional Technology degree program option is unfortunate and it makes perfect sense to drop it and utilize your resources elsewhere. Dropping the option should have no impact on students in my program so I fully support your decision. Best wishes.

Respectfully,

Steve Bounds, Professor
Director – Specialist in Education Program
sbounds1@atu.edu

™ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/27/2022

Title	Signature	Date
Department Head	*John L. Krohn*	7/1/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/6/2022
Assessment Dr. Christine Austin	*Christine Austin*	7/8/2022
Registrar conditional approval - assessment plan must be revised so that outcomes are not measured using course grades	*Sammy Swain*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Master of Engineering in Electrical Engineering

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

- Replace the Degree Requirements item 1 with the following changes summarized below (see attached Degree Requirement Section):
  - Reduce the required number of semester credit hours from 36 to 30 to be comparable with other engineering master's programs in the state.
  - Offer research or an engineering design project option requiring 30 credit hours including up to 6 hours of research or engineering design.
  - The non-research option will require 30 course credit hours.
- Remove MGMT 5203: Project Management and COMM/SPH 5063: Organizational Communication from the Common Core requirement.
- Change "Degree Requirement" item 3 the comprehensive exam requirement to exclude students in the research/design project option. Their final research/design project presentation will serve as their final exam.
- Retain items 2: Cumulative GPA and item 4: Six-year requirement.
- Change item 5: A minimum of 24 semester hours of graduate course work completed at Arkansas Tech University allowing up to 6 hours of transfer credit.

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

- None

Answer the following Assessment questions:

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

The change is consistent with the mission of the university to provide advanced degrees that complement the undergraduate programs. The requested change enhances the program with a research project option and makes it competitive with other programs in the state.

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

Not applicable.

c. What is the rationale for this program change?

The change in the required number of hours from 36 to 30 will bring the program in line with the master's programs at University of Arkansas at Fayetteville, University of Arkansas at Little Rock, and Arkansas State University.

1. How will the program change impact learning for students enrolled in this program?

Students will have the option for a research project or non-research requirement for the degree.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

- The change from 36 to 30 credit hours will make it consistent with the other master's

degrees in the state. Both UA Fayetteville and ASU require 30 credit hours and UALR requires 31.
  - ◦ The research option will give the students the ability to obtain research experience and the credentials to apply for programs to extend their education beyond the master's level or to apply for a position in a research-based institution.

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

- University of Arkansas at Fayetteville: Provides both an online and on campus degree option. Both require 30 credit hours with an optional thesis.

- University of Arkansas at Little Rock: Requires 31 credit hours. Undergraduate students are allowed to apply for an accelerated degree option allowing them to take up to 12 credit hours for dual undergraduate and graduate credit.

- Arkansas State University: Requires 30 credit hours for the Master of Science in Engineering degree requiring a thesis. ASU also offers a non-thesis Master of Engineering Management online degree requiring 30 credit hours.

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Proposed Catalog Entries:

Replace items 1 – 5 under Degree Requirement with the following:

Degree Requirements

1. Course and research/design project requirements.

- A minimum of 30 semester credit hours at the graduate level which may include up to 6 credit hours for the research project or design option.
    - Non-research option students must take 15 credit hours of ELEG (or approved MCEG) courses. Twelve (12) of these hours must be 6000 level.
    - Research project/design option must take 15 credit hours of ELEG (or approved MCEG) 6000 level courses of which up to 6 credit hours may be research project or engineering design courses.
- A minimum of six (6) semester hours from courses designated as MATH or STAT.
- Students participating in the accelerated degree program are allowed to include up to 12 hours of 5000 level courses for both undergraduate and graduate credit.
- Both the research project and non-research-based students may take 9 credit hours of electives that have been approved by the student's major advisory committee and the Graduate Program Director.

Non-Research Option		Research/Design Project Option	
Courses	**Credit Hours**	**Courses**	**Credit Hours**
ELEG (or approved MCEG) twelve hours at 6000 level	15	ELEG (or approved MCEG) at 6000 level	≥ 9
		Research Project/ Engineering Design (6000 level)	≤ 6
MATH or STAT	6	MATH or STAT	6
Electives (non ELEG courses must be approved)	9	Electives (non ELEG courses must be approved)	9
Total Hours	30	**Total Hours**	30

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.

3. Non-research option students must successfully complete a comprehensive final examination, consisting of both a written and oral portion and administered by the student's Graduate Advisory Committee, in addition to the coursework requirements above. This exam will be administered during the student's final semester and may be attempted a maximum of three times. Research option

students are exempt from taking the final comprehensive exam unless their research/design project final report and presentation were found to be unacceptable.

4. Completion of all requirements of the degree must be accomplished within six (6) years from the time of admission to the program.

5. A minimum of 24 semester hours of graduate course work must be completed at Arkansas Tech University with up to 6 semester hours of transfer credit approved by the Graduate Program Director and the student's graduate advisory committee.

Assessment Plan

Mission

To instill a sophisticated understanding of technical literature to enable critical thinking, creativity, and utilization of analytical approaches to analysis and solve complex engineering problems.

Outcomes

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

- An ability to communicate effectively with a range of audiences.

- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Activities to Achieve Desired Outcomes

- Research/Design Project option students will submit a final written report and oral presentation to their graduate advisory committee.

- All students will maintain a 3.0 or better grade point average with no more than six hours of "C" or lower than "C".

- Non-research option students will take a final written and oral comprehensive exam administered by their graduate advisory committee during the student's final semester.

Evidence Collection

- The students' grade point averages will be collected each semester to verify they are in compliance with the requirement to maintain a 3.0 or greater GPA.

- Results from the comprehensive exams, graded on a pass/fail basis, will be collected for all non-research option students.

- The research/design project students' advisory committees will monitor the students' progress toward completion of their research or design project each semester and will submit an evaluation once the final report has been submitted.

Analysis of Results

- The comprehensive exam results for the non-research option students will be evaluated to determine the number of attempts required to pass the exam and the percentages of first attempt passes.

- The research/design project students' progress toward completion of their research or design projects will be evaluated each semester.

Program Improvements

- The electrical engineering graduate faculty will evaluate the students' progress each year and recommend changes to enhance the graduate program.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	May 10, 2022

Title	Signature	Date
Department Head Dr. John Krohn	*John L. Krohn*	7/6/2022
Dean Dr. Judy Cezeaux	*Judy L. Cezeaux*	7/7/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Master of Science in Information Technology

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

- Delete INFT 5700 Computer Networks Lab from program requirements
- Delete INFT 6700 Heterogeneous Networks Lab from program requirements
- Add below courses as core requirements (9 hours of core courses):
  - INFT 5203 Database Systems
  - INFT 5413 Computer Systems and Architecture
  - INFT 5703 ~~Principles of Networking~~ *Computer Networks*
- Add below courses as approved 5000 electives:
  - INFT 5103 Software Development
  - INFT 5303 Developing and Administering Web Sites
  - INFT 5403 Introduction to Information Technology and Systems
  - INFT 5503 The UNIX Operating System
  - INFT 5603 Principles of Data Science
  - INFT 5803 Principles of Cybersecurity
  - INFT 5983 Special Topics (topic varies so course may be repeated for credit)
- Add below courses as approved 6000 electives (choose minimum 9 - 12 hours from list):
  - INFT 6103 Visual Programming
  - INFT 6203 Database Development and Administration
  - INFT 6303 Design of Web-based Information Systems
  - INFT 6403 Information Systems Analysis and Design
  - INFT 6603 Adv Data Science and Machine Learning
  - INFT 6703 ~~Adv~~ *Heterogeneous* Networks
  - INFT 6803 Adv Cybersecurity
  - INFT 6903 Emerging Trends (topic varies so students may repeat for credit)
- Add capstone requirement for graduation. Students must choose one option (3 – 6 hours):
  - Option 1:
    - INFT 6973 Thesis Research in Information Technology I
    - INFT 6983 Thesis Research in Information Technology II
  - Option 2:
    - INFT 6993 Internship (course may be repeated for 6 credit hours total)
- Change degree requirement from 36 credit hours to 30 credit hours
- Remove Comprehensive Exam as capstone option
- Change program modality requirements from in-person to fully online (hybrid for international students)
- Drop GRE from program admission requirement
- Remove requirement for unconditional admission for COMS 1003, COMS 1411/1403
- Change unconditional admission requirement for completion of COMS ~~2104~~ and COMS 2203 to completion of COMS 1011/1013 and 2203 or completion of INFT 5103
- Change the number of credit hours that can be transferred to ATU from another institution from 9 credit hours to 6 credit hours

What impact will the change have on staffing, on other programs and space allocation?
The above changes will have no impact on staffing or other programs or space allocation. This program change is a reorganization of the degree program with the addition of a few new courses to meet the needs of changing technologies.

Answer the following Assessment questions:

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

       This program change will help with student recruitment and retention by modernizing our MS in IT degree program.

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

       N/A

    c. What is the rationale for this program change?

       1. How will the program change impact learning for students enrolled in this program?

          Students will now be able to complete the MS in INFT degree fully online. This change will allow more students to attend the degree program from anywhere in the world. The changes will also allow for far more flexibility for students by making most courses electives. This flexibility allows students more control over their education so they may focus on the areas of study that interest them the most.

       2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

          N/A

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

       Information technology changes at an almost constant rate. Our current degree program is woefully outdated and needs to be changed to better meet the needs of students in Arkansas and beyond. Other Arkansas universities are offering fully online degree programs that allow student flexibility in their studies. This program will bring those same benefits to ATU for our program. However, ATU will be the only university in Arkansas with a fully online MS in INFT degree program.

    c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

       See attached

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.

Catalog changes:

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

Change the following "Unconditional Admission" requirements:

Remove item #2: Applicants must have a background comparable to COMS 1003 Introduction to Computer Based Systems and COMS 1403 Orientation to Computing, Information, and Technology (see undergraduate catalog for course descriptions), which includes familiarity with terminology and concepts related to word processing, spreadsheets, and databases. This background may be demonstrated by previous coursework, work experience, or by taking a test administered by the MS-IT Graduate Committee.

Revise item #4 by deleting strikethrough portion and adding words in red: ~~Applicants for the CBIT program must have successfully completed one semester of computer programming comparable to COMS 2104.~~ Applicants for the IT program must have successfully completed two semesters of computer programming courses comparable to ~~COMS 2104~~ COMS 1013/1011 Programming Foundations I and COMS 2203 Programming Foundations II.

Remove item #5: Applicants must submit recent (within the last 5 years), acceptable scores (to be determined by the faculty) of the Graduate Record Examination (GRE) to the Graduate College.

Revise "Conditional Admission" requirements:

Applicants who fail to satisfy the grade point requirements for unconditional admission or who do not satisfy requirements 2-6 above may be admitted conditionally by the MS-IT Graduate Committee to earn a maximum of twelve (12) hours of graduate credit. ~~Applicants without GRE are not eligible for conditional admission.~~ Conditional admission may require taking one or more undergraduate and/or graduate courses to remove those conditions. Any such courses must be completed with a grade of "B" or better. In addition, if the student was admitted conditionally due to grade point average, the student must earn a 3.0 or better cumulative grade point average in all graduate courses taken for the program by the end of the semester in which the twelfth (12) graduate hours is completed.

Revise the following "Degree Requirements":

Item #1:
Change degree requirement from 36 hours to 30 hours
Add minimum requirement of 15 hours of 6000 level courses needed for graduation

MSIT Core Requirements – change from 18 hours to 9 hours
- Remove INFT 5303 Developing and Administering Web Sites
- Remove INFT 5700 Computer Networks Lab
- Modify name of INFT 5703 to "Principles of Networking" (sent through cosmetic change form)
- Add INFT 5413 Computer Systems and Architecture
- *Note: Leave INFT 5203 as core requirement*

Remove entire **Computer-Based Instructional Technology (CBIT) Requirements (18 hours)** section (sent through program deletion request form):
- EDFD 6003 Educational Research
- EDMD 6133 Production of Digital Instructional Materials
- EDMD 6313 Instructional Design and Product Development
- EDFD 6313 Principles of Curriculum Development

- EDMD 6513 Computer Based Instruction
- INFT 3 hours elective (6000 level)
- Plus successful completion of written comprehensive examinations.

Add section "MSIT Capstone Requirement (3-6 hours)":
 Option 1:
- INFT 6973 Thesis Research in Information Technology I
- INFT 6983 Thesis Research in Information Technology II
 Option 2:
- INFT 6993 Internship (course may be repeated for 6 hours total)

Change "Information Technology (IT) Requirements (18 hours)" to "MSIT Elective Requirements (15 – 18 hours)" and modify that section to add/change to the following:

Approved 5000 electives:
- INFT 5103 Software Development
- INFT 5303 Developing and Administering Web Sites
- INFT 5403 Introduction to Information Technology and Systems
- INFT 5503 The UNIX Operating System
- INFT 5603 Principles of Data Science
- INFT 5803 Principles of Cybersecurity
- INFT 5983 Special Topics (topic varies so course may be repeated for credit)

Approved 6000 electives:
- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networks
- INFT 6803 Adv Cybersecurity
- INFT 6903 Emerging Trends (topic varies so students may repeat for credit)

Remove Comprehensive Exam as capstone option

Item #3: Change the number of credit hours that must be earned from ATU from 27 to 24

Under "Graduate Credit Taken Prior to Admission to ATU":
Change maximum of 9 hours to 6 hours

Change program modality requirements from in-person to fully online (hybrid for international students)

Master's degree in Information Technology Assessment Plan

Student Learning Outcomes

1. Students will analyze a complex computing problem and apply principles of computing and other relevant disciplines to identify solutions (Specialized Knowledge)
2. Students will identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation and administration of computing-based systems (Broad and Integrative Knowledge)

Courses Used for Measurement:

With the courses in the graduate certificate in IT program being electives, we use all of these courses for our assessment process. The above learning outcomes (LO) are generic enough that we can use the final project/exam from each of the below course to collect artifacts.

- INFT 5103 Software Development
- INFT 5203 Database Systems
- INFT 5303 Developing and Administering Web Sites
- INFT 5403 Intro to Information Technology and Systems
- INFT 5413 Computer Systems and Architecture
- INFT 5503 The UNIX Operating System
- INFT 5603 Principles of Data Science
- INFT 5703 Principles of Networking
- INFT 5803 Principles of Cybersecurity
- INFT 6103 Visual Programming
- INFT 6203 Database Development and Administration
- INFT 6303 Design of Web-based Information Systems
- INFT 6403 Information Systems Analysis and Design
- INFT 6603 Adv Data Science and Machine Learning
- INFT 6703 Adv Networking
- INFT 6803 Adv Cybersecurity

Introductory/Reinforcement courses – LO1	Reinforcement/Mastery Courses - LO2
INFT 5103 Software Development INFT 5203 Database Systems INFT 5303 Developing and Administering Web Sites INFT 5403 Intro to Information Technology and Systems	INFT 6103 Visual Programming INFT 6203 Database Development and Administration INFT 6303 Design of Web-based Information Systems INFT 6403 Information Systems Analysis and Design

INFT 5413 Computer Systems and Architecture	INFT 6603 Adv Data Science and Machine Learning
INFT 5503 The UNIX Operating System	INFT 6703 Adv Networking
INFT 5603 Principles of Data Science	INFT 6803 Adv Cybersecurity
INFT 5703 Principles of Networking	
INFT 5803 Principles of Cybersecurity	

Storage of Materials:

All collected materials will reside on the department's shared drive, OneDrive, so that faculty/staff will have access to it while ensuring its security and stability.

Frequency of Measurement:

With so many courses being used for assessment, we will re-evaluate our assessment strategy by focusing on 1 learning outcome every year to ensure continuous improvement.

How Data will be collected:

In the table below, we outline the courses and assignments where we will collect data for each outcome.

Data Collection:

We will work with instructors in each of our graduate courses to gather artifacts for both learning outcomes. The 5000 level courses will be the introduction/reinforcement (I/R) classes, and the 6000 level courses will be mastery (M) courses.

ᴛᴹARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6/27/2022

Title	Signature	Date
Department Head	*John L. Krohn*	7/1/2022
Dean Judy L. Cezeaux	*Judy L. Cezeaux*	7/6/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar conditional approval - assessment plan must be revised so that outcomes are not measured using course grades	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: Master of Engineering in Mechanical Engineering

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

- Replace the Degree Requirements item 1 with the following changes summarized below (see attached Degree Requirement Section):
  ◦ Reduce the required number of semester credit hours from 36 to 30 to be comparable with other engineering master's programs in the state.
  ◦ Offer a research or an engineering design project option requiring 30 credit hours including up to 6 hours of research or engineering design.
  ◦ The non-research option will require 30 course credit hours.
- Remove MGMT 5203: Project Management and COMM/SPH 5063: Organizational Communication from the Common Core requirement.
- Change "Degree Requirement" item 3 the comprehensive exam requirement to exclude students in the research/design project option. Their final research/design project presentation will serve as their final exam.
- Retain items 2: Cumulative GPA and item 4: Six-year requirement.
- Change item 5: A minimum of 24 semester hours of graduate course work completed at Arkansas Tech University allowing up to 6 hours of transfer credit.

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

- None

Answer the following Assessment questions:
  a. How does the program change align with the university mission?

  The change is consistent with the mission of the university to provide advanced degrees that complement the undergraduate programs. The requested change enhances the program with a research project option and makes it competitive with other programs in the state.

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

  Not applicable.

  c. What is the rationale for this program change?

  The change in the required number of hours from 36 to 30 will bring the program in line with the master's programs at University of Arkansas at Fayetteville, University of Arkansas at Little Rock, and Arkansas State University.

  1. How will the program change impact learning for students enrolled in this program?

     Students will have the option for a research project or non-research requirement for the degree.

  2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.

     ◦ The change from 36 to 30 credit hours will make it consistent with the other master's

degrees in the state. Both UA Fayetteville and ASU require 30 credit hours and UALR requires 31.
- ○ The research option will give the students the ability to obtain research experience and the credentials to apply for programs to extend their education beyond the master's level or to apply for a position in a research-based institution.

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

- University of Arkansas at Fayetteville: Provides both an online and on campus degree option. Both require 30 credit hours with an optional thesis.

- University of Arkansas at Little Rock: Requires 31 credit hours. Undergraduate students are allowed to apply for an accelerated degree option allowing them to take up to 12 credit hours for dual undergraduate and graduate credit.

- Arkansas State University: Requires 30 credit hours for the Master of Science in Engineering degree requiring a thesis. ASU also offers a non-thesis Master of Engineering Management online degree requiring 30 credit hours.

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

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

Proposed Catalog Entries:

Replace items 1 – 5 under Degree Requirement with the following:

Degree Requirements

1. Course and research/design project requirements.

- A minimum of 30 semester credit hours at the graduate level which may include up to 6 credit hours for the research project or design option.
  - Non-research option students must take 15 credit hours of MCEG (or approved ELEG) courses. Twelve (12) of these hours must be 6000 level.
  - Research project/design option students must take 15 credit hours of MCEG (or approved ELEG) 6000 level courses of which up to 6 credit hours may be research project or engineering design courses.
- A minimum of six (6) semester hours from designated courses in MATH or STAT.
- Students participating in the accelerated degree program are allowed to include up to 12 hours of 5000 level courses for both undergraduate and graduate credit.
- Both the research project and non-research-based students may take 9 credit hours of electives that have been approved by the student's major advisory committee and the Graduate Program Director.

Non-Research Option		Research/Engineering Design Option	
Courses	**Credit Hours**	**Courses**	**Credit Hours**
MCEG (or approved ELEG) twelve hours at 6000 level	15	MCEG (or approved ELEG) at 6000 level	≥ 9
		Research Project/ Engineering Design (6000 level)	≤ 6
MATH or STAT	6	MATH or STAT	6
Electives (non MCEG courses must be approved)	9	Electives (non MCEG courses must be approved)	9
Total Hours	30	**Total Hours**	30

2. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.

3. Non-research option students must successfully complete a comprehensive final examination, consisting of both a written and oral portion and administered by the student's Graduate Advisory Committee, in addition to the coursework requirements above. This exam will be administered during the student's final semester and may be attempted a maximum of three times. Research option

students are exempt from taking the final comprehensive exam unless their research/design project final report and presentation are found to be unacceptable.

4. Completion of all requirements of the degree must be accomplished within six (6) years from the time of admission to the program.

5. A minimum of 24 semester hours of graduate course work must be completed at Arkansas Tech University with up to 6 semester hours of transfer credit approved by the Graduate Program Director and the student's graduate advisory committee.

Assessment Plan

Mission

To instill a sophisticated understanding of technical literature to enable critical thinking, creativity, and utilization of analytical approaches to analysis and solve complex engineering problems.

Outcomes

- An ability to identify, formulate, and solve complex engineering problems by applying principles of engineering, science, and mathematics.

- An ability to communicate effectively with a range of audiences.

- An ability to recognize ethical and professional responsibilities in engineering situations and make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

- An ability to develop and conduct appropriate experimentation, analyze and interpret data, and use engineering judgment to draw conclusions.

- An ability to acquire and apply new knowledge as needed, using appropriate learning strategies.

Activities to Achieve Desired Outcomes

- Research/Design Project option students will submit a final written report and oral presentation to their graduate advisory committee.

- All students will maintain a 3.0 or better grade point average with no more than six hours of "C" or lower than "C".

- Non-research option students will take a final written and oral comprehensive exam administered by their graduate advisory committee during the student's final semester.

Evidence Collection

- The students' grade point averages will be collected each semester to verify they are in compliance with the requirement to maintain a 3.0 or greater GPA.

- Results from the comprehensive exams, graded on a pass/fail basis, will be collected for all non-research option students.

- The research/design project students' advisory committees will monitor the students' progress toward completion of their research or design project each semester and will submit an evaluation once the final report has been submitted.

Analysis of Results

- The comprehensive exam results for the non-research option students will be evaluated to determine the number of attempts required to pass the exam and the percentages of first attempt passes.

- The research/design project students' progress toward completion of their research or design projects will be evaluated each semester.

Program Improvements

- The mechanical engineering graduate faculty will evaluate the students' progress each year and recommend changes to enhance the graduate program.

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Engineering and Computing Sciences	6-27-2022

Title	Signature	Date
Department Head Dr. John Krohn	*John L. Krohn*	6/27/2022
Dean Dr. Judy Cezeaux	*Judy L. Cezeaux* (conditional approval - assessment plan needs refinement)	7/1/2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar Tammy Weaver	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Sarah Gordon		
Vice President for Academic Affairs		

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

Program Title: Graduate Certificate in Information Technology

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

- Remove INFT 5203 as program requirement
- Remove INFT 5303 as program requirement
- Remove INFT 5403 as program requirement
- Remove INFT 5703 as program requirement
- Remove INFT 6903 as program requirement
- Add 18 credit hours of approved major electives (Refer to MS in IT for list of elective courses)

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

Courses offered to complete the graduate certificate in information technology are part of the master's degree in information technology curriculum. Therefore, no additional resources are required due to those courses being offered already.

Answer the following Assessment questions:

a. How does the program change align with the university mission? **This change allows for our graduate certificate program in IT to be more flexible. This flexibility provides students with far more options and thereby makes our program more attractive to potential students. It should help promote both student recruitment and retention.**

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

c. What is the rationale for this program change?
   1. How will the program change impact learning for students enrolled in this program? **The new flexibility of the certificate program will provide far more options for students. Students will be able to choose the courses they want to take in our department.**
   2. Provide an example or examples of student learning assessment evidence which supports the changes in the program. **N/A**

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions. **Currently, ATU is the only Arkansas higher learning institution with a certificate in IT. Making this program more flexible will ensure it is attractive to Arkansas students, but also students abroad.**

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.) **See attached.**

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

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/1/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin		8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 5043	Effective Term: ☐ Spring ☑ Summer I

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

Ethical Leadership

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

ETHICAL LEADERSHIP

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

☒ Yes ☐ No | OL 4043

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:

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

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

  1. Provide the program level learning outcome(s) it addresses. OL 5043 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.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 5043 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.

f. What is the rationale for adding this course? What evidence demonstrates this need? OL 5043 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 5043: Ethical Leadership

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

Provide an answer for each question. Your answers are to be typed single spaced.
h. How does this course fit with the university mission? OL 5043 – Ethical Leadership 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 MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
i. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
j. 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
k. 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.
l. 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.

m. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 5043 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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.

n. 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
OL 5043: Ethical Leadership

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: OL 4043
Prerequisites/Co-requisites: Graduate Standing

Required Course Texts:

Johnson, C. E. (2022). Organizational ethics: A practical approach (5 th ed.). Thousand Oaks, CA: Sage.

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 Organizational Development and Leadership.

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.

OL 5043: Ethical Leadership - 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	• Johnson: 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	• Johnson: 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	• Johnson: 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	• Johnson: Chapter 4 (pp. 94-120)	• Identify and understand the different types of ethical communication

	Module/Topic	Assignments/Readings	Objectives
	Module 4: Ethical Communication	• Assignment: Case Study 4.3 • Assignment: Self –Assessment 4.2 • Discussion Board: Ethical Conversations	• Understand the importance of communication in the process of creating ethical communications.
	Learning Module 5: Ethics, Influence, and Power	• Johnson: Chapter 5 (pp. 121-154) • Randall, D. M. (2012). Leadership and the use of power: Shaping an ethical climate. The Journal of Applied Christian Leadership, 6, 28-35. • Assignment: Self-Assessment 5.2 • Assignment: Case Study 5.2	• 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.
	Learning Module 6: Conflict Management	• Johnson: 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	• Johnson: 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	• Johnson: 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	• Johnson: 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	• Johnson: 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	• J Johnson: Chapter 11 • Assignment: 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	• Johnson: 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 EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	_Sandy M. Smith_	7-15-22
Dean Dr. Bean	_Linda Bean_	8/1/22
Assessment Dr. Austin	_Chu Ash_	8/1/22
Registrar Mrs. Weaver	_Tammy Weaver_	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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

Course Subject: (e.g., ACCT, ENGL)	Course Number: (e.g., 1003)	Effective Term:
OL	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   OL 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

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:

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

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

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

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

dd. What is the rationale for adding this course? What evidence demonstrates this need? OL 5143 is proposed as a graduate-level elective course to satisfy requirements for a nonprofit leadership track in the Master of Arts in Organizational Development and Learning (MAODL) program, as well as an elective option for other graduate-level programs. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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

<div align="center">

Course Addition
Assessment Form
OL 5143: Nonprofit Governance

</div>

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.
lll. How does this course fit with the university mission? OL 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, OL 5143 addresses plan goal 1.9 in increases high-impact practices for graduate students. OL 5143 focuses on assessment, planning, leadership, financing, and evaluation in nonprofit organizations. This course serves as an elective offering in the MAODL degree, as well as other graduate-level programs. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. OL 5143 increases access to interdisciplinary coursework for graduate students.
mmm. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
nnn. 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.
ooo. 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.
ppp. 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.
qqq. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 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, OL 5143 addresses plan goal 1.9 in increases high-impact practices for graduate students. OL 5143 focuses on assessment, planning, leadership, financing, and evaluation in nonprofit organizations. This course serves as an elective offering in the MAODL degree, as well as other graduate-level programs. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. OL 5143 increases access to interdisciplinary coursework for graduate students. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

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| rrr. | 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
OL 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

OL 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 Organizational Development and Learning focuses on advanced topics in leadership theory, adult learning theory, leadership skills, and soft skills applied in business, government, non-profit, and/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, project management, 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.

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 OL 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	OL 5143 Nonprofit Governance 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*
		   ○ Chapter 1: Overview (pp. 1-14)
		   ○ 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 EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Ludy Bean	8/1/22
Assessment Dr. Austin		8/1/22
Registrar Mrs. Weaver	Sammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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: ☐ Spring ☒ Summer I
OL	5343	
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 | OL 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 |

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:
- ee. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
- ff. If this course is required for the major or minor, complete the following.
    1. Provide the program level learning outcome(s) it addresses. OL 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.
    2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 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.

gg. What is the rationale for adding this course? What evidence demonstrates this need? OL 5343 is proposed as a graduate-level elective course to satisfy requirements for a nonprofit leadership track in the Master of Arts in Organizational Development and Learning (MAODL) program, as well as an elective option for other graduate-level programs. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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

<div align="center">

Course Addition
Assessment Form
OL 5343: Community Development

</div>

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.
sss. How does this course fit with the university mission? OL 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, OL 5343 addresses plan goal 1.9 in increases high-impact practices for graduate students. OL 5343 focuses on assessment, planning, leadership, financing, and evaluating a community based organization. This course serves as an elective offering in the MAODL degree, as well as other graduate-level programs. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. OL 5343 increases access to interdisciplinary coursework for graduate students.
ttt. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
uuu. 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.
vvv. 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.
www. 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.
xxx. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 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, OL 5343 addresses plan goal 1.9 in increases high-impact practices for graduate students. OL 5343 focuses on assessment, planning, leadership, financing, and evaluating a community based

organization. This course serves as an elective offering in the MAODL degree, as well as other graduate-level programs. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options. OL 5343 increases access to interdisciplinary coursework for graduate students. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

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yyy.	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
OL 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: 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
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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.

OL 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	

OL 5343 Bibliography

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™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/1/2022

Title	Signature	Date
Department Head Dr. Smith	*Sandy M. Smith*	7-15-22
Dean Dr. Bean	*Linda Bean*	8/1/22
Assessment Dr. Austin	*Tm Aust*	8/1/22
Registrar Mrs. Weaver	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 5643	Effective Term: ☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)		
Organizational Globalization and Diversity		
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 | OL 4643

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

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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:

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

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

      1. Provide the program level learning outcome(s) it addresses. OL 5643 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.

      2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 5643 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.

i. What is the rationale for adding this course? What evidence demonstrates this need? OL 5643 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 5643: Organizational Globalization and Diversity

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.
o. How does this course fit with the university mission? OL 5643 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 MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
p. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
q. 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.
r. 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.
s. 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.
t. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 5643 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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

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| u. | 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
OL 5643: Organizational Globalization and Diversity

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

Course Description

This course 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: OL 4643
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 Organizational Development and Learning.

	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.

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.

OL 5643: Organizational Globalization and Diversity- 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 EM-PS-SAA	7/1/2022

Title	Signature	Date
Department Head Dr. Smith	*Sandy M. Smith*	7-15-22
Dean Dr. Bean	*Linda Bean*	8/1/22
Assessment Dr. Austin	*[signature]*	8/1/22
Registrar Mrs. Weaver	*Yammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 6043	Effective Term: ☐ Spring ☒ Summer I
Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below) Leadership in Organizational Change		
Banner Title: (limited to 30 characters, including spaces, capitalize all letters — this will display on the transcript) LEAD 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

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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:

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

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

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

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

l. What is the rationale for adding this course? What evidence demonstrates this need? OL 6043 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 6043: Leadership in 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.
v.	How does this course fit with the university mission? OL 6043: Leadership in 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 MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
w.	If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
x.	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
y.	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.
z.	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.
aa.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 6043 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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.

bb. 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 – Organizational Change is offered at Saint Louis University and ORGD 6360 – Leading Change is offered at Incarnate Word.

Arkansas Tech University
OL 6043: Leadership in 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:

Hughes. M. (2018). The leadership of organizational change. New York: NY: Routledge

Additional required readings assigned in each module. All additional 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; 4) 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

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.

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.

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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.

OL 6043: Leadership in 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 • Module 1 Discussion • Change Journal 1	• Define and discuss change • Explain contexts within which change occurs • Examine the construction of organizations • Identify elements of reform dynamics
	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 • Team-Based Learning: Systems Theory • Application Assignment: Drivers, Process, & Mode • Change Journal 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

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

	Module 15	• Final Exam	

OL 6043 Bibliography

Dallas, H. J. (2016). Mastering the Challenges of Leading Change : Inspire the People and Succeed Where Others Fail. Hoboken, New Jersey: Wiley. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=1061314&site=ehost-live&scope=site&ebv=EB&ppid=pp_xvii

Franklin, M. (2011). Managing Business Transformation : A Practical Guide. Ely, Cambridgeshire, U.K.: IT Governance Publishing. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=571563&site=ehost-live&scope=site&ebv=EB&ppid=pp_1

Hickman, G. R. (2010). Leading Change in Multiple Contexts : Concepts and Practices in Organizational, Community, Political, Social, and Global Change Settings. Los Angeles: SAGE Publications, Inc. Retrieved from https://libcatalog.atu.edu:443/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=562272&site=ehost-live&scope=site&ebv=EB&ppid=pp_Cover

Hughes. M. (2018). The leadership of organizational change. New York: NY: Routledge

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 EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin	Chn Austin	8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 6053	Effective Term: ☐ Spring ☑ Summer I

Official Catalog Title: (If official title exceeds 30 characters, indicate Banner Title below)
Advanced Research Methods in ODL

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

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

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

1. Provide the program level learning outcome(s) it addresses. OL 6053 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.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 6053 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.

r. What is the rationale for adding this course? What evidence demonstrates this need? OL 6053 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 6053: Advanced Research Methods in ODL

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.
jj.	How does this course fit with the university mission? OL 6053 – Advanced Research Methods in ODL 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 MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
kk.	If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
ll.	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 , e) complete CITI certification
mm.	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.
nn.	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.
oo.	Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 6053 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

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| pp. | 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
OL 6053: Advanced Research Methods in ODL

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

Course Description
Advanced Research Methods in ODL covers advanced 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 Organizational Development and Learning.

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 - complete CITI certification
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 • Identify the key features of qualitative research	1, 5, 7

	• 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 • Verification CITI Certification	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

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.

OL 6053: Advanced Research Methods in ODL - 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
	Learning	• Oliver: Chapters 5 – 7 (required)	• List analytic processes used to discuss literature in a review

	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	

OL 6053 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/1/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin	Tm Aut	8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 6063	Effective Term: ☐ Spring ☑ Summer I

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

Evaluation and Assessment in Organizational Development and Learning

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

EVAL AND ASSESSMENT IN ODL

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:
 m. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
 n. If this course is required for the major or minor, complete the following.
     1. Provide the program level learning outcome(s) it addresses. OL 6063 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.
     2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 6063 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.

o. What is the rationale for adding this course? What evidence demonstrates this need? OL 6063 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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

<div align="center">

Course Addition

Assessment Form

OL 6063: Evaluation and Assessment in ODL

</div>

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.
cc. How does this course fit with the university mission? OL 6063: Evaluation and Assessment in ODL 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 MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
dd. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
ee. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) explain the Evaluation and Assessment in ODL 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.
ff. 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.
gg. 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.
hh. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 6063 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives

from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL core courses provide graduate level electives for students in any graduate program at Arkansas Tech.

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ii.	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, Evaluation and Assessment in ODL and ORLD 5700 – Advanced Evaluation and Assessment in ODL at Saint Louis University.

Arkansas Tech University
OL 6063: Evaluation and Assessment in ODL

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 Evaluation and Assessment in ODL 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 Evaluation and Assessment in ODL 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 Evaluation and Assessment in ODL • 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 quantitative 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 • Compare and contrast screening tools for selecting ideas	3, 4, 5, 6

	• Explain how to handle different types of decisions	
Module 11	• Discuss the importance of gaining support in implementing decisions	**4, 5, 8**
	• 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	• Explain the use of evaluation advisory groups	**6, 7, 8**
	• Discuss the concept of good practice	
	• Develop measurable outcomes for implementing a decision	
Module 13	• Discuss the hidden pitfalls in decision making	**1, 2, 6, 7**
	• Explain how to avoid mental mistakes	
	• Examine the role of intuition and "gut feeling" in decision making	
Module 14	• Discuss how beliefs can change as factual evidence changes	**7, 8**
	• Examine the role of value systems in decision making	
	• Explain how culture interacts with decision making	
	• Compare and contrast approaches to ethical decision making	

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.

OL 6063: Evaluation and Assessment in ODL - 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 Evaluation and Assessment in ODL • 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	Readings/Assignments	Objectives
	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 quantitative 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	

OL 6063 Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin		8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 6093	Effective Term: ☐ Spring ☑ Summer I

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

Organizational Development and Learning Capstone

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

ODL 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 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:
  s. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
  t. If this course is required for the major or minor, complete the following.
     1. Provide the program level learning outcome(s) it addresses. OL 6093 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.
     2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 6093 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.

u. What is the rationale for adding this course? What evidence demonstrates this need? OL 6093 is proposed as a core course in the Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 6093: Organizational Development 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.
qq. How does this course fit with the university mission? OL 6093 – This course serves as a core offering in the MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
rr. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
ss. Provide up to three student learning outcomes students will achieve after completing this course? Students will: 1) Apply concepts learned in the MAODL 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 MAODL program
tt. 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.
uu. 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.
vv. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 6093 is proposed as a core course in the Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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.

ww. 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
OL 6093: Organizational Development & Learning Capstone

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

Course Description

In OL 6093: Organizational Development 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 ODL 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 organizational development and leadership. 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 MAODL 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 MAODL 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. <u>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.</u> 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.

OL 6093: Organizational Development 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)

OL 6093 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 EM-PS-SAA	7/1/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin		8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) 6143	Effective Term: ☐ Spring ☑ Summer I

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

Consulation, Coaching, and Leadership Development

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

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. OL 6143 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.

2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?) See attached OL 6143 assessment for alignment of program, course, and module learning objectives. Student learning will be assessed using a variety of methods. These

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

c. What is the rationale for adding this course? What evidence demonstrates this need? OL 6143 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 ODL, 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 MAODL 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 6143: Consultation, Coaching, and Leadership Development

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

	Provide an answer for each question. Your answers are to be typed single spaced.
a.	How does this course fit with the university mission? OL 6143 – Consultation, Coaching, and Leadership Development provides students with the skills needed to participate in organizational training and development efforts by gaining a theoretically and practically grounded perspective on training and development in the workplace. This course serves as a core offering in the MAODL degree. The MAODL 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, consultancy, 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. OL 6143 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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
OL 6143: Consultation, Coaching, and Leadership Development

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

Course Description
This course is designed to introduce students to training and development in organizations, with a focus on consultancy, coaching, and strategies for leadership development at the individual and organizational level. 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. (2020). *Employee training and development* (8th ed). New York, NY: McGraw Hill.

Stroh, L.K. (2019). *The basic principles of effective consulting* (2nd ed.). New York, NY: Routhledge.

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, consultancy, leadership/executive development, etc) in organizations.
2	apply principles of training and development theory, organizational learning, coaching, mentoring, and adult learning theory to the training and organizational development process.
3	identify and analyze the training and development (training, coaching, consultancy, 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 role of consultancy, coaching, and leadership development in the organizational 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, coaching, consultancy, and leadership development programs • 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 • Compare the different types of distance learning	2, 6, 7

Module 9	• Discuss the role of training partnerships in contributing to local communities	5, 8
	• 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	
Module 10	• Identify future trends influencing training departments and trainers	1, 8
	• 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	
Module 11	• Describe the origins of the terms coaching, mentoring, and consultancy	1, 2, 6
	• Discuss the principles of coaching, mentoring, and consultancy	
	• Identify types of coaching, mentoring, and consultancy	
	• Compare coaching, therapy, counselling, mentoring, and consultancy	
	• Examine the coaching-mentoring-management continuum	
	• Demonstrate the use of goal setting and positive feedback	
Module 12	• Describe a coaching culture	1, 3, 4, 7
	• 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	
Module 13	• Identify the five levels of listening	2, 6, 8
	• Apply principles of coaching, mentoring, and consultancy to leadership development	
	• 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	
Module 14	• Develop an organizational coaching plan	5, 6, 7
	• 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	

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.

OL 6143: Consultation, Coaching, and Leadership 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	

OL 6143 Course Bibliography

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ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	*Sandy M. Smith*	7-15-22
Dean Dr. Bean	*Linda Bean*	8/1/22
Assessment Dr. Austin	*[signature]*	8/1/22
Registrar Mrs. Weaver	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) **6883**	Effective Term: ☐ Spring ☒ Summer I

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

Special Problems in Organizational Development and Learning

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

SPECIAL PROBLEMS IN ODL

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?
As needed.

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

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

Answer the following Assessment questions:
   v. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. N/A
   w. If this course is required for the major or minor, complete the following.
       1. Provide the program level learning outcome(s) it addresses. OL 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.
 	
       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.
   x. What is the rationale for adding this course? What evidence demonstrates this need? OL 6883 is proposed as an elective course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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 6883: Special Problems in Organizational Development 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.
xx. How does this course fit with the university mission? OL 6883 serves as an elective offering in the MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
yy. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
zz. Provide up to three student learning outcomes students will achieve after completing this course? Students will: OL 6883 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.
aaa. 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.
bbb.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.
ccc. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 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. OL 6883 is proposed as a core course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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.

ddd. 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
OL 6883: Special Topics in Organizational Development and Learning

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

Course Description
Special problems in Organizational Development and Learning is designed to address current issues and topics relevant to Organizational Development and Learning. 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 Organizational Development and Learning.

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 Organizational Development and Learning
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.

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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.

OL 6883 Bibliography

To be determined based on course subject.

™ARKANSAS TECH UNIVERSITY

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Department of EM-PS-SAA	7/01/2022

Title	Signature	Date
Department Head Dr. Smith	Sandy M. Smith	7-15-22
Dean Dr. Bean	Linda Bean	8/1/22
Assessment Dr. Austin	Th. Austin	8/1/22
Registrar Mrs. Weaver	Tammy Weaver	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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) OL	Course Number: (e.g., 1003) **6891-4**	Effective Term: ☐ Spring ☑ Summer I

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

Independent Study in Organizational Development and Learning

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

INDEPENDENT STUDY in ODL

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:

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

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

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

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

aa. What is the rationale for adding this course? What evidence demonstrates this need? OL 6891-4 is proposed as an elective course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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 MAODL 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

<div align="center">

Course Addition

Assessment Form

OL 6891-4: Independent Study in Organizational Development and Learning

</div>

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.
eee. How does this course fit with the university mission? OL 6891-4 serves as an elective offering in the MAODL degree. The MAODL degree supports strategic plan goal 2.6 by increasing academic opportunities for interdisciplinary and stackable degree options.
fff. If this course is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable. Not applicable.
ggg. Provide up to three student learning outcomes students will achieve after completing this course? Students will: OL 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.
hhh. 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.
iii. 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.
jjj. Provide an example or examples of student learning assessment evidence which supports the addition of this course. OL 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. OL 6891-4 is proposed as a course in the Master of Arts in Organizational Development and Learning (MAODL) program. The MAODL 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 ODL-focused core. Students select six credit hours of graduate level electives from a non-ODL discipline, allowing customization to meet professional goals and interests. The MAODL 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

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kkk. 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 independent study courses at the graduate level.

Arkansas Tech University
OL 6891-4: Independent Study in Organizational Development & Learning

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 Organizational Development and Learning under the guidance of a graduate faculty member. It provides an opportunity for the student to learn about areas of Organizational Development and Learning 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 Organizational Development and Learning
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.

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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.

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

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OL 6891-4 Bibliography

To be determined based on course subject.

ARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM
(Certificate, Associate, Bachelor, Master's, or Doctoral Degrees)

Department Initiating Proposal	Date
Department of Emergency Mgmt, Prof Studies, and Student Affairs Administration	7-1-2022

Title	Signature	Date
Department Head Dr. Smith	*Sandy M. Smith*	7-15-2022
Dean Dr. Bean	*Linda Bean*	7.18.2022
Assessment Dr. Austin	*(signature)*	8/1/22
Registrar Mrs. Weaver	*(signature)*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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 Organizational Development and Learning

PROPOSAL – 1
NEW DEGREE PROGRAM

1. **PROPOSED PROGRAM TITLE:**
   Master of Arts in Organizational Development and Lea¦}ą *

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

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

4. **CONTACT PERSON**
   Dr. Ø˘ ¦•ɗЁÓ[¸ ^
   Interim Vice President for Academic Affairs
   Arkansas Tech University
   jfurstbowe@atu.edu
   479-968-0319

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

5.   PROGRAM SUMMARY

Overview

The proposed Master of Arts in Organizational Development and Learning (MAODL) degree program provides graduate level instruction in training and organizational development, organizational management and leadership, globalization and diversity, project management, organizational change, and budgeting, implementation, and assessment of organizational development programs. Graduates of the program are prepared for leadership roles in diverse professional settings. This innovative, fully online, interdisciplinary degree program consists of a 24 credit hour, organizational development and learning focused core and a block of six credit hours of graduate level electives. Students can package the elective credit hours to specialize in nonprofit leadership, emergency management, health informatics, student affairs administration, gerontology, research methods and assessment (for students selecting the thesis option), or interdisciplinary studies. The six credit hour block of electives allows students to customize the program to fit their personal and professional goals.

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

Goal 1 Student Access and Opportunity

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

Goal 4 Programs and Deliveries

 ➢ Item 1: Identify and implement academic and non-credit programs in response to market demand.
 ➢ Item 3: Identify and implement new pathways to stackable courses and/or degree offerings.

Goal 5 Partnerships and Innovation

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

Stackability

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

the MAODL core. The proposed MAODL degree program and graduate-level leadership certificate expand Tech's offering of online graduate programs, increases credentialing opportunities and stackability, and provides interdisciplinary options for students enrolled in Arkansas Tech graduate programs.

Curriculum

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

Graduate-Level Organizational Development and Learning Certificate		12 Cr-Hr
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership	3
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
Total		**12**

Program Costs

Faculty Resources

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

Library Resources

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

Facilities and Equipment

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

Purpose of the Program

The MAODL program, with a core focus on organizational leadership, learning, and organizational development, allows students to develop effective leadership at all organizational levels, manage teams, make strategic decisions, design and evaluate organizational training and development, and communicate effectively in diverse professional settings. The proposed degree allows graduates to influence an organization's culture, productivity, and team strength.

The MAODL 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").

T-Top (for Collaboration)

Universal competencies valuable across all roles and workplaces
Management, ability to empathize with clients and colleagues, experience with people from other cultures

Unmatched knowledge of a highly demanded skill, process, or product

T-Stem (for Innovation)

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 MAODL 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 MAODL prepares individuals to lead change, motivate groups, create solutions, communicate effectively, and 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 MAODL 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 Adult Learning and organizational development. The market analysis region included Arkansas, Louisiana, Mississippi, Missouri, Oklahoma, Tennessee, and Texas. EAB reports rely primarily on labor market data from the Burning Glass Labor/Insight tools, as well as the United States Census Bureau, the US Bureau of Labor Statistics, the Integrated Postsecondary Education Data System (IPEDS).

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

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

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

Curriculum: Allow students to complete electives or concentrations so they can customize the

program to fit their goals and interests.

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

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

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

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

Provide names and types of organizations/businesses surveyed.

The Needs Assessment Survey for the MAODL program was electronically delivered via QuestionPro to 328 employers. The comprehensive list of organizations survey may be found in Appendix 1. The response rate from the targeted employer set was low (2%, N=6). However, two employers indicated 10 or more organizational positions align with the MAODL program.

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

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

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

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

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

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

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

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

View trends for state: Arkansas ▾ Go

Arkansas

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

United States

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

Employment of Training and Development Managers (April 2022)

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

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

Representative positions include, but are not limited to:

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

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

- Analyze training needs to develop new training programs or modify and improve existing programs.
- Evaluate instructor performance and the effectiveness of training programs, providing recommendations for improvement.
- Plan, develop, and provide training and staff development programs, using knowledge of the effectiveness of methods such as classroom training, demonstrations, on-the-job training, meetings, conferences, and workshops.
- Prepare training budget for department or organization.
- Confer with management and conduct surveys to identify training needs based on projected production processes, changes, and other factors.
- Develop and organize training manuals, multimedia visual aids, and other educational materials.
- Develop testing and evaluation procedures.

- Train instructors and supervisors in techniques and skills for training and dealing with employees.
- Conduct orientation sessions and arrange on-the-job training for new hires.
- Conduct or arrange for ongoing technical training and personal development classes for staff members.
- Review and evaluate training and apprenticeship programs for compliance with government standards.

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

US Bureau of Labor Statistics

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

11-3131 Training and Development Managers

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

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

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

Education

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

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

Job Outlook

Employment of training and development managers is projected to grow 11 percent from 2020 to

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

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

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

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

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

Professional Studies Advisory Board Membership (2021-2022)

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

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

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

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

Marvin Saffold, Captain, Troop J, Arkansas State Police

Nicol Sutherland, IT Instructor, University of Arkansas Community College-Hope (Student) Gene White, Distance Learning Coordinator, Southeast Arkansas College

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

PS Advisory Board Objectives

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

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

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

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

2023 - 2024   15 students
2024 - 2025   30 students
2025 - 2026   45 students

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

It is estimated the average student in the MAODL 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 MAODL will complete 6-12 graduate hours each year.

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

7.   **CURRICULUM**

Recommended Course Sequence		
Semester 1		
MGMT 6103	Organizational Management and Leadership	3
OL 5043	Ethical Leadership	3
Semester 2		
OL 5643	Organizational Globalization and Diversity	3
OL 6043	Leadership in Organizational Change	3
Semester 3		
MGMT 5203	Project Management	3
OL 6143	Consultation, Coaching, and Leadership Development	3
Semester 4		
SAA 6113/EMHS 6103	Research Design and Analysis/Research Design and Methods	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
Semester 5		
OL 6093	ODL Capstone	3
5000 - 6000	Graduate Level Elective (course from selected focus area)	3
TOTAL		**3**

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

The MAODL requires completion of 30 graduate-level credit hours. Prerequisite courses are not required of entering students.

Identify new courses (in italics) and provide course descriptions.
OL 5043   Ethical Leadership

The purpose of this course is to explore advanced topics in ethical leadership through the examination of four broad topics: a) a survey of the branches of ethics, b) individual ethical awareness and development, c) the intersection of ethics, leadership, and power, and d) the role of leader in establishing and maintaining ethical organizational cultures through organizational development and leadership. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 5643   Organizational Globalization and Diversity

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

OL 6043   Leadership in Organizational Change

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

OL 6143   Consultation, Coaching, and Leadership Development

This course is designed to introduce students to training and development in organizations, with a focus on consultancy, coaching, and strategies for leadership development at the individual and organizational level. 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.

OL 6053   Advanced Research Methods in Organizational Development and Learning

Advanced Research Methods in Organizational Development and Learning covers advanced 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.

OL 6063   Evaluation and Assessment in Organizational Development and Learning

This course presents students with evidence-based frameworks used in evaluation and assessment practices in organizational development and leadership. 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.

OL 6093   ODL Capstone

In the ODL 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.

OL 6883   Special Problems in Organizational Development and Learning

Special problems in Organizational Development and Learning is designed to address current issues and topics relevant to learning and organizational development. Content is determined by contemporary trends and timely issues. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology. 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.

OL 6891-6984   Independent Study in Organizational Development and Learning

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). Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 6991-6993   Thesis Continuation in Organizational Development and Learning

This course allows students additional time to research, write, and complete the thesis requirement. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 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. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 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.

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

The required core courses for the MAODL (30 hours) are:

MGMT 6103	Organizational Management and Leadership
OL 5043*	Ethical Leadership
OL 5643*	Organizational Globalization and Diversity
OL 6043*	Leadership in Organizational Change
OL 6143*	Consultation, Coaching, & Leadership Development
MGMT 5203	Project Management
SAA 6113/EMHS 6103	Research Design and Analysis or Research Design and Methods
OL 6093*	ODL Capstone
OL 6053*	Advanced Research Methods in ODL
OL 6063*	Evaluation and Assessment in ODL
OL 6883*	Special Problems in ODL
OL 6891-4*	Independent Study in ODL
OL 6991-3*	Thesis Continuation in ODL

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

MGMT 6103	Organizational Management and Leadership (Cochran)
OL 5043*	Ethical Leadership (Aulgur, Lasker-Scott, Schwehm)
OL 5643*	Organizational Globalization and Diversity (Lasker-Scott)
OL 6043*	Leadership in Organizational Change (Lasker-Scott, Schwehm)
OL 6143*	Consultation, Coaching, & Leadership Development (Aulgur, Lasker-Scott, Schwehm)

MGMT 5203	Project Management
	(Singh)
SAA 6113/EMHS 6103	Research Design and Analysis/ Research Design and Methods
	(Couture, Lasker-Scott, Manandhar, Peters, Schwehm)
OL 6093*	ODL Capstone
	(Aulgur, Lasker-Scott, Schwehm)
OL 6053*	Advanced Research Methods in ODL
	(Lasker-Scott, Schwehm)
OL 6063*	Evaluation and Assessment in ODL
	(Aulgur, Lasker-Scott, Schwehm)
OL 6883*	Special Problems in ODL
	(Aulgur, Lasker-Scott, Schwehm)
OL 6891-4*	Independent Study in ODL
	(Aulgur, Lasker-Scott, Schwehm)
OL 6991-3*	Thesis Continuation in ODL
	(Aulgur, Lasker-Scott, Schwehm)
OL 5143*	Nonprofit Governance
	(Aulgur, Schwehm)
OL 5143*	Community Development
	(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*.

EMHS 6063*	Principles of Emergency Management
EMHS 6093*	Fundamentals of Homeland Security
SAA 6023*	Introduction to College Student Personnel Work
SAA 6143*	Administration in College Student Personnel
HI 6063*	Leadership in Health Informatics

HI 6083*	Health Care Policy
SOC 5183*	Social Gerontology
SOC 6063*	Advanced Topics in Gerontology

Indicate the number of contact hours for internship/clinical hours. Not applicable.

State the program admission requirements.

The MAODL admission requirements, as proposed for the institutional academic catalog are as follows.

Graduate College Application Process

- Applicants must pay a $40.00 nonrefundable application fee directly to the Graduate College.

- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.

- Applicants must have a cumulative grade point average of 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.

- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College.

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

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

- Applicants must submit a resume or vita.

All materials must be mailed to:

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

Or email to: gradcollege@atu.edu

Unconditional Admission

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

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

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

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

After completion of SAA 6113/EMHS 6103, 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.

MA – Organizational Development & Learning			30 Cr-Hr
Core: 24 credit hours			
MGMT 6103	Organizational Management and Leadership		**3**
OL 5043	Ethical Leadership		**3**
OL 5643	Organizational Globalization and Diversity		**3**
OL 6043	Leadership in Organizational Change		**3**
OL 6143	Consultation, Coaching, & Leadership Development		**3**
MGMT 5203	Project Management		**3**
SAA 6113/EMHS 6103	Research Design and Analysis/Research Design and Methods		**3**
OL 6093	ODL Capstone (Applied Project or Thesis)		**3**
Graduate Level Electives (Select 6 credit hours from the following focus areas): 6 credit hours			
Emergency Management			
EMHS 6063	Principles of Emergency Management		
EMHS 6093	Fundamentals of Homeland Security		
Gerontology			
SOC 5183	Social Gerontology		
SOC 6063	Advanced Topics in Gerontology		
Health Informatics			
HI 6063	Leadership in Health Informatics		
HI 6083	Health Care Policy		
Nonprofit Leadership			
OL 5143	Nonprofit Governance		
OL 5343	Community Development		
Student Affairs Administration			
SAA 6023	Intro to College Student Personnel Work		
SAA 6143	Administration in SAA		
Research Methods and Assessment (for thesis option)			
OL 6053	Advanced Research Methods in ODL		
OL 6063	Evaluation and Assessment in ODL		
Interdisciplinary			
5000 – 6000	Graduate Elective		
5000 – 6000	Graduate Elective		
Total			**30**

Describe specified learning outcomes and course examination procedures.

MA–OrganizationalDevelopmentandLearning
PROGRAMOUTCOMES

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

COURSE	PO1	PO2	PO3	PO4	PO5	PO6
MGMT 6103: Organizational Management and Leadership	I	I	I	I	I	I
OL 5043: Ethical Leadership	R	R	R	R		R
OL 5643: Organizational Globalization and Diversity	R	R		R		R
OL 6043: Leadership in Organizational Change	R	R	R			R
MGMT 5203: Project Management			R		R	
OL 6143: Consultation, Coaching, and Leadership Development	R			R	R	
SAA 6113/EMHS 6103	R	R			R	
OL 6093: ODL Capstone	M	M	M	M	M	M

 I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory –** Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication –** Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork –** Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility –** Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking –** Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others –** Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivation.

Program Outcomes – Learning Objectives

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

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

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

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

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

- demonstrates mastery of basic concepts in systems thinking in organizations, stages of group development, and teamwork theory
- develops comprehensive, systems-oriented strategic planning process to include assessment, visioning, goals/objectives, strategy formulation, strategy execution, evaluation, and sustainment
- analyzes the normative, cognitive, and formative roles of self and others in group settings
- engages team members in ways that facilitate their contributions to projects by building upon the contributions of others and engaging nonparticipants
- fosters a constructive team climate by a) treating team members with respect, b) exhibiting a positive attitude, c) motivating team members to complete tasks, and d) provide assistance to team members
- addresses destructive conflict directly and constructively helps manage/resolve conflict in a way that strengthens overall team cohesiveness

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

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

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

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

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

- identifies personal values, ethics, beliefs, and motivations in relation to others
- articulates the impact of norms, ethics, identity, values, and beliefs in a leadership context
- assesses personal positionality and power in relation to supervisors, peers, and subordinates
- demonstrates an understanding of self in various leadership and learning situations
- develop an appreciation and understanding of human differences

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

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

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

The Arkansas Tech University Graduate Council reviewed the proposed program on March __, 2022.

8.   FACULTY

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

Professional Studies

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

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

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

College of Business
Dr. Loretta Cochran
Clemson University, PhD
Clemson University, MS
Erskine College and Seminary, BS

Dr. Kuldeep Singh

University of Texas-Arlington, PhD, Management Science
Cleveland State University, MBA
National Institute of Technology - Kurekshetra, BTME

Student Affairs Administration

Dr. Christine Austin

University of Denver, PhD, Higher Education
University of Maine, MED
University of Denver, BA

Dr. Rene Couture

University of Northern Colorado, PhD, Higher Education Administration and Student Affairs
Leadership
Indiana State University, MS
Saint Michael's College, BA

Dr. Dana Tribble

University of Central Arkansas, PhD, Change Leadership for Equity and Inclusion
Arkansas Tech University, MS
Arkansas Tech University, BSBA

Dr. Susan Underwood

New Mexico State University, PhD, Educational Administration
Western Kentucky University, MAE
Western Kentucky University, BA

Emergency Management and Homeland Security

Dr. Ekong Peters

University of North Texas, PhD, Public Administration
Texas A&M University, MUP
Prairie View A&M University, BA

Dr. Rejina Manandhar

University of North Texas, PhD, Public Administration
University of Texas - Arlington, MCRP
Tribhuvan University Institute of Engineering (Nepal), B.Arch.

Sociology

Dr. Jason Ulsperger

Oklahoma State University, PhD, Sociology
Arkansas State University, MA
University of Central Arkansas, BS

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

Dr. Jeremy Schwehm, Associate Professor

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

Total number of faculty required for program implementation: 12

Total number of existing faculty: 12

Number of new faculty: 0

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

Appendix 4: Curriculum vitae for faculty

Projected Research Laboratory Start-Up: Not applicable

Projected Number of Graduate Teaching and Research Assistants: $0

9. DESCRIPTION OF RESOURCES

Current library resources in the field.

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

Representative journal holdings include:

Advancing Women in Leadership Development and Learning in Organizations
E-journal of Organizational Learning and Leadership
European Journal of Training and Development
International Journal of Leadership in Public Services
International Journal of Training and Development
International Journal of Organizational Theory and Development
International Journal of Learner Diversity and Identities
Journal of Applied Christian Leadership
Journal of Cultural Diversity
Journal of Diversity Management
Journal of Leadership, Accountability and Ethics
Journal of Leadership Education
Journal of Leadership Studies
Journal of Leadership and Organizational Studies Journal of Nonprofit Education and Leadership
Journal of Organizational and Educational Leadership Journal of Values Based Leadership
Journal of Virtues and Leadership
Leadership and Organizational Development Journal
Leadership for the Front Lines Nonprofit Management and Leadership Nonprofit and Voluntary
Sector Quarterly Strategy and Leadership
Training and Development
Training and Management Development Methods
Voluntas

New instructional resources required, including costs and acquisition plan.

Not applicable.

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

Zero.

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

The program does not require new administrative costs.

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

The program does not require new faculty.

New library resources and costs.

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

New/renovated facilities and costs.

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

New instructional equipment and costs.

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

Distance delivery costs (if applicable).

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

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

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

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

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

Projected Annual Enrollment

2022 – 2023   15 students

2023 – 2024   30 students

2024 – 2025   45 students

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

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

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

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

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

15 student state general revenue: $66,015.00

30 student state general revenue: $132,030.00

45 student state general revenue: $198,045.00

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

Technology Operations Fee $17.00 per Credit Hour

Online/ Mixed Technology Fee $10.00 per Credit Hour

12.   ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

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

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

13.   SPECIALIZED REQUIREMENTS

Specialized accreditation is not applicable to this program.

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

14.   BOARD OF TRUSTEES APPROVAL

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

September/October 2022

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

15.   SIMILAR PROGRAMS

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

Institution	Degree
University of Arkansas	M.Ed. in 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 will be distributed by Arkansas Tech University:

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

AY 2021/2022 Enrollment

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

BPS (107 enrolled)
American-Indian - 4
Asian - 4
Black/AA - 26
Hispanic - 2
White - 70
Int'l - 0
Other – 1

BAOL (109 enrolled)
American-Indian - 1
Asian - 6
Black/AA - 18
Hispanic - 4
White - 79
Int'l - 1
Other – 0

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

Not applicable.

18.   ACADEMIC PROGRAM REVIEW

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

Department of Professional Studies Annual Internal Assessment: Initiate Fall 2024

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

External Program Review: 2026-2027 End of Year 4

19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

20.   INSTRUCTION BY DISTANCE TECHNOLOGY

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

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

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

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

Technical support for ATU's e-learning platform is provided by the Office of Information System (OIS), which has a 24/7 Campus Support Center to field technical calls/visits and provide Tier I support. Tiers II and III support of the LMS is provided by a Course Management Systems team within OIS

The Office of Information Systems strives to support a sound technical structure in which to nurture scholastic development. We maintain a high level of integrity and professionalism across all areas of our operation: Networked Systems, Administrative Systems, and Support Services.

Networking Resources

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

- In addition, the students are provided with 5GB of network storage space that is for their personal use.

Computer Labs

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

Software

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

Computer Support Services

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

Distance Learning

- Development and oversight of courses are handled by the academic department in consultation with the Instructional Design team. Technical support is provided by the Office of Information Systems (Support Services for general issues and Technology Learning Resources for advanced needs).

- Two maintenance windows are available each year (summer break and winter break) in which updates to our current release, or vetted new releases, from Blackboard Learn are applied.
- We purposefully stay one or two releases behind the most recent available release to allow for proper vetting before it is applied to our production environment. However, we always stay on a release supported by Blackboard.
- All services are handled in-house with the exception of some course materials that are obtained from third-party publishers.

Security

- All information pertaining to students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete responsibilities of their job position (least privileges methodology).
- ATU endeavors to 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 MAODL degree program or any ancillary service will be outsourced to a third-party. The department does not outsource services to other organizations for course management or delivery. Technical Support Services are also not outsourced. Currently, student tuition online payments go through a PCI compliant payment processing center. Some course materials are obtained from third-party publishers.

APPENDICES

Appendix 1: **Program Needs Assessment Survey**

Appendix 2: **Training and Development Manager (KSAs)**

Appendix 3: **Student Course and Instructor Evaluation**

Appendix 4: **Faculty Curriculum Vita**

Appendix 5: **Organizational Charts**

Appendix 6: **Blackboard (LMS) Security Policies**

Appendix 7: **Departmental Support Forms**

Appendix 8: **Department of Professional Studies Advisory Board**

Appendix 9: **EAB Market Demand Study**

Appendix 10: Gray and Associates Market Study

Appendix 1: Program Needs Assessment Survey

M.A. in Organizational Development and Learning

jaulgur@atu.edu

Survey Overview

Viewed	Started	Completed	Completion Rate	Drop Outs (After Starting)	Average Time to Complete Survey
10	9	6	66.67%	3	5 minutes

Q2. 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.

81.00

BASE

■ 1. The description above addresses needs in our organ

Q2. Overall Matrix Scorecard : 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.

Question	Count	Score
1. The description above addresses needs in our organization or profession.	3	81.000

Q3. Which of the following courses would be valuable to an employee or employees in your organization? (Select all that apply)

	Answer	Count	Percent
1.	Foundations of Organizational Leadership and Learning	6	15.38%
2.	Adult Learning, Training, and Development	4	10.26%
3.	Leadership Ethics and Social Responsibility	5	12.82%
4.	Organizational Diversity and Inclusion	6	15.38%
5.	Strategic Communication and Conflict Resolution	6	15.38%
6.	Evidence-Based Decision Making	5	12.82%
7.	Leading Organizational Change	6	15.38%
8.	Research Methods and Writing	1	2.56%
	Total	39	100%

Mean : **4.179**	Confidence Interval @ 95% : **[3.516 - 4.843]**	Standard Deviation : **2.114**	Standard Error : **0.338**

Q4. Which of the following elective courses would be of most interest to your organization or profession? (Select all that apply).

	Answer	Count	Percent
	1. Organizational Management and Leadership	6	11.76%
	2. Strategic Marketing Management	3	5.88%
	3. Corporate Financial Management	2	3.92%
	4. Principles of Emergency Management	1	1.96%
5.	Ethical, Legal, and Political Considerations of Emergency Management	2	3.92%
	6. Fundamentals of Homeland Security	0	0.00%
7.	Contemporary Issues in Emergency Management	1	1.96%
	8. International Emergency Management	0	0.00%
9.	Geographic Information Systems (GIS) in Emergency Management	0	0.00%
	10. Social Media	2	3.92%
	11. Graphic Communication	2	3.92%
	12. Journalistic Writing for Multi-Media	2	3.92%
	13. Introduction to College Student Personnel	0	0.00%
14.	Legal Issues for College Student Personnel Professionals	0	0.00%
	15. Administration of College Student Personnel	0	0.00%

16.	Emerging Trends in Health Information Technology	3	5.88%
17.	Leadership in Health Informatics	2	3.92%
18.	Health Care Policy	3	5.88%
19.	Social Psychology	3	5.88%
20.	Advanced Principles of Psychology	2	3.92%
21.	Evaluation and Assessment	4	7.84%
22.	Social Gerontology	1	1.96%
23.	Advanced Topics in Gerontology	2	3.92%
24.	Advanced Topics in Criminal Justice	0	0.00%
25.	Information Systems Resource Management	3	5.88%
26.	Database Systems	2	3.92%
27.	Developing and Administering Websites	2	3.92%
28.	Decision Support Systems	3	5.88%
	Total	51	100%

Mean : **14.804** Confidence Interval @ 95% : **[12.274 - 17.334]** Standard Deviation : **9.217** Standard Error : **1.291**

Q12. Which of the following (select all that apply) skills are critical in your organization or profession?

	Answer	Count	Percent
	1. Learning Strategies	5	6.49%
	2. Instructing	3	3.90%
	3. Active listening	5	6.49%
	4. Coordination	5	6.49%
	5. Speaking	6	7.79%
	6. Active learning	4	5.19%
	7. Critical thinking	5	6.49%
	8. Judgment and Decision Making	5	6.49%
	9. Monitoring	2	2.60%
	10. Social Perceptiveness	5	6.49%
	11. Writing	2	2.60%
	12. Persuasion	2	2.60%
	13. Time Management	6	7.79%
	14. Complex Problem Solving	6	7.79%
	15. Management of Financial Resources	1	1.30%
	16. Management of Personnel Resources	4	5.19%
	17. Service Orientation	4	5.19%
	18. Systems Analysis	3	3.90%

19. Systems Evaluation	4	5.19%
Total	77	100%

Mean : **9.455** Confidence Interval @ 95% : **[8.220 - 10.689]** Standard Deviation : **5.526** Standard Error : **0.630**

Q13. Which of the following (select all that apply) abilities are critical in your organization or profession?

	Answer	Count	Percent
	1. Oral Expression	6	12.24%
	2. Deductive Reasoning	5	10.20%
	3. Fluency of Ideas	4	8.16%
	4. Oral Comprehension	6	12.24%
	5. Written Comprehension	5	10.20%
	6. Inductive Reasoning	5	10.20%
	7. Originality	4	8.16%
	8. Problem Sensitivity	6	12.24%
9.	Near Vision (ability to identify immediate organizational challenges)	4	8.16%
10.	Far Vision (ability to identify emerging organizational challenges)	4	8.16%
	Total	49	100%

Mean : **5.286** Confidence Interval @ 95% : **[4.479 - 6.092]** Standard Deviation : **2.880** Standard Error : **0.411**

Q6. How many current organizational positions align with a customized Master of Arts in Leadership, Learning, and Organizational Development?

	Answer	Count	Percent
	1. Zero	2	33.33%
	2. 1-3 positions	2	33.33%
	3. 4-10 positions	0	0.00%
	4. More than 10 positions	2	33.33%
	Total	6	100%

Mean : **2.333**	Confidence Interval @ 95% : **[1.240 - 3.427]**	Standard Deviation : **1.366**	Standard Error : **0.558**

Q7. How many future organizational positions (2-5 years) align with a customized Master of Arts in Leadership, Learning, and Organizational Development?

	Answer	Count	Percent
	1. None	1	16.67%
	2. 1-3 positions	3	50.00%
	3. 4-10 positions	1	16.67%
	4. More than 10 positions	1	16.67%
	Total	6	100%

Mean : **2.333**	Confidence Interval @ 95% : **[1.507 - 3.160]**	Standard Deviation : **1.033**	Standard Error : **0.422**

Q8. Would you give hiring preference to applicants with a Master of Arts in Leadership, Learning, and Organizational Development?

	Answer	Count	Percent
	1. Yes	3	50.00%
	2. No	0	0.00%
	3. Uncertain	3	50.00%
	Total	6	100%

Mean : **2.000**	Confidence Interval @ 95% : **[1.123 - 2.877]**	Standard Deviation : **1.095**	Standard Error : **0.447**

Q9. 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

Q9. Overall Matrix Scorecard : 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

Question	Count	Score
1. The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.	6	2.000

Q9. The Graduate Certificate in Leadership, Learning, and Organizational Development addresses needs in our organization or profession.

	Answer	Count	Percent
	1. Strongly Disagree	0	0.00%
	2. Strongly Agree	6	100.00%
	Total	6	100%

Mean : **2.000**	Confidence Interval @ 95% : **[2.000 - 2.000]**	Standard Deviation : **0.000**	Standard Error : **0.000**

Q11. Which of the course-delivery options best meet your needs as an employer and the needs of your employees? (Select one)

	Answer	Count	Percent
	1. Online	3	50.00%
	2. Weekends	3	50.00%
	3. Evenings	0	0.00%
	4. In class (Face to Face)	0	0.00%
	Total	6	100%

Mean : 1.500	Confidence Interval @ 95% : [1.062 - 1.938]	Standard Deviation : 0.548	Standard Error : 0.224

Q14. 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
	1. Yes	2	33.33%
	2. No	2	33.33%
	3. Maybe	2	33.33%
	Total	6	100%

Mean : **2.000**	Confidence Interval @ 95% : **[1.284 - 2.716]**	Standard Deviation : **0.894**	Standard Error : **0.365**

Appendix 2: Training & Development Manager Knowledge,

Skills, and Abilities

Training and Development Manager

<u>**Knowledge**</u>

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 writ ten, 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).

Cat gory 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
O	O	O	O

• 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
O	O	O	O	O

• 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
O	O	O	O	O

• 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

<u>Please answer the following questions about classroom materials and university resources:</u>

Question 9

Did you utilize resources outside the classroom <u>for this course</u> (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
O	O	O

• 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.

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+----------------------------------------------------------+
|                                                          |
|                                                          |
|                                                          |
|                                                          |
|                                                          |
|                                                          |
|                                                          |
+----------------------------------------------------------+
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• Question is referenced by branched logic

Question 16

<u>Please answer the following questions about the instructor:</u>

Question 17

I sought the instructor out for assistance (Examples: after class, office hours, email, phone, etc.)

(2) Yes	(1) No
O	O

• Question has branched logic • Reversed Options • Do Not Calculate Mean/Std.

Question 18

When I had questions or needed assistance, my instructor was <u>available</u>.

(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

<u>Please answer the following open response questions:</u>

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 <u>instructor</u>?

* Team Taught Question

Appendix 4: Faculty Curriculum Vita

Jeff Aulgur, Ed.D.
Curriculum Vitae

1245 Crabapple Drive
Conway, AR 72032
Mobile: 479.890.1059

Department of Professional Studies
Arkansas Tech University
Administration 207
Russellville, AR 72801
Office: 479.964.3637
Email: jaulgur@atu.edu

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

2021   M.S. Applied Sociology
Arkansas Tech University

2008   M.S. Emergency Management and Homeland Security
Arkansas Tech University

Thesis Title: Validity-testing and efficacy of pandemic (Avian flu) emergency preparedness and response at universities in the United States.

1991   M.A. History
University of Arkansas

Thesis Title: Depression-era minor league baseball: The Arkansas State League, 1934-1935.

2022   Graduate Certificate in Lean Six Sigma (Summer 2022)
University of Arkansas

2021   Graduate Certificate in Project Management
University of Arkansas

1986   B.A. History
Hendrix College

PROFESSIONAL APPOINTMENTS

2017 - 2022   **Department Head and Associate Professor of Professional Studies**
Arkansas Tech University
Russellville, Arkansas

2021 - 2022   **Interim Director, University Honors**
Arkansas Tech University
Russellville, Arkansas

2020 - 2021   **Interim Associate Vice President for Academic Affairs**
Arkansas Tech University
Russellville, Arkansas

2018 - 2021   **Interim Dean, College of eTech**
Arkansas Tech University
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

1994 – 2007   **Vice President, Development and Communications**
Friendship Community Care, Inc.
Russellville, Arkansas

1992 – 1994   **Coordinator, Community Services**
Rainbow of Challenges
Hope, Arkansas

1991 – 1992   **Assistant Director, Residential Services**
The Elizabeth Richardson Center
Fayetteville, Arkansas

1989 – 2015   **Command Sergeant Major (Ret.)**
United States Army Reserve

SCHOLARSHIP

Publications

Aulgur, J. (2021). Undue influence and governance accountability in higher education presidential searches. *Journal of Nonprofit Education and Leadership, 11*(2). doi: 10.18666/JNEL-2021-10684.

Aulgur, J. (2020). Enhancing pedagogy in the virtual classroom: An exploration of qualitative student assessment. Proceedings of the *2020 Adult Higher Education Alliance 44th Annual Conference*, March 5-6, 2020, Orlando, FL, pp. 6-10 https://files.eric.ed.gov/fulltext/ED606375.pdf

Bernstein, R., Aulgur, J., & Freiwirth, J. (2019). Case studies: Racial equality, diversity, and inclusion in nonprofit governance. *Journal of Nonprofit Education and Leadership*, *9*(4), 378-418.

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). The structure of nonprofit organizations. *Global Encyclopedia of Public Administration and Public Policy*, Prysmakova, P., Vienne, D., & Farazmand, A. (Eds.). New York, NY: Springer Publishing. https://doi.org/10.1007/978-3-319-31816-5_2139_1

Aulgur, J. (2016). Governance and board member identity in an emerging nonprofit organization. *Administrative Issues Journal*, *6*(1), 6-21. https://dc.swosu.edu/cgi/viewcontent.cgi?article=1239&context=aij

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. https://files.eric.ed.gov/fulltext/ED569961.pdf

Published Conference Proceedings (Non-peer reviewed)

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. Proceedings of the *5th[h] Annual Administrative Issues Conference*, October 22-23, 2015, Weatherford, OK. https://dc.swosu.edu/cgi/viewcontent.cgi?article=1230&context=aij

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. https://dc.swosu.edu/cgi/viewcontent.cgi?article=1192&context=aij

Boyer Model of Scholarship

Scholarship of Teaching and Learning

Aulgur, J. (2021, April 23). *Program review narrative report: B.S. in Leadership and Organizational Administration*. Department of Leadership and Organizational Administration. Austin Peay State University.

Aulgur, J. (2020). *Exploring critical perspectives of nonprofit governance through a Freirian virtual dialogue* [Webinar]. Governance Section, Association for Research on Nonprofit Organizations and Voluntary Associations (ARNOVA). https://www.youtube.com/watch?v=BcVje59TJKI&feature=emb_logo or https://www.arnova.org/page/governancewebinarseries20

Aulgur, J. (2020). *Leadership and decision fatigue: 35,000 choices*. [Webinar]. Arkansas Tech University Center for Excellence in Teaching and Learning. Summer 2020 Professional Development Series. https://video.atu.edu/media/Leadership+and+Decision+Fatigue+Short+Course/1_y7z5fiov

Presentations

Professional Conferences *(National)*

Aulgur, J. (Accepted). If I had the world to give: The Rex Foundation, 2001-2020. The Grateful Dead Special Topic 2022 Area of the 2022 *Popular Culture Association Conference*, April 14-17, 2022. Virtual.

Davis, A. & Aulgur, J. (Accepted). Data analysis and discussion of transferring and returning Student success in adult learner oriented undergraduate programs. *Adult Higher Education Alliance Annual Conference,* March 10-11, 2022. Virtual.

Aulgur, J. (2021). Civil society and the Northern Triangle of Central America: Is there a risk of replicating Haiti's "Republic of NGOs?" Global Issues and Transnational Actors Colloquium: National/Transnational Tensions: Lessons from the COVID 19 Pandemic. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA).* November 17-20, 2021. Atlanta, GA.

Aulgur, J. (2021). Ethical dilemmas in nonprofit governance: Making senses of the National Rifle Association. VRADS 2021 Dark Side Colloquium: Misconduct or Harm By Nonprofits as Deviant Nonprofit Groups: Theories of 'Method in their Madness'?. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA).* November 17-20, 2021. Atlanta, GA.

Horn, S., & Aulgur, J. (2021). The power of connection: Using data science to enable holistic student support for under-resourced populations. *American Association of State Colleges and Universities (AASCU) Summer Meeting*: *The Post-2020 Regional Public University*. July 21-23, 2021. Virtual.

Aulgur, J. (2021). The reluctant emperor: The Grateful Dead and adaptive leadership 1972-1974. *Popular Culture Association 2021 National Conference.* June 2-5, 2021. Virtual.

Aulgur, J. (2021). Transforming the asynchronous course through deep learning. *Adult Higher Education Alliance (AHEA) Annual Conference*. March 11-12, 2021. Virtual.

Aulgur, J., Gunter, M., Phillips, C., & Schwehm, J. (2021). Building leadership capacity within a university setting for faculty and staff. *Adult Higher Education Alliance (AHEA) Annual Conference*. March 11-12, 2021. Virtual

Aulgur, J. (2020). Contemporary ethical issues in nonprofit governance (Governance Section colloquy case study presentation). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARVNOVA).* November 12-14, 2020. Virtual.

Aulgur, J., & Sheach, C. (2020). The Northern Triangle of Central America: Implications of the COVID-19 pandemic on transnational and domestic administration of NGOs. Lightning Research Panel: COVID-19 and transnational actors: Concepts, methodology, and policy implications. *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA).* November 12-14, 2020. Virtual.

Aulgur, J (2020). Non-quantitative grading: A journey in qualitative assessment and student self-assessment. (Presentation). *2020 Adult Higher Education Alliance Annual Conference.* March 5-6, 2020. Orlando, FL.

Aulgur, J. (2019). Exploring critical perspectives of nonprofit governance through a Freirian virtual dialogue. Critical Perspectives in Nonprofit Management Education (Paper). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.

Aulgur, J. (2019). Drawing on research and practice to transform an organization. Lightning Research Roundtable (Panel). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.

Aulgur, J. (2019). Governance Section Colloquy: The Governance of University and Community Engagement (Panel). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, November 21-23, 2019, San Diego, CA.

Aulgur, J., Hackerott, C., & Chen, X. (2019). Nonprofit preparedness in the New Madrid Seismic Zone: Addressing the four dimensions of community resilience. (Paper). 77th *Annual Midwest Political Science Association Conference,* April 4-7, 2019, Chicago, IL

Aulgur, J. & Saxton, J. (2019). Self-theory and the adult online learner: The role of intelligence mindset in higher education persistence and success. (Presentation). *2019 Adult Higher Education Alliance (AHEA) Conference,* March 7-8, 2019, Orlando, FL.

Aulgur, J. (2018). Applying Structural Ritualization Theory to nonprofit governance: A literary ethnography. (Paper). *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. (Presentation). *2018 Adult Higher Education Alliance (AHEA) Conference,* March 9-10, 2018, Orlando, FL.

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.

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. (Presentation). *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. (Paper). *Association for Research on Nonprofit Organizations and Voluntary Action Annual Conference (ARNOVA)*, Grand Rapids, MI, November 15-18, 2017.

Aulgur, J., & Housenick, C. (2017). Charitable solicitation and the First Amendment: Fundraising overhead and organizational impact in the Third Sector. (Presentation). *75th Annual Midwest Political Science Association Conference,* April 5-9, 2017, Chicago, IL.

Aulgur, J. (2017). Teaching: The online classroom. (Roundtable presentation). *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) *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). 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). *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). *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. (Paper). *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. (Presentation). *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. (Paper). *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. (Presentation). *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). *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). *2013 CAEL 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). *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). *2012 CAEL International Conference*, November 7-9, Washington, D.C.

Professional Conferences *(Regional)*

Aulgur, J. (2015). Performance theory and nonprofit organizational effectiveness. (Presentation). *5th Annual Administrative Issues Conference*, October 22-23, 2015, Weatherford, OK.

Aulgur, J. (2012). The Balanced Scorecard and improvement performance in nonprofit organizations. (Presentation). *2nd Annual Administrative Issues Conference*, October 4-5, 2012, Norman, OK.

University, Workshop, Public School, and Civic Organization Presentations

Aulgur, J. (2021, January 5). Grading tips, traps, and techniques. Professional development Provided to the faculty of Arkansas Tech University-Ozark Campus.

Aulgur, J. (2020). Leadership and decision fatigue: 35,000 choices [Webinar]. Arkansas Tech University Summer 2020 Professional Development Series.

Kraft, G., Aulgur, J., Rank, B., Thibodeaux, J., Van Houtte, P., West. S. (2019). Not the best College teachers…yet. Voices from the Class. Center for Excellence in Teaching and Learning Tech Talks, Arkansas Tech University.

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.

Aulgur, J. (2011). How to engage local employers in a non-credit training program. Arkansas Association of Community Service & Continuing Education Fall Conference, Stuttgart, Arkansas.

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)

Course Development

EMHS 5993 Special Topic: International Nonprofit Relief – The Haiti Experience (Spring 2019)

PS 4993/EAM 4993: International Nonprofit Relief (Spring 2019)

OL 4143 Nonprofit Governance (eTech Certified)

PS 4243 Planning for Adult Learners (eTech Certified)

OL 4443 Professional Leadership (eTech Certified)

PS 4993 ST: Fundraising for Nonprofits

BAS 4363 Project Risk Analysis and Mitigation

BAS 4253 Quality Control and Continuous Improvement

BAS 4353 Project Management

BAS 4353 Workplace Health and Safety

BAS 4751 Career Planning and Personal Development

SOC 1003 Introduction to Sociology

INSTRUCTIONAL EXPERIENCE

2017 - **Associate Professor, Professional Studies**
Arkansas Tech University

2011- 2017 **Assistant Professor, Professional Studies**
Arkansas Tech University

2007 – 2011 **Professional Development Instructor**
Arkansas Tech University

1999 – 2012 **Instructor and Instructional Designer**
United States Army Reserve

2009 – 2010 **Adjunct Instructor, Emergency Administration and Management**
Arkansas Tech University

2002 – 2003 **Adjunct Instructor, History**
University of Arkansas Community College – Morrilton

1989 – 1991 **Teaching Assistant, History**
University of Arkansas

Courses Instructed

BAS 4253   Quality Control and Continuous Improvement
BAS 4353   Project Management
BAS 4363   Project Risk Analysis and Mitigation
BAS 4553   Workplace Health and Safety
BAS 4751   Career Planning and Personal Development

ECE 2991-9	Practicum in Early Childhood Education
EAM 2033	Citizen, Family and Community Disaster Preparedness Education
EAM 4993	ST: International Nonprofit Relief
EMHS 5993	ST: International Nonprofit Relief - The Haiti Experience
EMHS 6033	Leadership and Management
HONR 1003	Freshman Honors Seminar
HONR 4093	Senior Honors Project
OL 3143	Applied Professional Research
OL 4143	Nonprofit Governance
OL 4343	Community Development
OL 4443	Professional Leadership
PS 3003	Project Design
PS 3023	Professional Communication
PS 3133	Applied Principles of Personnel Management
PS 4003	Capstone Project
PS 4243	Planning for Adult Learners
PS 4951-4	Undergraduate Research: Career-Based and Professional Development
PS 4991	ST: The American Nonprofit and COVID-19
PS 4991	ST: Faith-Based Organizations and COVID-19
PS 4991	ST: The Grateful Dead and Leadership
PS 4993	ST: Fundraising for Nonprofits
PS 4993	ST: BAS Capstone Project

Awards and Honors

2021	Arkansas Tech University Service Excellence Award
2016	Arkansas Tech University Leadership Tech Initial Cohort
2016	Adult Higher Education Alliance Larry Murphy Scholarship
2015	Rotary International Vocational Service Leadership Award
2006	United States Army Training and Doctrine Command United States Army Reserve Instructor of the Year (National)

SERVICE

Service to the University

Quality Matters Coordinator, 2021 - 2022
Academic Contingency Planning Group, 2020 - 2021 (Chair)
Online Quality Working Group, 2020 – 2021 (Chair)
Program Performance Metrics (PPM) Working Group, 2020)

Center for Undergraduate Research Steering Committee, 2019- 2020
Online Learning Advisory Board, 2016 - 2021 (Chair, 2018 - 2021)
Professional Studies Advisory Board, 2017 – 2019 (Chair, 2017 – 2019)
Leadership Tech Governing Council, 2018 – 2022
Leadership Tech Cohort III Lead Facilitator, 2018 - 2019
Budget Advisory Committee, 2018 – 2021
Arkansas Governor's School Planning Committee, 2018 – 2020
Arkansas Tech University-Ozark Logistics Management Advisory Board, 2019 - 2021
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
Green Zone Advocate Training Ad Hoc Working Group, 2017
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
Department of Emergency Administration and Management Peer Review Committee, 2015-2017
Service Members and Veterans of America (SMVA) Advisory Board, 2015-2017
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-
Student Veterans of America, Founding Advisor, 2013-2014
Higher Learning Commission Self-Study Criterion Five Subcommittee, 2007-2008
Green and Gold Club Member, 2007-2016
Miss Tech Contestant Mock Interview Team, 2014; 2016-2017

University Search Committee Service

Visiting Assistant Professor, Emergency Administration and Management, 2020
Department Head, Accounting, Finance, and Economics, 2019
Director, Undergraduate Research, 2019
Assistant Professor, Department of Behavioral Sciences, 2018
Visiting Assistant Professor, History & Political Science, 2016
Assistant Professor, Emergency and Administration Management, 2015
Department Head, Center for Leadership and Learning Department Head, 2014
Department Head, Behavioral Sciences Department Head, 2014
ASBTC Director, 2010
ASBTC Training Coordinator, 2010
Veterans Services Coordinator, 2010

Service to the College of eTech

Associate of Science in Early Childhood Education Self-Study Author, 2014-2015
Supernumerary Committee Election and Appointment Coordination, 2012-2015
Director, Professional Development Institute Search Committee, 2011
Instructor of Professional Studies Search Committee, 2011

Service to the Department of Professional Studies

Academic Advisor Search Committee, Chair, 2021
Administrative Assistant III Search Committee, Chair, 2021
Assistant Professor of Professional Studies and Applied Science Search Committee, Chair, 2018
Academic Advisor Search Committee, Chair, 2015
Assistant Professor of Professional Studies Search Committee, Chair, 2014
Assistant Professor of Professional Studies Search Committee, Chair, 2012

Service to the Profession

Chair-Elect, VRADS (Values, Religion, Altruism, & Drawbacks) Section. *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 2021-2022.

CVENT Coordinator, Annual Conference, *Adult Higher Education Alliance*, 2021 – 2022.

Chair, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA),* 2020-2021.

Reviewer, *Nonprofit and Voluntary Sector Quarterly*, 2020

President, Board of Directors, *Adult Higher Education Alliance*, 2019-2020

Chair-Elect, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA), 201-2020.*

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, Governance Section Post-Conference Symposium.

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference.* Spontaneous, Episodic, and Informal Volunteering.

Chair, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference*. Public Sector and Nonprofit Tensions: Independence or Collaboration?

Discussant, 2019, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) 2019 Annual Conference.* Emerging Scholars Research Roundtable 6: New Perspectives on Management.

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 87 Caucus for LGBTQ Political Science

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 23-200 Junior Scholars Symposium: Foreign Relations, Foreign Policy, and Conflict

Discussant, 2019, *Midwest Political Science Association Annual Conference*, Section 11 Violence and Crime in Latin America.

Board of Directors and Treasurer, *Adult Higher Education Alliance*, 2016-2019

Secretary, Governance Section, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA)*, 2018–2019

Chair, 2018, *Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA) Annual Conference*, Governance Section Post-Conference Symposium.

Discussant, 2018, *Association for Research on Nonprofit Organizations and Voluntary Action (ANROVA) Annual Conference*, Section 72: Emerging Scholars Roundtable: Education and Healthcare

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

Reviewer, *Adult Higher Education Alliance 2016 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)

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)

Service to the Nation

United States Army Reserve, 1989-2015
Legion of Merit recipient

Command Sergeant Major Jeffrey J. Aulgur enlisted in the Army in 1989 and attended One
Station Unit Training as a 12B (Combat Engineer) at Fort Leonard Wood, Missouri.

Command Sergeant Major Aulgur's military education included:

Primary Leadership Development Course
Basic Noncommissioned Officer's Course
Total Army Instructor Course
Small Group Instructor Course
Advanced Noncommissioned Officer's Course
Systems Approach to Training Course
Commanders Safety Course
Supervisor Development Course
Total Army School System Leader's Course
Company/Detachment Pre Command Course
First Sergeants Course
Brigade Pre Command Course
Brigade Command Sergeant Major Development Course
Command Sergeant Major Force Management Course
United States Army Command Sergeants Major Academy

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.

Service to the Community

Charter Board of Directors and Secretary, Guatemala Episcopal Medical Mission (GEMM), 2019 –
Board of Directors, North Hills Homeowners' Association, 2019 - 2022
Vestry, St. Peter's Episcopal Church, 2019 – 2022 (Senior Warden, 2020)
Board of Directors, House of Blessings, Eureka Springs, AR, 2016 - 2017
Vestry, All Saints' Episcopal Church, 2016 - 2018
Board of Directors, Rotary Club of Russellville, 2009 - 2016
Board of Directors, River Valley United Way, 2010-2014
Board of Directors, Russellville Chamber of Commerce, 2011-2013
Board of Directors, Arkansas Nonprofit Association, 2009-2011
Board of Directors, Pope County Community Foundation, 2002-2011
Board of Directors, Arkansas River Valley Arts Center, 1997-2003
Board of Directors, Crow Mountain Volunteer Fire Department, 1999-2003
Justice of the Peace, Pope County Quorum Court, 2001-2003

Professional Memberships

Adult Higher Education Alliance (AHEA)
Association for Research in Nonprofits and Voluntary Action (ARNOVA)
Grateful Dead Studies Association (Charter Member)
International Society for Third Sector Research (ISTR)
Popular Culture Association (PCA)

Professional Development

Quality Matters (QM) Master Reviewer Course (2019)
Quality Matters (QM) Peer Reviewer Course (2018)
Quality Matters (QM) Rubric Course (2018)

Quality Matters Peer Review Experience

> Review Chair (2020) SOC 247 Marriage and Family (Northwest Shoals Community College)

> Review Chair (2020) ENGL 2020 Survey of American Literature (Charleston Southern University)

> Review Chair (2019) EDU 6630 Reading and Writing Methods for ELL (Austin Peay State University)

> Review Chair (2019) ELP 344 School and Society (North Carolina State University at Raleigh)

> External Reviewer (2019) CRIJ 1310 Fundamentals of Criminal Law (Laredo College)

External Reviewer (2018) CRIJ 2323 Correctional Systems and Practices (Laredo College)

External Reviewer (2018) SOC 200   Introduction to Sociology (Northwest Shoals Community College)

CURRICULUM VITAE
TENNILLE J. LASKER-SCOTT

Associate Professor
Arkansas Tech University
Department of Professional Studies
Tomlinson Hall, Rm. 11
Russellville, AR 72801
Phone: (479) 356-6247   Email: tlaskerscott@atu.edu

EDUCATION

Doctor of Philosophy, Adult Education: Learning, Leadership, and Organizational Development– 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, Underrepresented Populations in Education

Graduate Teaching Certificate, 2013
The University of Georgia – Athens, Georgia
>Interdisciplinary Qualitative Research and Evaluation Methodologies

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

Associate Professor of Organizational Leadership (Tenure Track), (Aug. 2015 – present)
Assistant Professor (2015-2021)
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 (now- Office of Accreditation and Institutional Effectiveness), 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, **Teaching Assistant**), 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, **Teaching Assistant**), 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:
    - <u>Jail Diversion</u>: Developed to better prepare and assist Magistrate Judges in dealing with cases where defendants suffered from mental illness and drug addiction; recidivism.
    - <u>Elder Abuse</u>: Prepared for state judges and lawyers to define elder abuse, gain insight into victim and perpetrator behaviors and identify common causes of elder abuse.
    - <u>Domestic Violence</u>: 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.
    - <u>Accountability Courts & Collaborative Justice</u>: 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

Adult Education Program, Department of Counseling, Adult, and Rehabilitation Education, University of Arkansas at Little Rock, 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
   Associate Professor – Department of Professional Studies

   Bachelor of Professional Studies/Organizational Leadership
   OL 3013 – Foundations of Organizational Leadership
   OL 3023 – Professional Communications
   OL 3133 – Applied Principles of Personnel Management
   OL 3143 – Applied Professional Research
   OL 4143 – Nonprofit Governance
   OL 4243 – Adult Learning in Organizations
   OL 4443 – Professional Leadership
   OL 4643 – Occupational Globalization and Diversity
   OL 4743 – Organizational Change
   OL 4943 – Applied Leadership Project
   OL 4943 – Organizational Leadership Capstone
   PS 4951-4954 – Undergraduate Research: Career Based Issues

   Master of Science in Student Affairs Administration (M.S.)
   CSP 6213 – Diversity and Inclusion in Student Affairs

   Doctor of Education in School Leadership (Ed.D.)
   EDLD 8043 – Cultural Influences

University of Houston-Victoria
   Adjunct Professor – School of Education, Health Professions, and Human Development

   Masters in Adult Education Program
   AHED 6338 – Qualitative Research in Adult and Higher Education

 University of Georgia
   Graduate Teaching Assistant – The Institute of Women's Studies and Department of Lifelong Education, Administration, and Policy

   WMST 6XXX - MissEducation: Women in the Media
   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

DISSERTATION COMMITTEE

Bryant, R. D. (2019). The perceptions of African American female high-needs students regarding the impact of the disciplinary system in low-performing schools in Arkansas. Retrieved from https://orc.library.atu.edu/etds_2019/19/

2020:
      Poole, Brenda
      Scott, Tyler
2021:
      Hensley, Michael
      Tice, Tricia
      Thompson, Kenisha (University of the Virgin Islands)

SERVICE

University

2021-2022
- Curriculum Committee
- Faculty Welfare Committee
- Shared Governance Committee
- General Education Committee
  - Subcommittee Chair – Faculty Outreach on Diversity in Gen. Ed.
- Graduate Council
- Institutional Review Board: Co-Chair

2020-2021
- Faculty Welfare Committee
- Shared Governance Committee
- General Education Committee
  - Subcommittee Chair – Faculty Outreach on Diversity in Gen. Ed.
- Graduate Council
- Institutional Review Board: Co-Chair

2019-2020
- Curriculum Committee
- Faculty Welfare Committee
- Shared Governance Committee
- Institutional Review Board
- Search Committee –
  - Program Coordinator for Department of Diversity & Inclusion
- Strategic Planning: Diversity Committee
- Student Learning Assessment Committee
- Program Coordinator, ATU Early Arrival Program (7-Day TRIO)

2018-2019
- Curriculum Committee
- Faculty Salary and Benefits

- Faculty Welfare Committee
- Institutional Review Board
- Professional Development Grant Committee
- Student Learning Assessment Committee
- Search Committee –
    - Dean of Graduate School
- Creator & Program Coordinator, ATU Early Arrival Program (3-Day TRIO)

2017-2018
- Academic Appeals Committee
- Curriculum Committee
- Faculty Welfare Committee
- Faculty Salary and Benefits
- Search Committees –
    - Assistant Dean for Department of Diversity & Inclusion
    - Assistant Professor of Bachelor of Applied Science
    - Department Head for College of Music
- 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
- Steering Committee, Arkansas Summit on African American Males, 2018-Present
- Steering Committee, Colorful Women Summit: Female Leadership Summit, 2018-Present
- Secretary, Adult Higher Education Alliance (AHEA), 2013-Present
- Editorial Board, Adult Learning Journal, 2016-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)

EDITORIAL BOARD

- Critical Studies in Education for *The Professional Educator*, 2020-Present
- Adult Learning 2015-Present

REVIEWER

- Adult Learning (Journal), 2017- Present
- American Educational Research Association (AERA), 2016-Present (Critical Studies in Race and Gender; Qualitative Research Methods)
- Adult Higher Education Alliance (AHEA) Conference Proposal and Proceedings, 2014-Present
- American Adult and Continuing Education (AAACE) Conference Proposals, 2015-Present

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 Review – Peer Reviewed

Lasker-Scott, T., Gilbert, C., & Goings, R. B. (2019). Teaching race: how to help students unmask and challenge racism, by S. D. Brookfield & Associates. *Adult Learning, 30*(3), 138.

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. & Pruitt, B. (2021). What's Done in the Dark: The Cost of Mentoring while Black. *The 45th Adult Higher Education Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T. (2020). For the culture: Why minority faculty & staff organizations are necessary. *The 69th American Association for Adult and Continuing Education (Virtual).*

Lasker-Scott, T. (2020). White spaces: In the shadows of the Ivory Tower. *The 44th Adult Higher Eduation Alliance Conference*, The University of Central Florida, Orlando, FL.

Lasker-Scott, T., Ferguson, F. & Williams, A. (2019). College and Community Connections. *National Association of African American Studies*, Dallas, TX.

Lasker-Scott, T., & Schwehm, J. (2018). White or wrong: Teaching diversity in the online environment. *The 67th American Association for Adult and Continuing Education*, Myrtle Beach, South Carolina**.**

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 Presentations (University)

Lasker-Scott, T. (2019; 2021). *So, You Want To Be A Dr.? What It Takes To Be A Black Graduate Student.* November 2019. Arkansas Tech University, Russellville, AR.

Lasker-Scott, T. (2019, 2021). *Social Justice in the Age of Social Media.* October 2019. Arkansas Tech University, Russellville, AR.

Lasker-Scott, T. (2019). *Cultural competency: More than lip-service.* November 2019. Arkansas Association of Collegiate Registrars and Admissions Officers Fall Conference. Hot Springs, AR.

Lasker-Scott, T. (2019). *Mo' Money, Mo' Problem: Financial Literacy for Black Students.* October 2019. Arkansas Tech University, Russellville, AR.

Lasker-Scott, T. (2018). *Feminism vs. Womanism.* Women's Month Lecture. March 2018. 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

Arkansas Tech University

Graduate Student Council: Doctoral Discussion Panel (2019)
Minorities in the Professional World, Department of Diversity & Inclusion, Panelist (2018)

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 – 2018

Adult Education Research Conference, Victoria BC, Canada

"Black Women in the Academy," Panelist

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

Fellowships

• Southern Regional Education Board Fellowship, 2010-2014 ($60,000)

- Texas State University-San Marcos Predoctoral Summer Fellowship, 2013 ($7,000)

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)

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 - University of Arkansas at Little Rock, 2004-2006
- Chancellor's List - University of Arkansas at Little Rock, 2007-2009

ACADEMIC AND COMMUNITY SERVICE

- Volunteer Mentor, Young Empowered Sisters (Y.E.S), 2016-Present
- 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, Equity, and Inclusion 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 and Inclusion in Adult, Workforce and Continuing Education; Organizational Development
- Faculty-to-Student and Faculty-to-Faculty: cross-cultural mentorship in higher education

Jeremy Schwehm, Ph.D.
Curriculum Vitae – Abbreviated
479-356-2095 - Email: jschwehm@atu.edu

EDUCATION

Doctor of Philosophy, Adult Education: Learning, Leadership, and Organizational Development – 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
Northwestern State University – Natchitoches, Louisiana
> **Emphasis**: Educational Technology, Training and Organizational Development

Bachelor of Arts, Psychology– 2000
Louisiana State University – Baton Rouge, Louisiana

PROFESSIONAL TEACHING EXPERIENCE
ASSOCIATE PROFESSOR – PROFESSIONAL STUDIES
University College, 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**

ARKANSAS TECH UNIVERSITY
Assistant/Associate Professor – College of Professional Studies
LEAD 1003 – Introduction to Leadership
LEAD 2003 – Leadership Ethics
LEAD 3003 – Leadership Skills Development & Group Dynamics
OL 3013 – Foundations of Organizational Leadership
OL 3143 – Applied Professional Research
OL 4043 – Ethical Leadership
OL 4143 – Nonprofit Governance
OL 4343 – Community Development
OL 4443 – Professional Leadership
OL 4843 – Training and Organizational Development
OL 4943 – Applied Leadership Project

UNIVERSITY OF GEORGIA
Graduate Teaching Assistant – Department of Lifelong Education, Administration, and Policy
EADU 8620 – Administration of Adult and Higher Education
EADU 8020 – Adult Education in the Social Context

EADU 9630 – Critique of the Literature in Adult Education
EADU 9030 – Program Planning Theory and Research

Teaching Recognition & Awards

ATU Professor of the Year (2020) – finalist
Online Innovation Award (2020) – winner

SCHOLARSHIP

Publications

Douglas, M. & Schwehm, J. (2021). Transformative learning: Joining and
    leaving a cult. Proceedings of the *Adult Higher Education Alliance
    Conference 2021*. Retrieved from:
    https://files.eric.ed.gov/fulltext/ED615223.pdf
Couture, R., Schwehm, J., & Couture, V. (2019). FERPA fear or FERPA flex:
    Student affairs practitioners' understanding of federal privacy laws
    on campus. Journal of Student Affairs, 28, 39-50.
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 2017. Retrieved from:
    https://files.eric.ed.gov/fulltext/ED576985.pdf
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-
    learning. *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 we 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-for-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)

Aulgur, J.A., Schwehm, J.S., Gunter, M., Phillips, C. (2021). *Building leadership capacity in a university setting for faculty and staff.* Presentation at the 45th Annual Adult Higher Education Alliance International Conference, March 11 - 12 Orlando, FL.

Douglas, M. & Schwehm, J.S. (2021). *Transformative learning: Leaving a cult.* Presentation at the 45th Annual Adult Higher Education Alliance International Conference, March 11 - 12 Orlando, FL.

Schwehm, J.S. (2020). *Learning and Leadership Development through Loss.* Paper presented at the 69th Annual America Association for Adult and Continuing Education Conference, October 27 – 30, Virtual.

Schwehm, J.S. (2020). *Learning and Leading through Loss.* Paper presented at the 44th Annual Adult Higher Education Alliance International Conference, March 5 – 6, Orlando, FL.

Schwehm, J.S. & Saxton, J. (2019). Adult students need mentors too: Bringing the faculty mentor experience to adult students in online programs. Accepted for presentation at the Association for Non-Traditional Students in Higher Education (ANTSHE) 2019 National Conference, April 4-6, 2019, Orlando, FL.

Schwehm, J.S. (2019). *Working class: How adult students create connections in the online classroom.* Paper presented at the 43rd Annual Adult Higher Education Alliance International Conference, March 7 – 8, Orlando, FL.

Lasker-Scott, T. & Schwehm, J.S. (2018). *White or wrong: Teaching diversity in the online environment.* Paper presented at the 67th Annual American Association for Adult and Continuing Education Conference, Myrtle Beach, SC.

Saxton, J.S. & Schwehm, J.S. (2018). *Fostering connection for adult Learners in Online Programs: A faculty mentor approach.* Paper presented at the 67th Annual American Association for Adult and Continuing Education Conference, Myrtle Beach, SC.

Lasker-Scott, T. & Schwehm, J.S. (2018). *Hostile: The impact of race and gender on collegiality in higher education.* Paper presented at the 42nd Annual Adult Higher Education Alliance International Conference, March 8 – 9, Orlando, FL.

Schwehm, J.S. & Saxton, J. (2018). *What about us?: The quality of life of adult educators.* Paper presented at the 42nd Annual Adult Higher Education Alliance International Conference, March 8 – 9, Orlando, FL.

Lasker-Scott, T. & Schwehm, J.S. (2017). *Faculty of color in the online environment.* Paper presented at the 66th Annual American Association for Adult and Continuing Education Conference, Memphis, TN.

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 65h 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.

UNIVERSITY SERVICE
2020-2021
  Athletics Committee
  CETL Advisory Board
  Community Engagement and Academic Outreach Advisory Board

Curriculum Committee
Faculty Welfare Committee
Faculty Senate
- o Faculty Senate Executive Committee
- o Promotion & Tenure Guidelines Review Subcommittee (chair)
- o Faculty Satisfaction Survey Subcommittee (chair)
- o Ad Hoc Committee – Budget Restructure
Honors Council
Professional Development Committee
Professional Studies Departmental Promotion and Tenure Committee (chair)
University Promotion and Tenure Committee (chair)
University Restructure Committee
Academic Affairs Restructure Committee

2019-2020
General Education Committee
- o Subcommittee to Research Student Knowledge Regarding General Education
Faculty Welfare Committee
Faculty Senate (Secretary)
- o Faculty Senate Executive Committee
- o Promotion & Tenure Guidelines Review Subcommittee (chair)
- o Faculty Satisfaction Survey Subcommittee (chair)
- o Non-Tenured Faculty Excellence Awards Subcommittee (chair)
- o Graduate Council Chair Review Subcommittee (chair)
University Promotion and Tenure Committee
Community Engagement and Academic Outreach Advisory Board
College of Business Accounting Professor Search Committee
Ed.D. Dissertation Committee
Professional Studies Departmental Promotion and Tenure Committee (chair)

2018-2019
General Education Committee
Curriculum Committee (Secretary)
Faculty Senate
- o Non-Tenured Faculty Excellence Awards Committee
Adjunct Support Committee
Service Excellence Committee
University Promotion and Tenure Committee
HLC Committee – Criterion 3
Community Engagement and Academic Outreach Advisory Board
Graduate Dean Search Committee
Bachelor of Applied Science Assistant Professor Search Committee (Chair)
Ed.D. Dissertation Committee
Professional Studies Departmental Promotion and Tenure Committee (Chair)

2017-2018
General Education Committee

Curriculum Committee
Faculty Senate
- o Faculty Senate Executive Committee
Service Excellence Committee
Tenure and Promotion Review Committee
University Promotion and Tenure Committee
HLC Committee – Criterion 3
Community Engagement and Academic Outreach Advisory Board
Graduate Dean Search Committee
Bachelor of Applied Science Assistant Professor Search Committee
Ed.D. Dissertation Committee

2016-2017
General Education Committee (Chair)
Curriculum Committee
Faculty Senate
- o Faculty Senate Executive Committee
- o Faculty Senate Promotion & Tenure Review Subcommittee
Assessment Committee
Service Excellence Committee
Tenure and Promotion Review Committee
Service-Learning Symposium Planning Committee

2015-2016
Academic Appeals
General Education Committee
Curriculum Committee
Tenure and Promotion Review Committee

2014-2015
Curriculum Committee
General Education Committee
Academic Appeals
Department of Professional Studies Faculty Search Committee

2013-2014
Academic Appeals Committee
Curriculum Committee

2012-2013
- Academic Appeals Committee

STUDENT RETENTION
Bridge to Excellence Mentor; Presenter: On Track – Leader Identified; Presenter: Beyond the Classroom

Faculty Advisor: *Adult and Online Student Organization*

SUSAN J. UNDERWOOD

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Arkansas Tech University
Russellville, AR 72801
(479) 356-2156

Educational Preparation

5/90	**Ph.D. in Higher Education Administration, New Mexico State University.**
Minor: Counseling Psychology

8/82	**M.A.Ed. in College Student Personnel Administration,**
Western Kentucky University.

5/80	**B.S. in Health Care Administration, Western Kentucky University.**

Career Highlights

- Employed by 6 universities for a total of approximately 40 years in progressively challenging positions.
- Experience as tenured/tenure-track faculty member and working in Residence Life, Office of the Registrar, Academic Administration, Business and Finance, Career Counseling, Multicultural and International Student Services, Student Services Assessment, and Retention.
- As Program Director, oversaw the implementation of new master's program in College Student Personnel which grew to largest graduate program (180+ students) on campus in seven years.
- As Visiting Assistant Professor, proposed, gained university approval to teach, developed the course materials, and supervised the teaching of the first college success course on campus.
- As Assistant Professor of Higher Education Administration, developed, gained university approval to teach, and taught 3 new courses for a Ph.D. program in Higher Education Administration.
- Demonstrated successful instructional and presentation methods used in a variety of credit and non-credit settings.
- Developed and led Total Quality Management initiatives for a Division of Business and Finance employing over 700 staff.
- Using Southern Association of Colleges and Schools (SACS) accreditation guidelines, conducted an extensive program review and developed a model for improvement for a Technical College Continuing Education program.
- Led a team in the development and implementation of an integrated promotional and staff development program for over 300 facilities employees.
- Worked with university business service operations to assess and enhance student satisfaction.
- Developed career services materials to include 5 off-the-shelf career service workshops, 10 sample resumes, and a host of other career development self-help materials.
- Maintained Indiana University's extensive student database containing over 30,000 active records.
- Developed and administered a recruiting and retention program for a College of over 800 students.
- Extensive experience providing, coordinating, and administering pre-admission, academic, career, and placement advising for a variety of students.

Professional Experience

8-15 Present &	**Professor, Student Affairs Administration (SAA),** **College of Education, Arkansas Tech University, Russellville, AR.**
7/12 to 7-15	**Associate Professor, College Student Personnel (CSP),** **College of Education, Arkansas Tech University, Russellville, AR.**

- Teach full load of graduate level, web and face-to-face, SAA courses to include SAA 6073 Counseling Theories and Helping Skills, SAA 6033 Student Development Theory, SAA 6143 Administration in Student Affairs, SAA 6123 Assessment and Evaluation in Higher Education, SAA 6113 Research Design and Analysis, SAA 6083, SAA 6093, & SAA 6283 Practicums in SAA, and SAA 6063 SAA Capstone.
- Provide effective advising for over 30 graduate students.
- Assist in the development and evaluation of the comprehensive exam to SSA graduating students each Fall and Spring semesters.
- Serve/served on university, college, and departmental committees to include Faculty Senate, Graduate Council, Faculty Welfare Committee, University Assessment Committee, Peer Review Committees, and etc.
- Participate in scholarly activities to include serving as program reviewer for national and regional NASPA conferences, serving as a Peer Reviewer for Higher Learning Commission, and presenting at professional meetings.

7/10 to 7/12	**Department Head & Associate Professor, College Student Personnel,** **College of Education, Arkansas Tech University, Russellville, AR.**

- Managed the Department of College Student Personnel (CSP) which offers a Master of Science in College Student Personnel (180+ students) and a three credit freshmen transition course (taken by 950+ students annually).
- Oversaw the hiring, evaluation, and supervision of four full-time faculty, numerous adjuncts, nine graduate assistants, and two student workers.
- Administered a budget of over a quarter of a million dollars.
- Taught graduate level, web and face-to-face, courses.
- Scheduled and hired, trained, and evaluated faculty teaching CSP 1013, a three credit freshman transition course.
- Worked with faculty to determine the departmental course offerings and coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Developed and coordinated annual assessment program for the CSP program.
- Advised all incoming students and over 50 continuing graduate students.
- Developed and administered the comprehensive exam to CSP graduating students each Fall and Spring semester.
- Served on university, college, and departmental committees such as Faculty Senate, Graduate Council, University Assessment Committee, Higher Learning Commission (HLC) Self-Study Steering Committee, Chair Criteria 4 HLC Self-Study Committee,

College Nominating Committee, College Appeal Committee, and Departmental Peer Review Committees.

8/04 to   **Program Director & Associate Professor, College Student Personnel,**
7/10   **College of Education, Arkansas Tech University, Russellville, AR.**
- Taught graduate, web and face-to-face, courses to students in the master's program in CSP to include: Introduction to CSP, American College Student, CSP Capstone, Counseling with College Students, Research Design and Analysis, Assessment and Evaluation in Higher Education (HE), Ethical Leadership in HE, and Practicums.
- Developed, gained university approval to offer, and administered the first freshman transition course offered at Tech.
- Coordinated with the Graduate College, Office of the Registrar, and the Bookstore to set up course schedule and adopt textbooks.
- Hired and supervised all faculty, adjuncts, graduate assistants, and student workers.
- Developed and conducted annual assessment program for the CSP program.
- Advised students on course selection and program requirements.
- Developed and administered the comprehensive exam to CSP graduating students.
- Developed and implemented an online orientation program for CSP students.
- Served as faculty advisor to the College Student Personnel Association.
- Served on departmental, school, and university committees to include Graduate Council, Faculty Search Committees, College of Education Admission Appeals Committee, University Assessment Committee, Student Affairs Committee, Chair Criteria 4 Higher Learning Commission Self-Study Committee, Higher Learning Commission Self-Study Steering Committee, Freshman Orientation Course (TECH 1001) Development Committee, and Alcohol and Other Drug Prevention Campus Coalition.

8/03 to   **Assistant to Vice President, Student Services & Visiting Assistant Professor,**
8/04   **College Student Personnel, Arkansas Tech University, Russellville, AR.**
- Administered the Bridge to Excellence Program, a freshman mentoring program serving over 800 students and coordinated over 120 faculty/staff volunteers.
- Directly supervised a professional staff member, a graduate assistant, and two student workers.
- Oversaw the work of all graduate assistants reporting in Student Services.
- Oversaw the online administration of the campus-wide Noel Levitz's Student Satisfaction Inventory (SSI) to include marketing, data analysis, and reporting.
- Served on the Student Services' Executive Council.
- Co-chaired the student orientation task force to revamp the campus-wide orientation program for new undergraduate students.
- Chaired a committee to develop a career development advising protocol for undeclared students.
- Taught graduate level courses in the College Student Personnel program.
- Advised all College Student Personnel students.
- Developed and administered the comprehensive exam to CSP students.

8/08/01 to
5/03
          Adjunct Faculty Member, Arkansas Tech University, Russellville, AR

          Taiwanese Cohort Program
- Taught graduate level courses to groups of students from Taiwan including: Educational Research and Educational Guidance.
- Provided questions for comprehensive exams for graduate students.

          College Student Personnel Program
- Taught graduate level courses to students enrolled in a Master's program in College Student Personnel to include: Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, The American College Student, and Practicum I.
- Advised students on course selection and program requirements.
- Advised administrators on course sequencing, scheduling, and administrative policy for the new program.
- Approved by Arkansas Tech University as graduate faculty to teach all courses in College Student Personnel program, Educational Guidance and Educational Research.
- Developed and taught Introduction to College Student Personnel Work, Assessment and Evaluation in Higher Education, and The American College Student as web-based courses.
- Reviewed the program proposal documents and made appropriate suggestions for improvement.
- Assisted in the development of a Skill Development Matrix detailing curricular experiences and demonstrated knowledge to be gained by students from each course.

1/99 to
7/01
          Institutional Effectiveness Consultant, Division of Student Affairs
          University of Houston – Clear Lake, Houston, TX.
- Assisted Associate Vice President/Dean of Students and 6 Directors with Division's planning, assessment, and research efforts.
- Provided division-wide institutional effectiveness and accreditation training.
- Led and implemented qualitative and quantitative assessment strategies.
- Provided support for accreditation activities and strategic planning initiatives.
- Developed, analyzed, and maintained data for reporting and decision making to include comparative and trend analyses.
- Developed and administered data collection tools to include survey instruments, focus groups, phone surveys, and interviews.
- Identified and evaluated potential assessment methodologies.
- Prepared and disseminated reports.

Spring 00
          Grant Support Consultant, Tri-County Community College, Pendleton, SC.
- Provided data entry and analysis of state-wide distance education assessment data.

1/00 to   **Acting Coordinator, Multicultural and International Student Services,**
7/00   **University of Houston – Clear Lake, Houston, TX.**
- Coordinated the international student services to include overseeing orientation, programming, advocacy, and advising.
- Assisted with budget planning and allocation.
- Developed and implemented outcomes assessment program.
- Coordinated multicultural and international services with other university offices.
- Developed recommendations for improved processes and programs.

1/99 to   **Career and Counseling Services Consultation,**
 5/99   **University of Houston – Clear Lake, Houston, TX.**
- Developed numerous self-help job search materials for current and former students.
- Created 5 off-the-shelf career service workshops.
- Redesigned the Career Services Orientation to include streamlining and documenting the enrollment procedures.
- Designed an intake survey and results reporting format to provide client data such as demographics and expected service needs.
- Served as site host for a 200-hour student intern completing a Master's in Behavioral Sciences.
- Provided individual and group career advising to current and former students.

8/95 - 8/98   **Assistant Professor, Counseling and Educational Leadership, Clemson University, Clemson, SC.**
- Developed and taught master's and doctoral level courses in Educational Leadership including American College Student, Higher Education Finance, Ethics in Educational Leadership, College Student Development Theory, Administration and Leadership in Higher Education, Research in Higher Education, and Dissertation Writing.
- Conducted research, which led to the production of manuscripts and presentations.
- Provided service to include consulting with Tri-County Technical College's School of Continuing Education, offering a variety of training programs for Clemson University employees and advising the university graduate honor society, Alpha Epsilon Lambda.
- Advised all new higher education doctoral students.
- Chaired or served on over 12 doctoral committees.
- Served on departmental and university committees to include Graduate School Advisory Committee, Faculty Senate Select Committee to Consider Faculty and Administrator Evaluations, University Graduate Curriculum Committee, College Curriculum Committee, Chaired the Department of Counseling and Educational Leadership Curriculum Committee, and Educational Leadership Admissions Committee.

2/92 – 8/95   **Director Administration and Quality Management, Business and Finance, Clemson University, Clemson, SC.**
- Developed, coordinated, administered, and integrated Total Quality Management initiatives for the 700+ employee Business and Finance Division.
- Led communication efforts to include marketing, publications, newsletters, and media coordination.
- Planned and directed computing and information management efforts including the development and implementation of customer service initiatives.
- Served as team leader for the development, implementation, and administration of a comprehensive, integrated staff advancement and development program for division employees.
- Investigated and developed recommended resolutions for division level grievances and affirmative action, discrimination, and disabled complaints.
- Selected, trained, and lead a diverse staff of 12, including 3 at the Director level.
- Administered 5 departmental budgets totaling in excess of $750,000.
- Developed and taught numerous university-wide professional development courses.
- Chaired numerous committees including Computing and Information Management Committee and Copier Management Committee.
- Served on a number of University and Division Committees including Joint City/University Committee, University Assessment Committee, Pay for Performance Committee, Quality and Leadership Committee, Executive Council, the Quality Review Advisory Committee for Business and Finance, and the Human Relations Council.
- Conducted numerous customer satisfaction surveys, analyzed data, and reported findings for Business Services Departments.

6/95 – 10/95   **Program Review Consultant to School of Continuing Education, Tri-County Community College, Pendleton, SC.**
- Conducted a school-wide assessment of the continuing education program including generating new data through the development and distribution of surveys, analyzing existing data, and interviews with key administrative staff.
- Utilized findings to develop a model for program improvement to maximize efficient use of resources, enhance customer satisfaction, and to bring School in compliance with Southern Association of Colleges and Schools (SACS).

1/88 - 5/90   **Doctoral Graduate Assistant, Educational Management and Development, New Mexico State University, Las Cruces, NM.**
Assisted a professor of Educational Administration with all of his assigned duties including teaching, research, public service, and a recurring grant of over $200,000.
- Co-taught an educational administration computer applications course.
- Served as policy and procedure advisor for faculty searches and one Dean search.
- Coordinated student computing and computer acquisition for the department of Educational Management and Development.

1/89 - 5/89   **Career Planning and Placement Doctoral Intern, New Mexico State University, Las Cruces, NM.**
Completed an intensive counseling internship exceeding 300 hours in the Office of Career Planning and Placement.
- Provided individual and group career/placement services to students in all disciplines.
- Developed and conducted a customer satisfaction survey, analyzed data, and reported findings to the Director.

3/86 - 1/88   **Assistant to the Associate Dean for Instruction, College of Agriculture and Home Economics, New Mexico State University, Las Cruces, NM.**
Assisted the Associate Dean in administering a college instruction program enrolling 800 students and employing over 50 faculty and 100 staff members.
- Hired, trained, and supervised the Associate Dean's staff.
- Administered the academic advising and registration process for new and returning students.
- Assisted with faculty and staff personnel matters including grievances, searches, tenure, and promotions.
- Implemented a college recruiting program including representing the college at a variety of recruiting functions, providing faculty with recruiting suggestions, and communicating with potential students.
- Developed and taught a freshman orientation course.
- Administered the college academic scholarship program awarding 200 scholarships annually.

2/84 - 9/85   **Student Records Manager, Office of the Registrar, Indiana University – Bloomington, Bloomington, IN.**
- Administered, operated, and directed a computerized student records program for approximately 30,000 current and 100,000 former students.
- Selected, trained, evaluated, and supervised the data entry staff.
- Served as student record technical advisor to regional and main campus staff.
- Assisted in the development and documentation of student record policies.

8/80 - 5/83   **Residence Hall Director, Western Kentucky University, Bowling Green, KY.**
- Administered a 360-student residence hall.
- Selected, trained, supervised, and evaluated, an Assistant Director and 11 student staff members.
- Provided programming and social and personal 08/008/01/200407/01/201002/01/1992counseling for the residents.
- Administered a programming budget.
- Responsible for properly maintaining the facility.

Publications and Presentations

Publications (**Peer Reviewed & ** Invited)*

*Underwood, S. J. & Austin, C. (2016). Higher education graduate preparation programs: Characteristics and trends. *Journal of College Student Development, April 2016, 57(3), 326-331*.

*Underwood, D. G. & Underwood, S. J. (2014). Using discriminant analysis to identify students for a corequisite college algebra course. *The Proceedings of the 10th Annual National Symposium on Student Retention,* November 2014.

Underwood, S. J., Austin, C., & Giroir, C. (2010). Squeezing the virtual turnip: Introducing student affairs professionals to open source technologies. *StudentAffairs.com Ejournal*, Winter 2010, 11(1).

*Underwood, S. J., Cawthon, T. W., & Underwood, D. G. (2001). Designing and implementing a successful assessment program for university housing practitioners. *Journal of College and University Student Housing,* 29(2), 5-11.

*Havice, P. A., Watson, L. W., Cawthon, T. W., & Underwood**, S. J. (2000). Support of technology-based distance education: Administrators' attitudes and perceptions. *Quarterly Review of Distance Education*, 1(2), 129-38.

*Underwood, S. J. & Cawthon, T. W. (1999). Moving from administrator to faculty member: Look before you leap. *Journal of College Student Affairs*, 19(1), 75-83.

**Cawthon, T. W. & Underwood, S. J. (1998). The organizational structures of RHAs. In N. W. Dunkel, C. L. Spencer, & Associates (Eds.), *Advice for advisors: The development of a residence hall association* (pp. 51-63). Columbus, OH: The Association of College and University Housing Officers-International.

*Underwood, S. J. & Underwood, D. G. (1998). *Starting from Somewhere: Modified Zero-Based Curriculum Review*. AIR 1998 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 422 803)

*Underwood, S. J. & Copeland, S. E. (1997). Career path: A program's shortcomings offer many lessons. *CUPA Journal,* 48(1,2), 41-44.

*Underwood, S. J., & Underwood, D. G. (1996). *Assessing continuing education: Difficult but not impossible.* AIR 1996 Annual Forum Paper. (ERIC Document Reproduction Services No. ED 397 718)

*Cooper, L. G. & Underwood, S. J. (1993). Evaluating the use of technology in your office. *Clearinghouse*, 66(4).

Dissertation

Underwood, S. J. (1990). *The attitude, knowledge, and motivation of faculty relative to their involvement with career planning and placement offices at select four-year universities*. New Mexico State University, Las Cruces, NM.

Presentations at Professional Meetings *(* Peer Reviewed & ** Invited Presentations)*

*Underwood, S. J., Tribble, D., & Nichols, K. (Proposal Submitted 2022, July). *A collaboration between faculty and staff to enhance student training.* NASPA IV-West Annual Conference, Chicago, IL.

*Austin, C. E. & Underwood, S. J. (2015, March), *Practical guidance for co-curricular assessment to meet updated HLC criteria.* HLC Annual Conference, Chicago, IL.

*Underwood, D. G. & Underwood, S. J. (2014, November). *Using discriminant analysis to identify students for a corequisite college algebra course.* 10th Annual National Symposium on Student Retention, Louisville, KY.

*Underwood, S. J. & Austin, C. (2014, March). *A national study of student affairs graduate programs: What is the current state and where do we go from here?* NASPA Annual Conference, Baltimore, MD.

*Austin, C. & Underwood, S. J. (2013, November). *Hot off the presses: Connecting student affairs leadership to accreditation standards.* NASPA Regional IV-W Annual Conference, Hot Springs, AR.

*Underwood, S. J. & Jackson, L. H. (2011, November). *Developing professionals through effective student affairs practicum.* NASPA Regional IV-W Annual Conference, Denver, CO.

*Austin, C., Underwood, S., & Giroir, C. (2011, March). *Engaging students and informing the future: Technology in grad prep.* NASPA Annual Conference, Philadelphia, PA.

*Underwood, D. & Underwood, S. (2010, September). *Thumbs up for thumb drives: Making free software portable.* Arkansas Distance Learning Association Annual Conference, Hot Springs, AR.

*Giroir, C., Underwood, S., Austin, C. (2010, July). *Connecting to the I generation.* Paper presented at the UAMS Teaching with Technology Symposium, Little Rock, AR.

*Underwood, S. J. & Norton, H. (2008, November). *Helping students help themselves: Developing, gaining approval, and teaching a required freshman orientation course.* Paper presented at NASAP-IV West, Annual Meeting, Tulsa, OK

*Underwood, S. J., McDonald, L., and Thone, T. (2007, November). *It takes a campus to retain a student.* Paper presented at NASPA-IV West/ArCPA, Joint Annual Meeting, Little Rock, AR.

*Underwood, D. G. & Underwood, S. J. (2007, October). *Linking the impact of a course assessment to strategic institutional initiative of improved student retention.* Poster session presented at the UALR Assessment Expo 2007, Little Rock, AR.

*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, October). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment.* Paper presented at the Southern Association for Institutional Research Forum, Annual Meeting, Arlington, VA.

*Underwood, S. J., Watson, W., & Underwood, D. G. (2006, May). *Separating fact from fiction: One school's approach to overcoming self selection in program assessment.* Paper presented at the Association for Institutional Research Forum, Annual Meeting, Chicago, Illinois.

**Underwood, S. J. & Underwood, D. G. (2005, March). *Proven retention strategies.* Breakout Session for the ACT Ready to Succeed Statewide Conference, Little Rock, AR.

**Underwood, D. G., & Underwood, S. J. (2004, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.

**Underwood, D. G., & Underwood, S. J. (2003, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Nashville, TN.

*Biller, G., Pennington, A., & Underwood, S. (2003, October). *Beyond theory: Retention strategies in action.* Presentation at the Arkansas Higher Education 2nd Annual Retention Conference, Little Rock, AR.

**Underwood, D. G., & Underwood, S. J. (2002, December). *Assessing institutional effectiveness.* Preconference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, San Antonio, TX.

**Underwood, D. G., & Underwood, S. J. (2001, December). *Assessing institutional effectiveness.* Post conference workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, New Orleans, LA.

*Underwood, D. G. & Underwood, S. J. (2001, February). *Assessing institutional effectiveness.* Preconference workshop presented at the 23rd Annual Conference of the Texas Association for Institutional Research, Houston, TX.

**Underwood, D. G., & Underwood, S. J. (2000, December). *Assessing institutional effectiveness.* Preponderance workshop presented at the Southern Association of Colleges and Schools, Commission on Colleges, Annual Meeting, Atlanta, GA.

*Underwood, S. J. & Underwood, D. G. (1998, May). *Starting from somewhere: A modified, zero-based curriculum review process.* Paper presented at the meeting of the Association for Institutional Research Annual Forum, Minneapolis, MN.

*Underwood, D. G., & Underwood, S. J. (1997, November). *Starting from somewhere: A modified zero-based curriculum review.* Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, D. G. . & Underwood, S. J. (1997, November). *Assessing curriculum: A faculty driven approach.* Paper presented at the South Carolina Higher Assessment Network Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. & Cawthon, T. W. (1997, November). *Group facilitation: Producing the dream team.* Preconference workshop presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Cawthon, T. W. & Underwood, S. J. (1997, April). *Moving from administrator to faculty member: Look before you leap.* Paper presented at the South Carolina College Personnel Association Spring Conference, Myrtle Beach, SC.

*Underwood, S. J., Kolb, M., & Sedgwick, T. J. (1997, February). *Students partnering with university administrators to evaluate a faculty/staff program.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

*Cawthon, T. W. & Underwood, S. J. (1997, February). *A cost effective approach to measuring and improving stakeholder satisfaction with a university program.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1996, November). *Assessing continuing education: Method and model.* Paper presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1996, June). *Management skill building through support teams.* Poster session presented at the American Association for Higher Education Assessment Forum, Washington, D.C.

*Underwood, S. J. & Underwood, D. G. (1996, May). *Assessing continuing education: Difficult but not impossible.* Paper presented at the Association for Institutional Research Annual Forum, Albuquerque, NM.

*Underwood, S. J. & Underwood, D. G. (1996, February). *Continuing education evaluation: Methodology and model.* Paper presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. (1996, February). *Group and leader facilitation skills.* Workshop presented at the South Carolina Association for Institutional Research Annual Conference, Myrtle Beach, SC.

**Underwood, S. J. (1995, November). *Careers paths for trade's personnel.* Invited presentation at the South Carolina Association of Physical Plant Administrators of Universities and Colleges Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. (1995, November). *The use of assessment data by university bookstore managers to improve services.* Invited poster session presented at the South Carolina Higher Education Assessment Network Annual Conference, Myrtle Beach, SC.

*Underwood, S. J. & Underwood, D. G. (1989, October). *Does the placement office place? Conducting and using a placement follow-up survey.* Paper presented at Rocky Mountain Association for Institutional Research Conference, Las Vegas, Nevada.

Invited Workshops/Presentations

Underwood, S. J., Ekong, P, & Brown, H. E. (2020, October). Graduate Student Council *Doctoral Discussion Panel*, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2020, January). Facilitated discussion on *classroom engagement techniques*, College of Education Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2018, April). *Handling stress and anxiety.* CSP Graduate Assistants Professional Development, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, March). *HLC reaffirmation preparation.* Presentation to the ATU Executive Council, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Norton, H. (2018, January). *HLC reaffirmation preparation.* Faculty Professional Development General Session, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, April). *Learning how to relax under pressure.* OnTrack Session, Student Services, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *Handling anxiety and stress*. Graduate Assistant Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *High impact practices*. New Faculty Presentation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2017, March). *What research tells us about helping college students succeed?* New Faculty Academy, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, November). *Relaxing in times of stress*. Video Training for the OnTrack Program – Graduate Scholar Track, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, September). *Conquering cyberspace*. SSS Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Austin, C. (2016, August). *Careers in Student Affairs*. RA Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, April). Contributed to Video – *Tips for success at ATU* for New Faculty Training. Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, March). *Moving beyond the master's degree*. Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2016, March). *Dealing with stress*. CSP 1013 Class Presentation, Arkansas Tech University, Russellville, AR.

Pennington, A., Underwood, S. J., Austin, C. (2016, January). *First -Year initiatives*. Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2015, August). *TECH 1001 Instructor training*. Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2015, July). Prairie State University Webinar, *Assessment: Nuts and bolts*. Russellville, AR.

Austin, C. & Underwood, S. J. (2015, June). Prairie State University Webinar, *Assessment 101*. Russellville, AR.

Underwood, S. J. (2015, March). *Is a doctorate right for you*?. Professional Development Session, College Student Personnel, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, December). *Relaxation exercise*. College Student Personnel Association, Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2014, November). *Connecting student affairs professionals to accreditation standards: Take two.*. Student Services Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J, & Underwood, D. G. (2014, September). *Learning to relax*. Upward Bound Students, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, April). *Guided relaxation exercise*. Campus Life Graduate Assistants In-Service, Arkansas Tech University, Russellville, AR.

Austin, C. & Underwood, S. J. (2014, March). *Hot off the presses: Connecting student affairs professionals to accreditation standards*. Student Services Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2014, January). *Conquering cyberspace: Succeeding in online classes.* Student Support Services, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2013, February). *Professionalism in higher education.* College Student Personnel In-Service, Arkansas Tech University, Russellville, AR.

Underwood, S. J, & Underwood, D. G. (2012, September). *Overcoming Test Anxiety.* Upward Bound Students, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, Summer). *Succeeding academically.* Panelist Six Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, April). *Time management and organization for student success.* Brown Bag Presentation for the Student Support Services program. Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, February). *Preparing effective resumes.* Presentation to Delta Zeta Sorority, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2011, February). *Making the most of student affairs practicums.* Panelist, CSPA Brown Bag, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2010, Summer). *Succeeding academically.* Panelist Four Parent Orientation Sessions, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, May). *Academic success: What it takes in college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, February). *Geographically limited job searches.* CSPA Brown Bag Series, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2009, January). *Why work in student affairs.* Residence Hall Directors Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. *College success initiatives.* (2008, August). High School Counselors Workshop, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Underwood, D. G. (2008, July). *Assessment is not a four letter word.* Ozarka College Staff Workshop, Ozarka College, Melbourn, AR.

Underwood, S. J. (2008, May). *Academic success: What it takes in college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Watson, J. W. & Underwood, S. J. (2008, April). *Issues in non-academic assessment.* Presentation for the AR Assoc. for the Assessment of Collegiate Learning State Conference, Russellville, AR.

Underwood, D. G. & Underwood, S. J. (2008, April). *Telling out stories: Assessing the effectiveness of programming activities.* Presentation for the Arkansas NAFSA: Association of International Educators Annual State Meeting, Russellville, AR.

Underwood, S. J. & Thone, T. (2007, June). *Academic success: how to excel in the classroom.* Techknowledge, Summer Orientation, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2007, May). *Academic success.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2004, May). *Bridge to excellence: Supporting the transition to college.* Honor Students Parent Meeting, Arkansas Tech University, Russellville, AR.

Underwood, S. J. & Bogue, J. M. (2004, May). *Bridge to excellence: Preparing for year 4.* Recruiting meetings, Arkansas Tech University, Russellville, AR.

Morell, L., Underwood, S. J., Kirkconnell, S., Zimmer, C., Lombardo, S, & Morton, R. (2004, April). International Student Needs Panel Discussion, Professional Development Workshop, Arkansas Tech University, Russellville, AR.

Biller, G. M. & Underwood, S. J. (2003, August). Bridge to Excellence Mentor Training, Arkansas Tech University, Russellville, AR.

Underwood, S. J. (2000, October). *Basic Questionnaire Development.* Workshop presented to graduate class, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (2000, March). *Assessment.* Workshop presented to Division of Student Services, University of Houston-Clear Lake, Houston, TX.

Underwood, S. J. (1999, January-May). *Orientation to Career and Counseling Services.* Developed and presented throughout 1999 Spring for University of Houston – Clear Lake, Houston, TX.

(1993 to 1998). Workshops presented for Clemson University's Department of Employee Development, Clemson, SC. (Many offered multiple times).
Underwood, S. J. & Holbrook, B. *Conducting effective meetings.*
Underwood, S. J. *Facilitation skills.*
Underwood, S. J. *Gender differences.*
Underwood, S. J. *Groupthink.*
Underwood, S. J. *Making OJT work.*
Underwood, S. J. & Cawthon, T. W. *Strategies to assist administrative assistants negotiating the university jungle.*
Underwood, S. J. & Cawthon, T. W. *Team building.*
Underwood, S. J. & Crawford, S. *Transition from worker to supervisor.*

Reviewer Higher Learning Commission Reviewer
2022   Enhanced Panel Review – 3 Requests, March, 2022
2021   Change Panel Review – 3 Requests, November 2021
2021   Enhanced Panel Review – 3 Requests, March 2021
2019   Change Panel Review – 3 Program Requests, July 2019
2019   Change Visit – Missouri Valley College, March 2019
2017   Change Panel Review – 3 Program Requests, December 2017
2017   Additional Location Visit – National Park College, April 2017
2015   Completed Training for Peer Reviewer Standard and Open Pathways and Distance Education
2014   Completed Training for Peer Reviewer Standard and Open Pathways

Manuscript Review
2019   Manuscript Reviewer for the *Journal of Education Human Resources*, (10-19). Reviewed
        Manuscript titled: I was going to be in residence life for life: Exploring the experiences of
        former student affairs professionals turned faculty.

Peer Review for National/Regional Associations
2021   Served as program reviewer for NASPA, National Conference, March 2022
        Reviewed proposals for both scholarly paper sessions and general sessions
2021   Served as program reviewer for NASPA, Strategies Conference, January 2021
2021   Served as program reviewer for NASPA, Virtual Student Success in Higher Education
        Conference, June 2021
2020   Served as program reviewer for NASPA, National Conference, March 2021
        Reviewed proposals for both scholarly paper sessions and general sessions
2019   Served as program reviewer for NASPA, National Conference, March 2020
        Reviewed proposals for both scholarly paper sessions and general sessions
2019   Served as program reviewer for NASPA IV-West Regional Conference, October 2019
2018   Served as program reviewer for NASPA, National Conference, March 2019
        Reviewed proposals for both scholarly paper sessions and general sessions
2018   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2018
2017   Served as program reviewer for NASPA, National Conference, March 2018
2017   Served as program reviewer for NASPA IV-West Regional Conference, November 2017
2016   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2017
2016   Served as program reviewer for NASPA, National Conference, March 2017
        Reviewed proposals for both general sessions and scholarly paper sessions
2015   Served as reviewer for NASPA's Hardee Dissertation of the Year Award for 2016
2015   Served as program reviewer for scholarly papers, NASPA National Conference, March 2016
        Reviewed proposals for both general sessions and scholarly paper sessions
2015   Served as program reviewer for NASPA Strategies Conference, January 2016
2014   Served as judge for poster session, National Symposium on Student Retention, November 2014
2014   Served as program review for scholarly papers, NASPA National Conference, March 2015
2014   Served as program reviewer for NASPA National Conference, March 2015
2014   Served as program reviewer for NASPA Mental Health Conference, January 2015
2013   Served as program reviewer for NASPA National Conference, March 2014
2013   Served as program reviewer for NASPA IV-West Conference: November 2013
2012   Served as program reviewer for NASPA National Conference, March 2013

2012   Served as program reviewer for NASPA TECH: SA Technology Conference, October 2012
2011   Served as program reviewer for NASPA National Conference, March 2012
2011   Served as program reviewer for NASPA IV-West Conference, November 2011
2010   Served as program reviewer for NASPA IV-West Conference, November 2010
2009   Served as program reviewer for NASPA National Conference, March 2010
2008   Served as program reviewer for NASPA National Conference, March 2009
2006   Served as a program reviewer for ACPA/NASPA National Conference, March 2007
2005   Served as program reviewer for NASPA National Conference, March 2006
2005   Served as program reviewer for NASPA IV-West Conference, November 2005
2004   Served as program reviewer for NASPA 2005 National Conference, March 2005

Consulting

Co-Owner of Underwood Consulting (formerly Educational Consulting Services). Providing consultation, training, survey research and data analysis. Clients range from technical colleges (Tri-County Technical College) to four-year institutions (University of Houston – Clear Lake & Clemson University) to hospitals (Henderson Community Methodist Hospital).

Grants

Underwood, S. J. & Nichols, K Arkansas Tech University Innovative Fund Grant, *Rethinking how to build effective student success allies.* ($20,000) Funded.

.Underwood, S. J. (2014). Arkansas Tech University Professional Development Grant, *Practical guidance for co-curricular assessment to meet updated HLC criteria.* HLC Annual Conference, Chicago, IL*,* ($1,286) Funded.

Underwood, S. J. (2013). Arkansas Tech University Professional Development Grant, *A National Study of Student Affairs Graduate Preparation Programs? What is the Current State and Where do we go from Here?,* NASPA Annual Conference, Baltimore, MD, ($1,854) Funded.

Underwood, S. J. (2011). Arkansas Tech University Professional Development Grant, *Developing Professionals Through Effective Student Affairs Practicums*, ($1,693) Funded.

Underwood, S. J. (2008). Arkansas Tech University Professional Development Grant, *It Takes a Campus to Retain a Student*, ($2,905) Funded.

Underwood, S. J., Bogue, M., & Biller, G. (2003). Arkansas Tech University Assessment Project Grants, *Student Perceptions of College Environmental Factors.* ($2,000) Funded.
Underwood, D. G. & Underwood S. J. Co-Principle (1997). Investigators and Griffin, B. J. and Cawthon, T. H. Co-Investigators. TRIO Grant Application, *Student Support Services.* ($1 million) (Missed funding by 2 points).

Underwood, D. G., Nowaczyk, R. H., Underwood, S. J., St. John, K. & Foltz, B. J. (1996). Clemson University Innovation Fund Proposal, *Industry Driven Graduate Skills Identification.* ($37,850) Funded.

Underwood, S. J. & Irvin, D. Clemson University Innovation Fund Proposal, (December 1995).
Assessment of Advisement for Undeclared Majors. ($5,100) Unfunded.

Underwood, S. J. & Others. Clemson University Innovation Fund Proposal, (Fall 1994). *Development of Cultural Diversity Trainers.* ($5,000) Unfunded.

University Teaching

Graduate Courses Taught
- Counseling Theories and Helping Skills (2021-Present)
- Student Development Theory, Arkansas Tech University (2020)
- SAA Capstone, Arkansas Tech University (2003–2014, 2018, 2020, 2021, 2022)
- SAA Practicum I, Arkansas Tech University (2007-Present)
- SAA Practicum II, Arkansas Tech University (2004-Present)
- SAA Advising Practicum, Arkansas Tech University (2018-Present)
- Administration in College Student Personnel (2012-Present)
- Assessment and Evaluation In Higher Education, Arkansas Tech University (2002 & 2012-Present)
- Research Design and Analysis, Arkansas Tech University (2005 & 2013-2019)
- SAA Applied Research, Arkansas Tech University (2011-12)
- Introduction to College Student Personnel Work, Arkansas Tech University (2002-2006)
- Ethical Leadership in Higher Education, Arkansas Tech University (2004-2006)
- The American College Student, Arkansas Tech University (2003)
- Counseling College Students, Arkansas Tech University (2003-2004)
- Educational Research, Arkansas Tech University (2002)
- Guidance in Education, Arkansas Tech University (2001 - 2003)
- *American College Student, Clemson University (1995 - 1998)
- *Higher Education Finance, Clemson University (1995 - 1998)
- *Ethics in Educational Leadership, Clemson University (1995 - 1998)
- Research in Higher Education, Clemson University (1995 - 1998)
- Administration and Leadership in Higher Education, Clemson University (1995 - 1998)
- Advanced Doctoral Seminar I, Clemson University (1995 - 1998)
- Student Development Theory, Clemson University, (1993)
- Introduction to Computing for Educational Leadership, Co-taught with Dr. Lloyd Cooper, New Mexico State University (1988 - 1990)
- Student Development Theory, Clemson University, (1993)

Undergraduate Courses Taught
- *Orientation to the University, Arkansas Tech University (2008-2009, 2014, 2015)
- *Principles of Collegiate Success, Arkansas Tech University (Administered 2004 - 2012)
- *Freshman College Orientation, New Mexico State University (1986-1987)

Denotes Courses I Developed and Secured University Approval to Teach

Service

Arkansas Tech University
21-22   Elected Member, Faculty Salary and Benefits Committee

20-22	Elected Member, Faculty Welfare Committee
16-22	Appointed Member, University Service Excellence Committee
16-22	Chair, University Service Obstacles Committee
13-22	Peer Review Committee, SAA
	Chair 2022, 2019, 2017, 2015, 2013
	Member 2021, 2020, 2018, 2016, 2014
04-22	Reader for SAA Comprehensive Exam
	Wrote Exam Question Spring 21 & Spring 19
	Served as On Call Faculty for Comprehensive Exam Administration, Spring 21, Fall 18 & Spring 15
17-21	Appointed Member, College of Education Professional Development Committee
	Elected Chair 18-19
16-19	Appointed Member, Higher Learning Commission Reaccreditation Steering Committee
16-19	Appointed Chair, Higher Learning Commission Reaccreditation Criteria 3 Committee
16-19	Elected Member, Faculty Senate
	Chaired, Subcommittee on ePortfolio Guidelines
	Co-Chaired, Subcommittee on Faculty Evaluations
18-19	Appointed Member, College of Education Nominating Committee
17-18	Appointed Member, ATU Tuition Waiver Committee
16 & 18	Peer Review Committee, CLL
17 & 18	Appointed Member, Faculty Excellence Awards Committee
17-18	Elected Member, Faculty Welfare Committee
08-17	Elected Member, Graduate Council
	Elected Vice Chair 2016-17
	Member, Graduate Faculty Qualifications Committee
	Member, Graduate Assistant Handbook Review Committee
	Member, Subcommittee Graduate Faculty Reappointment Reviews
	Chair, Subcommittee Graduate Faculty Review Process
	Chair, Subcommittee on Grade Format
	Member, Subcommittee Graduate Faculty Review Policy
16	Budget Advisory Committee – College of Education
16	COE Mission/Vision Committee – College of Education
16	CSP Scholarship Committee
15	Member, Strategic Planning Working Group on Enrollment and Marketing
15	Appointed Member, University Online Growth and Future Practices Committee
13-15	Elected Member, Faculty Welfare Committee
	Member Subcommittee to Investigate Grievance
14-15	Appointed Member, College of Education Technology Committee
04-15	Participated in Resident Director Recruiting for Residence Life
15	Served on Panel on Career Path, Residence Life Professional Development Session
14	Appointed Member, Faculty Excellence Award Committee
14	Faculty Usher for Graduate Graduation Ceremony, May
13 & 14	Resume Reviewer for Student Services Professional Development Committee
11-14	Conducted Mock Interview for Student Service Graduate Assistants
05-14	Appointed Member, University Assessment Committee
	Member, Subcommittee Structured Department Assessment Retreats

	Chair, Subcommittee on Assessment of Online Instruction
	Chair, Subcommittee on Dean's Assessment Role
13	Member, College of Education Grade Appeal Committee
13	Member, Academic Advisor Search Committee
13	Member, Director of Assessment & Institutional Effectiveness Search Committee
10-13	Elected Member, Faculty Senate
	Facilitated Standing Committee Elections via Blackboard
	Member, Subcommittee on Faculty Senate Membership
	Member, Subcommittee on Revamping Online Course Evaluations
12 & 13	Member, Peer Review Committee, Health & Physical Education
12	Member, Art Faculty Search Committee
12	Member, CSP Faculty Search Committee
12	Chair, Department Head Search Committee, CSP
12	Member, Conduct Review Board, Student Services
03-11	Served as Bridge to Excellence Mentor
11	Appointed Member, Student Success Committee
11	Chair, Faculty Search Committee, CSP
11	Chair, Administrative Assistant Search Committee, CSP
10 & 11	Served on Panel for Parent Orientations, Summers 2010 & 2011
07-11	Chair, Higher Learning Commission Self-Study Criteria 4 Committee
	* Only Chair not a Twelve Month Employee (Dean/Department Head)
07-11	Higher Learning Commission Self-Study Steering Committee
06-11	Chair, CSP Graduate Assistant Search Committee
10	Faculty Usher May Graduation
07-10	College of Education TEC Appeals Committee
07-10	Chair, CSP Portfolio Peer Review Committee
04-10	Serve as Advisor for the College Student Personnel Association
09	Chair, Visiting Instructor of CSP Search Committee
09	Chair, CSP Administrative Assistant Search Committee
08-09	Served on Underage Drinking Prevention Committee, City of Russellville, AR
08-09	Selected and served as International Student Work Program Mentor
08	Chair, CSP Faculty Search Committee
08	Freshman Orientation Course Development Committee – TECH 1001
08	School of Education Task Force on Enhancing Online Instruction
07-08	Student Affairs Committee, University Standing Committee
07-08	Strategic Planning Initiatives Committee
07	School of Education Nominations for Standing Committees Committee
07	Chair, CSP Faculty Search Committee
06-07	Alcohol and Other Drug Prevention Campus Coalition
05-06	Luminis Portal Content Committee
03-04	Guidance and Counseling Committee, University Standing Committee
03-04	Student Personnel Committee, University Standing Committee
03-04	New Student Orientation Committee, Division of Student Services
03-04	Career Advising Committee, Division of Student Services
03	Development Officer Search Committee, Division of Development

University of Houston - Clear Lake

99-01 Served as evaluator for student presentation and poster sessions at an annual research conference at University of Houston-Clear Lake.

00 Served as an information provider for the University of Houston-Clear Lake back to school assistance program.

99 Taught basic survey design and development to a graduate class at the request of the instructor at University of Houston-Clear Lake.

New Mexico State University

86-88 Member Dean's Advisory Counsel

87 Member University Student Retention Task Force

88 Resource Member and Procedural Advisor, Faculty Search Committee

89 Resource Member and Procedural Advisor, Faculty Search Committee

89 Resource Member, Dean Search Committee

Clemson University

97-98 College Representative to the Graduate School Advisory Committee

96-98 College of Health, Education, and Human Development Representative to University Graduate Curriculum Committee

95-98 Member of Educational Leadership Admissions Committee

95-98 Department of Counseling and Educational Leadership Representative to College of Health, Education, and Human Development Curriculum Committee

96-97 Member Faculty Senate Committee to Consider Faculty and Administrator Evaluations

95-97 Chair of the Department of Counseling and Educational Leadership Curriculum Committee

95-96 Served on Department of Counseling and Educational Leadership Faculty Search Committee

95-96 Chair of Ad Hoc Departmental Committees on Student Evaluation Form Development and Comprehensive Examination Procedures

96 Chair of the Departmental Handbook Committee

Student Organization Service

18-20 Faculty Advisor, College Student Personnel Association, Arkansas Tech University

04-10 Faculty Advisor, College Student Personnel Association, Arkansas Tech University

96-98 Faculty Advisor, Alpha Epsilon Lambda - Eta Chapter, (Graduate Honor Society), Clemson University

96-98 Mentor for the Student Personnel Association, Clemson University

96-98 Member, Clemson University's S.A.F.E. Team

Other Service

09 Participated in capstone project research for student at University of Central Arkansas.

08-09 Served as External Reviewer for Master of Science in Higher Education and Services Program at Northeastern State University, Tahlequah, OK

07-08 Served on a dissertation committee for doctoral student at University of Arkansas Little Rock

06 Served as participant in a research study titled, Faculty Working in the Hinterlands: Different Experiences, Different Lives

06 Served as proctor of rising junior exam, Arkansas Tech University.

03 Developed and conducted Bridge to Excellence Mentor Training

96   Led a group of students as they conducted an evaluation of the Professional Development Program at Clemson University. Provided Director of Human Resources with a final report and model for future evaluations.

95   In conjunction with David G. Underwood, conducted a review of the Continuing Education Program at Tri-County Technical College. Provided Dean with report of current status and model for improvement.

Professional Activities

Memberships
- National Association of Student Personnel Administrators (NASPA)
- Higher Learning Commission, Member Peer Review Corp
- Chi Sigma Alpha, Honorary Member
- National Guild of Hypnotists, Certified Hypnotist

Professional Development

21   20 hours of Continuing Education Units in Hypnosis

21   Quality Advising, Carol Heisserer, ATU

21   Best Practices for Online Learning, Dr. M. Ibrahim, ATU

20   20 hours of Continuing Education Units in Hypnosis

20   Five Fast Universal Designs for Learning – Remote-Teaching Strategies, Dr. Thomas Tobin

20   Kaltura Training Session, ATU

19   15 hours of Continuing Education Units in Hypnosis – Autogenic Training & Energy Healing

19   Kaltura Lecture Capture Training, Arkansas Tech University, October 2019

19   Webinar on 7th ed. APA Formatting

19   Title IX online Training, Arkansas Tech University

19   Portfolio Training, Arkansas Tech University, August 2019

19   The Importance of Student Involvement in Retention Training with Dr. Bruner, Arkansas Tech University, February 4, 2019

18   Completed Quality Matter Applying the QM Rubric Course

18   Higher Learning Commission Annual Conference, Chicago, IL

17   Higher Learning Commission Annual Conference, Chicago, IL

17   Teching Innovation Professioanl Development, Arkansas Tech University

16   Emergency Preparedness & Active Shooter Training, Russellville, AR

16   Hypnosis Training in Perceptions and Dreams

16   Higher Learning Commission Annual Conference, Chicago, IL

15   Hypnosis Training in the Use of Regression

15   Higher Learning Commission Annual Conference, Chicago, IL

14 & 15 Peer Reviewer Training, Higher Learning Commission, July 9-11, St. Charles, IL

15   Flipped Classroom Training, Russellville, AR

14   Hypnosis Training for Post-Traumatic Stress Disorder, Fayetteville, AR

14   Student Success Summit Participant, February 19, ATU, Russellville, AR

13   Making a Difference in Student Learning: Assessment as a Core Strategy, Higher Learning Commission, July 24-26, St. Charles, IL

13   Early Workshop, Current Expectations for Assessment of Student Learning, General Education, and Student Success, Higher Learning Commission, July 23-24, St. Charles, IL

13   Smart Board Training, Arkansas Tech University, November 14, Russellville, AR

13   Awarded 15 .5 Hours of Continuing Education Units by the National Guild of Hypnotists

12   Hypnotists Certification Training, (January-February, 2012), Fayetteville, AR

11   Collaboration Training, (November 14, 16, & January 10, 11), ATU, Russellville, AR.

11   Student Success Symposium, March 30-31, UCA, Conway, AR

10   Facebook Training, December, 2010, ATU, Russellville, AR.

10   The College Success Course in the Great Recession: Doing More with Less, Online Seminar, December, 2010.

10   CSPA Brown Bag: Preparing Effective Resumes, November 18, 2010, ATU, Russellville, AR.

10   Arkansas Distance Learning Association Annual Conference, September 21-23, Hot Springs, AR.

10   UAMS Teaching with Technology Symposium, July 22-23, 2010, Little Rock, AR.

10   Student Success Symposium, March 31 & April 1, 2010, UCA, Conway, AR.

10   Curricular Change Workshops – March and September, ATU, Russellville, AR.

10   Identifying and Managing Classroom Aggression and Violence, Online Seminar, February 23, 2010, P. Francis & B Van Brunt.

10   Arkansas Department of Higher Education Meeting Achieving the Dream, January, 2010, Little Rock, AR.

09   Webinar, Meet the Millennials, R. Onorato.

09   Webinar, Other Ways In: Hands-On Activities to Help Students Discover a Major, K. Hartman.

09   Webinar, Teaching with Focus, C. Staley.

09   Student Success Symposium, April 1-2, 2009, UCA, Conway, AR.

08   Campus Toolkit Demonstration via phone and web, January, 2008.

08   NASPA-IV West Annual Conference, November 2008, Tulsa, OK.

08   The Fourth Annual National Symposium on Student Retention , September 29 – October 1, 2008, Little Rock, AR.

08   Arkansas Tech University Workshop on Clicker Technology, August, 2008, Russellville, AR.

08   Program to Evaluate and Advance Quality (PEAQ) HLC Preconference Workshop on Self-Study, April 2008, Chicago, IL

08   Annual Conference, Higher Learning Commission, April 2008, Chicago, IL

07   NASPA-IV West/ArCPA Joint Meeting, November 7-9, Little Rock, AR.

07   Program to Evaluate and Advance Quality (PEAQ) WorkDay, The Higher Learning Commission, September 10, Chicago, IL.

07   ATU's Leadership Development for Academic Department Head's Workshop, Lakepoint, May 23-24, Russellville, AR.

07   Thomson Online Events - The Power of Possiblity: How Facebook is Changing the First Year, February 13.

07   Online Student Services for Online Success Teleconference, February 8.

07   Teleconference - Developmental Education: Student Services, January 30.

06   Arkansas College Personnel Assoc. Annual Meeting, November 16 -17, Little Rock, AR.

06   Arkansas Tech University, Sexual Harassment Policy Update, Sept. 27, Russellville, AR.

05	*X-treme University Renovation: Student Affairs Edition – Constructing Learning Outcomes that Foster Student Development*, Arkansas College Personnel Association, November 17-18, 2005, Hot Spring, AR.
05	Ready to succeed: *All students prepared for college and work*, ACT state-wide conference. (March, 2005), Little Rock, AR.
05	*EAST (Environmental and Spatial Technology) national conference.* (March, 2005), Little Rock, AR.
04	*Students First: Making it Happen Assessment, Service, and Collaboration*, Arkansas College Personnel Association, November 18-19, 2004, Hot Spring, AR.
04	*Legislative and Student Issues in Higher Education*, Spring Drive-In Conference Sponsored by the Arkansas College Personnel Association and the Arkansas Collegiate Drug Education Committee. April, 2004, Conway, AR.
03	*Noel Levitz's national retention conference*, (July, 2003), San Diego, CA.
98	*Workshop on Covey's Principle-Centered Leadership*, Presented by Steve Kukic, Sponsored by the University of Houston Clear Lake Student Life Office, Houston, TX.
96	*Workshop on Faculty Evaluation*, Presented by Peter Seldin, Sponsored by The South Carolina Higher Education Assessment Network, SC.
95	*Workshop on Assessment in Major*, Presented by Jim Nichols, Sponsored by Clemson University's Office of Assessment, Clemson, SC.
93 & 94	Attended *College Business Management Institute (CBMI),* University of Kentucky, Lexington, KY.
92	Association for Quality and Participation's *Malcolm Baldridge National Quality Award Self Assessment Workshop*, Nashville, TN.

Honors

- Recognized by Alexis Smith at Department of Diversity and Inclusion's Multicultural Stole Cemermony, April 19
- Presented with a Service WOW for Service Excellence, Arkansas Tech University, 2018
- Selected as Peer Reviewer, Higher Learning Commission, 2014
- Faculty Award of Excellence for Service, Arkansas Tech University, 2013
- Arkansas Academic Advising Network (ArkAAN), Outstanding Faculty Advisor of 2011
- Nominated for NACADA Regional Faculty Advising award. Presented with a Certificate of Merit. NACADA Regional VII Conference - 2011
- Nominated as Faculty Member of the Year, Arkansas Tech University – 2007 & 2009
- SC Commission on Higher Education & SCHE Assessment Network Exemplary Assessment Program Award. *The Use of Assessment Data by University Bookstore Managers to Improve Services,* 1995

References

Available Upon Request

<div align="center">

Rene R. Couture, Ph.D.
Associate Professor
Student Affairs Administration
Arkansas Tech University, Russellville, AR
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Education

2010   **Doctor of Philosophy** in Higher Education and Student Affairs Leadership
University of Northern Colorado—Greeley, Colorado
Dissertation: *The first-again generation: First-generation college students whose*
grandparents attended college

2003   **Master of Science** in Student Affairs Administration
Indiana State University—Terre Haute, Indiana

1997   **Bachelor of Arts** in Psychology
Saint Michael's College—Colchester, Vermont

1996   Semester Study Abroad
University of Queensland—Brisbane, Australia

Arkansas Tech University Faculty

2020-present, **Associate Professor & Graduate Program Director**- Student Affairs Administration

2018-2020, **Associate Professor**- College Student Personnel (tenured)

2012-2018, **Assistant Professor**- College Student Personnel (tenure track)

Teaching Experience

Courses taught:
Arkansas Tech University

- SAA 6023   Introduction to Student Affairs Administration
- SAA 6033   Student Development Theory
- SAA 6043   College Students & Subcultures
- SAA 6083   Practicum I
- SAA 6093   Practicum II
- SAA 6113   Research Design and Analysis
- SAA 6133   Ethical Leadership in Higher Education
- SAA 6143   Administration in Student Affairs Administration
- SAA 6153   Advising Student Groups
- SAA 6163   Academic Advising
- SAA 6173   Career Advising
- SAA 6293   Advising Practicum
- SAA 6881   Applied Research in Student Affairs
- SAA 6883   International Student Affairs

- SAA 6893   Independent Study
- TECH 1001   Orientation to University

Adjunct Faculty—University of Northern Colorado, Greeley, CO
2012 Spring
- HESA 791: Advanced College Student Development Theory: Social Identity
2011 Fall
- HESA 668: College Student Cultures and Characteristics
2005 Fall
- UNIV 101: Foundations for Learning and Development

Adjunct Faculty —Colorado State University, Fort Collins, CO
2007-2012 **Student Affairs in Higher Education**, Colorado State University
- Faculty advisor for SAHE students
- Committee member for graduate students
- Supervised graduate intern
- Member of faculty selection committee for incoming student cohorts
2012 Spring
- KEY 192: Create Your Story, Part II
2011 Fall
- KEY 192: Create Your Story, Part I
2008 Spring
- EDHE 590: Helping skills workshop

Co-Instructor—Indiana State University, Terre Haute, IN
2001   AHS 111: Personal Health and Wellness
2003   Teacher Assistant, ESL classes

Higher Education/Student Affairs Experience

2006-2012   **Academic Advisor**— Colorado State University, Fort Collins, CO
             Center for Advising and Student Achievement

2005-2006   **Recruiter/Advisor—** Front Range Community College—Westminster, CO

2003-2005   **Academic Advisor**/Graduate Assistant
             University of Northern Colorado— Greeley, CO

2004-2005   **Dean of Students Doctoral Intern**
             University of Northern Colorado, Greeley, CO

2002-2003   **Student Judicial Programs** Graduate Assistant
             Indiana State University, Terre Haute, IN

2001-2002   **Student Health Promotion** Graduate Assistant
                 Indiana State University, Terre Haute, IN

2002   **International Student Services Practicum,** Interlink Language Center
                 Indiana State University, Terre Haute, IN

2001-2002   **Study Abroad Practicum**, International Center
                 DePauw University, Greencastle, IN

2000-2001   **Career Counselor**, Easter Seals Crossroads Rehabilitation Center
                 Indianapolis, IN

Publications

Couture, R., & Tyson, M. (2022). The path to advising: The varied ways individuals become academic advisors. *NACADA Review, 3*(1), 21-32. https://doi.org/10.12930/NACR-21-11

Couture, R. (2019). Meddling with hiring. In M. Benjamin & J. Jessup-Anger (Eds.), *Maybe I Should… Case Studies on Ethics for Student Affairs Professionals* (2nd ed., pp. 113-114). Lexington Books.

Couture, R., Schwehm, J., & Couture, V. (2019). FERPA Fear or FERPA Flex: Student affairs practitioners' understanding of federal privacy laws on campus. *Journal of Student Affairs, 28,* 39-50.

Couture, R., Schwehm, J., & Couture, V. (2017). Helicopter colleges: A return to in loco parentis? *College Student Journal, 51,* 398-406.

Couture, R. (2017). Bullying and "badvising" in higher education. *International Journal of Education and Social Science, 4*(4), 1-5.

Couture, R. (2016). Impactful advising: Investing in students' lives. *International Journal for Innovation Education and Research, 4*(8), 100-106.

Couture, R. (2014) New faculty guilt: Adjustment from full-time practitioner to professor. *ACPA's Developments, 12*(3), 1-3.

Couture, R. (2012). When guaranteed transfer becomes guaranteed torture. In T. Grites and C. Duncan (Eds.) *Advising transfer students: Strategies for today's realities and tomorrow's challenges* (2nd ed., pp. 119-121). NACADA publications.

Couture, R. (2010). The First-Again Generation: A qualitative study of first-generation college student siblings whose grandparents attended college (Doctoral dissertation). University of Northern Colorado.

Corn, A., Costello, P., Couture, R., & VanLue, A. (2002). Studentaffairs.com Virtual Case Study. *Journal of Technology in Student Affairs,* http://studentaffairs.com/ejournal/Spring_2002/

<u>Presentations</u>

International/National Presentations (peer reviewed)

Couture, R. (2022, March). *The evolution of APA Writing Style and 7th edition updates* [sponsored by both the Commission for Professional Preparation the Graduate Student and New Professional Community of Practice]. ACPA Annual Convention, St. Louis, MO.

Couture, R. (2018, October). *Inspired memories: What students recall years later in academic advising*. NACADA Annual Conference, Phoenix, AZ.

Couture, R., & Wohlford, L. (2018, March). *Faith in transition: Challenges in student spiritual development*. [sponsored by Commission for Spirituality, Faith, Religion, and Meaning] ACPA Annual Convention, Houston, TX.

Couture, R., & Schwehm, J. (2017, March). *False Consensus and FERPA*. NASPA Annual Conference, San Antonio, TX.

Couture, R., Couture, V., & Schwehm, J. (2015, March). *Helicopter colleges: The revolving nature of institutions' relationships with parents.* NASPA Annual Conference, New Orleans, LA.

Couture, R., & Nichols, M. (2014, October). *The helicopter advisor: A student's co-pilot.* [sponsored by Commission for Undecided & Exploratory Students] NACADA Annual Conference, Minneapolis, MN.

Couture, R. (2013, March). *The new normal: Why students have so many transcripts*. ACPA Annual Convention, Las Vegas, NV.

Couture, R. (2011, October). *First-generation college student subgroups*. NACADA Annual Conference, Denver, CO.

Couture, R. (2010, March). *The first-again generation: First-generation students whose grandparents went to college*. ACPA Annual Convention, Boston, MA.

Barratt, W., Corn, A., Couture, R., Costello, P., Harkness, S., & VanLue, A. (2003, March). *Integrating online and interpersonal residence hall communities.* ACPA Annual Convention, Minneapolis, MN.

Regional Presentations (peer reviewed)

Tyson, M., & Couture, R. (2021, April.) *Becoming an Academic Advisor: Understanding who Chooses the Profession*. NACADA Region VI/X Virtual Conference.

Couture, R. (2019, May). *Cognitive bias in academic advising,* Session 1. NACADA Region VI Conference, Sioux Falls, SD.

Couture, R. (2019, May). *Cognitive bias in academic advising,* Session 2. NACADA Region VI Conference, Sioux Falls, SD.

Couture, R. (2018, February). *Avoiding FERPA faux pas.* NACADA Region VII Conference, Little Rock, AR.

Brock, T., & Couture, R. (2018, February). *Establishing relationships with nontraditional students in academic advising.* NACADA Region VII Conference, Little Rock, AR.

Couture, R., Cassidy, C., & Scarborough, S. (2017, February). *Advising Generation Z.* NACADA Region VII Conference, Tulsa, OK.

Couture, R. (2016, October). *Rediscovering purpose by returning to our profession's past.* NASPA Region IV-W. Conference, St. Louis, MO.

Couture, R., & Farrin, R. (2016, May). *First-generation with a twist.* Memphis in May Student Affairs Conference, Memphis, TN.

Patrick, T., & Couture, R. (2015, May). *Self-efficacy and resiliency in first-generation students.* Memphis in May Student Affairs Conference, Memphis, TN.

Couture, R., & Marley, D. (2014, February). *Learning how to learn*: *Applying Kolb's Learning Theory to academic advising.* NACADA Region VII Conference, St. Louis, MO.

Couture, R. (2014, February). *They'll thank you later*: *Graduate student reflections on undergraduate advising*. NACADA Region VII Conference, St. Louis, MO.

Couture, R. (2005, March). *Increasing retention: Analyzing first-year student journals.* NACADA Region 10 Conference, Denver, CO.

State Presentations
Couture, R. (2020, April). *Who is a first-generation student?* Student Persistence & First-Generation Student Conference (co-sponsored by NASPA), Russellville, AR. *Cancelled due to coronavirus pandemic.*

Dettra, J., & Couture, R. (2020, April). *The missing link to success: Improving students' sense of belonging.* Student Persistence & First-Generation Student Conference /co-sponsored by NASPA, Russellville, AR. *Cancelled due to coronavirus pandemic.*

Couture, R. (2019, October). *Helping international students transition amid neo-racism on campus*. Partners for Student Success Conference, Hot Springs, AR.

Couture, R., & Wohlford, L. (2017, October). *Losing their religion*: *Perspectives on a changing religious landscape in higher education.* Partners for Student Success Conference, Hot Springs, AR.

Couture, R. (2015, October). *Theories of academic advising.* Partners for Student Success
Conference, Hot Springs, AR.

Invited Presentations
Advising Beyond the Schedule, ATU (2021, January). Spring Tech Talk Professional
Development Series.
Overview of Graduate Student Research, ATU (2020, October).
New Faculty Academy, Advising and Registration, ATU (2020, March).
Considering doctoral programs, ATU (2018, April).
Considering a doctoral journey, ATU (2018, April). On-Track Series
Careers in student affairs, ATU (2017, August).
Considering doctoral programs, ATU (2017, April).
Marketing yourself for an interview, ATU (2016, February).
Reading skills workshop. Student Success Series (September, 2015).
How parents and family members can help their students succeed. University Honors Orientation
for Parents, ATU (2015, May).
10 Habits of a successful college student. Invited presentation for Student Support Services,
ATU (2014, September).
Avoiding college regret: How to maximize this once-in-a-lifetime opportunity, ATU [On-Track
Series] Series (2014, April).
Marketing yourself for an interview, ATU (2014, April).
Men in predominately female occupations, panelist, ATU (2013, October).
Successful careers in student affairs, ATU (2013, April)
Should I change my major? Getting to Year 2 Conference, Colorado State University (2012,
February). With P. Jacobson.
Should I change my major? Getting to Year 2 Conference, Colorado State University (2011,
February). With P. Jacobson & M. Smith Nichols.
Invited panelist for Transfer Process Panel, Colorado State University.
The First-Again Generation. Student Affairs Staff Development, Colorado State University
(2010, November).
Panelist for TransAction Community College workshops, Colorado State University (2009-
2011).
What does it mean to be a sophomore? Student Affairs Professional Development Day, Colorado
State University (2006, November). With H. Richards.
An ethnography of a university center. Paper presented at SRM research evening, University of
Northern Colorado (2004, December). With S. Cribelli, V. Lee, A. Renee, and L.
Sappington.
Multimedia integrity teaching tool. Workshop presented to the Academic Integrity Task Force,
University of Northern Colorado (2004, November).
Mentoring new Student affairs professionals. Paper presented at SRM research day, University
of Northern Colorado (2004, May). With K. Black and S. Chase.

Course Development
ATU e-Tech certified courses:
- SAA 6113   Research Design and Analysis

- CSP 6023   Introduction to Student Affairs Administration
- CSP 6033   Student Development Theory
- CSP 6163   Academic Advising
- CSP 6173   Career Advising

Service to Institution

2021-2024	Faculty Senate
2021-2022	Institutional Review Board (IRB) member
2022	Chair, Elected Committees Realignment committee
2021	Invited speaker for MLED 3602 "Tests and Measurements"
2021-2022	College of Education Technology Committee
2021-2022	College of Education Curriculum Committee
2021-2022	GA Experience Committee
2021	College of Education Restructuring Committee
2021-2022	Strategic Enrollment & Retention University Committee
2021	Graduate College Virtual Fair SAA Representative
2020-2022	SAA Graduate Program Director
2021-2022	Department Promotion and Tenure Committee
2021	Fall 2021 Faculty Usher at Commencement
2021	Faculty Professional Development: "Advising Beyond the Schedule"
2020-2021	Chair, Student Affairs Committee
2020-2021	Academic Appeals Committee
2020	Search Committee for CSP Assistant Professor position
2020	Faculty representative, Facebook Live SAA recruiting event
2020	Student Voter Registration Advocate
2020	Jim Ed McGee Award Selection Committee
2020	Chair, Department Promotion and Tenure Committee
2019	Education Career Fair Volunteer
2019-2020	Spring 2020 CETL Tech Talks Professional Development Committee
2019	Oshkosh Placement Exchange Recruiting event (Oshkosh, WI)
2019	Department Promotion and Tenure Committee
2018-2020	Leadership Tech cohort 3: Tech's Global Family Training
2018-2019	Graduate Student Professional Development Committee
2018	Completed Quality Matters Rubric Training Certification
2017-2019	College of Education Budget Committee
2017-2020	Graduate Council Committee
2017-2018	Academic Appeals Committee
2017-2018	Student Services Accessibility Committee
2016-2018	Adjunct Support Committee
2016-2017	New Faculty Mentor Committee
2016-present	Advisor, Chi Sigma Alpha
2015-2016	Chair, College of Education Professional Development Committee
2015-2016	College of Education Budget Committee
2015	College Student Personnel faculty search Committee
2015	Be The Match campaign volunteer
2014-2015	Search Committee for Director of Advising

2014-2016	Faculty Advisor for College Student Personnel Association
2013-2015	Bridge-2-Excellence Mentor
2014-2015	College of Education Awards Committee
2013-2014	Student Affairs Committee
2013	Awarded travel grant of $1,300 from Professional Development Committee
2013	Workshop: "Successful careers in student affairs"
2012-2014	Facilitator for Office of Residence Life Professional development series
2012-present	Search Committee for CSP Graduate Assistant positions
2012-present	Advisor for over 30 graduate students each year
2012-present	Assist CSP department in selection process for CSP applicants
2012	Awarded travel grant of $1,641 from Professional Development Committee
2012	Successfully defended a new course (CSP 6163) before the Graduate Council
2012, 2014	College of Education Professional Development Committee
2012	Facilitated CSPA workshops

Service to Profession

2022	Chapter reviewer, *Academic advising administration: Essential knowledge & skills for the 21st Century*
2022	Reviewer, 2022 NACADA Annual Conference
2022	Volunteer-Career Coach, 2022 ACPA Annual Convention
2021	*College Student Affairs Journal* Reviewer (2 manuscripts)
2021	Reviewer, 2021 NASPA Multicultural Institute: Advancing Equity and Inclusive Practice
2020	ACPA Awards Selection Committee for Research, Writing, and Teaching
2019	Reviewer, 2020 ACPA Annual Convention
2019	Reviewer, 2020 NACADA Region VII Conference
2018	Volunteer, NACADA Region VII Conference
2018	Reviewer, 2019 NACADA Region VII Conference
2017	Reviewer, 2018 ACPA Annual Convention
2017	Reviewer, Canadian Association of College and University Student Services Annual Conference
2017	Reviewer, Global Conference on Education and Research
2016-present	Reviewer, *College Student Affairs Journal*
2016	External Program Reviewer for Angelo State University's Student Development and Leadership in Higher Education master's program
2016	Reviewer, 2016 Higher Education Diversity Summit
2015-2018	Reviewer, *Journal of College Student Development*
2015	Reviewer, ACPA Professional Preparation Commission Faculty Research Grant
2015	Reviewer, Canadian Association of College and University Student Services Annual Conference
2015	Reviewer, 2016 ACPA Annual Convention
2014	Reviewer, 2015 NASPA National Conference
2013	Reviewer, 2014 NASPA National Conference
2013	Reviewer, 2014 ACPA Annual Convention
2013	Reviewer, 2013 NASPA Regional Conference
2012	Reviewer, 2013 ACPA Annual Convention

| 2012 | Reviewer, 2013 NASPA National Conference |
| 2010 | Reviewer, 2011 NASPA National Conference |

Service to Community

2021	Russellville Junior High School and High School concessions
2020-2022	Trail maintenance, Ouita Mountain Bike Trail
2019	Mock Interviewer, Russellville Junior High School (December 13)
2019	Volunteer at September 11 First Responder's event
2018	Team Manager, Arkansas Valley Soccer Association
2017	Volunteer at September 11 First Responder's event
2016	Paint the Town Green and Gold
2016	Volunteer at September 11 First Responder's event
2016	Volunteer with Arkansas Dream Center "Thankserving"
2016	Special Olympics Polar Plunge volunteer
2015, 2016	Martin Luther King, Jr., Day activities
2014	Presentation: "Strengthening alliances between high schools and universities," Hector High School, Hector, AR (August 13)
2014	Guest speaker: "Agriculture and Enterprise," St. John Elementary School, Russellville, AR (August 22)
2014-2016	Volunteer, local Boy Scout troop
2013-2015	Member, Main Street Russellville
2013	Assistant Tennis Coach for Arkansas Valley Tennis Association
2012-present	Volunteer with local elementary school in areas of event planning and fundraising
2007-2012	First-Generation Awards Dinner, Colorado State University
2010-2012	Adopt-a-Natural Area, Fort Collins, CO
2007-2011	City of Fort Collins, CO, various events
1999	AmeriCorps—Mesa State College, Grand Junction, CO
1997-1998	AmeriCorps—National Civilian Community Corps, Aurora, CO

Awards and Recognitions

2022	$871 Professional Development Grant
2021	Recognized by the ATU Black Faculty and Staff Organization
2019	Recognized by ATU Diversity and Inclusion at 2019 stole ceremony
2019	$650 Professional Development Grant
2019	Invited to offer two sessions of presentation at NACADA VI conference
2018	Recognized by ATU Diversity and Inclusion at 2018 stole ceremony
2018	Tenure awarded, ATU
2018	ACPA Commission Sponsored conference presentation, Houston, TX
2018	$1,200 Professional Development Grant
2017	$1,125 Professional Development Grant
2016	"Recognized for making a difference in the education of two graduates," ATU
2015	Chi Sigma Alpha, International Honor Society in Student Affairs
2015	$1,581 Professional Development Grant
2014	NACADA Commission Sponsored conference presentation, Minneapolis, MN
2012	$1,681 Professional Development Grant

1997   Psi Chi, International Honor Society in Psychology
1997   Judge Frank Mahady Award, St. Michael's College, VT

Professional Memberships

2001-present   ACPA (current and intermittent)
2003-present   NASPA (intermittent)
2012-present   Arkansas Student Affairs Association
2013-present   International Association of Student Affairs and Services (IASAS)
2005-present   National Academic Advising Association (NACADA)
2010-2012   Colorado/Wyoming Advising Association, inactive
2003-2006   College Personnel Association of Colorado, inactive

Former committees at previous institutions

2011-2012   Member, Selection Committee of Graduate student cohort, CSU
2011-2012   Member, Professional Development Committee, CASA, CSU
2011-2012   Member, Transfer Committee, CSU
2010   Chair, Search Committee for Native American Cultural Center, CSU
2009   Member, Search Committee for CASA, CSU
2008   Member, Search Committee for Department of Psychology, CSU
2007-2012   Chair, Probation Committee for CASA, CSU
2007-2012   Chair, Tuition Assessment Appeals Committee, CSU
2006-2012   Serve as liaison to College of Agricultural Sciences, College of Engineering,
               Native American Cultural Center, and Front Range Community College
2006-2012   Faculty advisor for Hesperia Honor Society, CSU
2005   Member, Search Committee for Disability Services, FRCC
2005   Member, Re-accreditation Steering Committee, FRCC
2004   Member, Selection Committee of Orientation Leaders, UNC

Technical Skills/Trainings

- Indigenous Canada MOOC, University of Alberta, Spring 2022
- CITI Training for IRB members, July 2021
- Title IX Training, annually
- Banner, Blackboard, Kaltura
- Good knowledge of French

REJINA MANANDHAR

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College of Education and Health, Arkansas Tech University
Dean Hall, Room 107 A, 402 West O Street, Russellville, AR 72801
Phone: 479-356-2014 / Fax: 479-356-2091
Email: rmanandhar@atu.edu

EDUCATION

Ph.D.	Public Administration and Management Specialization: Emergency Management Dissertation title: "Return-Entry Risk Communication Following 2012 Hurricane Sandy" University of North Texas, Denton, TX	2015
M.C.R.P.	City & Regional Planning University of Texas at Arlington, Arlington, TX	2010
B.Arch.	Architecture Tribhuvan University Institute of Engineering, Nepal	2007

RESEARCH AND TEACHING INTERESTS

Risk Communication, Disaster Vulnerability, Disaster Return-Entry, Risk Perception and Protective Action Decision-Making, Organizational Behavior

AWARDS

2018　　*Gilbert White Award.* American Association of Geographers, Hazards, Risks, and Disasters Specialty Group. Awarded for outstanding dissertation on hazard research.

2015　　*SECM Dissertation Honorable Mention Award.* American Society for Public Administration, Section on Emergency & Crisis Management. Awarded for novel research in the field of emergency management.

2014　　*GATS Award.* Toulouse Graduate School, University of North Texas. Awarded for superior academic achievement and exceptional promise for scholarly success in graduate studies.

GRANTS
Funded
2018　　*Professional Development Grant*, Arkansas Tech University. $1,223.68.
2018　　*Professional Development Grant*, Arkansas Tech University. $1,500.

2018	*Online Course Development Grant*, College of eTech, Arkansas Tech University. $4,000.
2017	*Professional Development Grant*, Arkansas Tech University. $1,771.
2015	*Graduate Student Travel Grant*, Toulouse Graduate School, University of North Texas. $500
2014	*Public Affairs and Community Service Travel Grant*, University of North Texas. $400.
2014	*Raupe Travel Grant*, Student Government Association. University of North Texas. $500.
2013	*Public Affairs and Community Service Travel Grant*, University of North Texas. $400.

Submitted Grants

2021   Arkansas Tech University Innovation Grant
Mebi, C. (PI), Chris Sheach (Co-PI),Mebi, C. (Co-PI), Manandhar, R. (Co-PI) & Peters, E. (Co-PI). $56,000.

2018   "Analysis of Hazardous Material Transportation Incidents in Arkansas" Interdisciplinary Research Center (IRC) Grant, Arkansas Tech University
Mebi, C. (PI), Manandhar, R. (Co-PI) & Peters, E. (Co-PI). $5,740.

SCHOLARSHIPS & FELLOWSHIPS

2015-2016   *Wachira Public Service Award*. Department of Public Administration, University of North Texas. $1000. Competitive scholarship provided for students pursuing doctoral degree in public administration and management.

2011- 2013   *Doctoral Academic Achievement Scholarship*. Toulouse Graduate School, University of North Texas. $3,000. Scholarship provided in recognition of outstanding academic achievements.

2009   *R.L. "Jerry" and Lucille "Lucy" Mebus Public Service Graduate Fellowship*. Department of Public Affairs and Planning, University of Texas at Arlington. $1,000. Competitive fellowship for graduate students interested in pursuing careers in public service.

ACADEMIC APPOINTMENTS

July 2022 – Present
Associate Professor of Emergency Management (Tenured)
Dept. of Emergency Management, Professional Studies, and Student Affairs Administration
College of Education and Health
Arkansas Tech University, Russellville, AR

Past
July 2021 – June 2022
Associate Professor of Emergency Management (Tenured)
Dept. of Emergency Management, Professional Studies, and Student Affairs Administration
College of Education and Health
Arkansas Tech University, Russellville, AR

Aug. 2015- May 2021
Assistant Professor of Emergency Management
Department of Emergency Management
College of Applied Sciences & Engineering
Arkansas Tech University, Russellville AR

2014 -2015	*Teaching Fellow*, Department of Public Administration University of North Texas, Denton TX
2013 - 2014	*Research Assistant*- to Dr. Laura Siebeneck, Department of Public Administration, University of North Texas, TX
2012 - 2013	*Teaching Fellow*, Department of Public Administration University of North Texas, Denton TX
2011 - 2012	*Graduate Assistant*, Department of Public Administration University of North Texas, Denton TX
2009	*Graduate Teaching Assistant* - to Dr. Michan Connor Department of Interdisciplinary Studies, UT Arlington, Arlington TX
2008	*Graduate Student Grader* Department of Interdisciplinary Studies, UT Arlington, Arlington TX

TEACHING EXPERIENCE

Courses Instructed
Arkansas Tech University, Russellvile, AR
(Full-time faculty, *in-class session, @online session)

@EAM 1003: Living in Hazardous Environment
@EAM 1013: Aim and Scope of Emergency Management
@EAM 3003: Developing Emergency Management Skills
@EAM 3023: Principles of Preparedness and Response Operations
*@EAM 3033: The Social Dimension of Disaster
*@EAM 4003: Principles of Disaster Relief and Recovery
*@EAM 4993: Grant Writing
@EMHS 5003: Principles and Practice of Disaster Relief and Recovery

*@EMHS 5993: Grants
@EMHS 5993: Social Vulnerability
@EMHS 5993: Preparedness
 @EMHS 5993: Disaster Films and Media
*@EMHS 6063: Principles of Emergency Management
*@EMHS 6103: Research Design and Methods
@EMHS 6203: Crisis Communications
*EMHS 6413: Capstone Practicum II
*@EMHS 6123: Applied Data Analysis
*@EMHS 6943: Research II

University of North Texas, Denton, TX
(Teaching Fellow, *****in-class session)
*EADP 3010: Introduction to Emergency Management
*EADP 3080: Leadership and Organizational Behavior
*PADM 3020: Public Management

Courses Assisted
University of North Texas, Denton, TX
(Graduate Assistant, *****in-class session)
*EADP 4060: Technology in Emergency Management
*EADP 4065: Disaster Exercise Design
*EADP 3055: EOC Design and Operations
*PADM 5700/6710: Introduction to GIS for Public Administrators

University of Texas at Arlington, Arlington, TX
(Graduate Assistant, *****in-class session)
*INTS 4301: Interdisciplinary Research Process

SCHOLARSHIP
Publications (Peer-Reviewed)

2022   Siebeneck, L.K., Zavar E., **Manandhar, R**. (2022). An Overview of Local Floodplain Administrators and Training Needs in FEMA Region 6. Accepted for publication in the *Journal of Homeland Security and Emergency Management.* https://doi.org/10.1515/jhsem-2021-0016

2021   **Manandhar, R**., & Siebeneck, L.K. (2021). Information Management and the Return-Entry Process: Examining Information Needs, Sources, and Strategies after Superstorm Sandy. *International Journal of Disaster Risk Reduction.* https://doi.org/10.1016/j.ijdrr.2020.102015.

2018   **Manandhar, R**., & Siebeneck, L.K. (2018). Return-entry risk communication challenges: Experiences of local emergency management

organizations following Superstorm Sandy. *International Journal of Mass Emergencies and Disasters* 36 (2):120-148.

2018   Chen, X., Frazier, C., **Manandhar, R**., Han, Z., & Jia, P. (2018). Inequalities of nuclear risk communication within and beyond the evacuation planning zone. *Journal of Applied Spatial Analysis and Policy*. Pp 1-18.

2014   **Manandhar, R.**, & McEntire, D. A. (2014). Disasters, Development and Resilience: Exploring the Need for Comprehensive Vulnerability Management. In Kapucu, N. & Liou, T. K. (Eds.), *Disaster and Development: Examining Global Issues and Cases* (pp. 19-37). New York, NY: Springer.

Other Publications

2020   **Manandhar, R**. (2020). *Cultural Competence in Hazards and Disaster Research Training Module Assignment*. CONVERGE Assignment Bank. Natural Hazards Center. Boulder CO. Assignment Bank - CONVERGE | Natural Hazards Center (colorado.edu)

2014   Siebeneck, L.K., Gaston, R., Byerly, A., **Manandhar, R.**, & Samuel, C. (2014). *Texas tornado hazard analysis*. Report prepared for the Texas Department of Public Safety Division of Emergency Services.

2010   Vega, J., Hernandez, R., **Manandhar, R.**, & Neergaard., L. (2010). *Industrial and employment resources for the City of Kennedale, TX*. Economic analysis and planning report prepared for the City of Kennedale, TX.

2008   Kunde, J., Tees, D., Cucca, R., **Manandhar, R**., McDonald, S.M., Navarro, C., Nunn, G., Santiago, S., & Schaffer, N. (2008). *Strategic plan for Fort Worth Texas Fire Department*. Report prepared for the Fort Worth Texas Fire Department.

Conference Presentations (Peer-Reviewed)

2021   **Manandhar, R.** (2021, July14-15). *Make Converge Training Modules Part of Your College/University Course – Here's How!* [Panel Presentation]. 46th Annual Natural Hazards Research and Applications Workshop Researcher's Meeting. Virtual Conference.

2021   **Manandhar, R.** (Presenter), Peters, E., & Swindell**.** B. (2021, July 11- 14) *Risk Communication during 2019 Arkansas River Floods* [Poster

Presentation]. 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference.

2021   Mebi, C., **Manandhar, R** (Presenter), & Peters, E. (2021, July 11- 14)**.** *An Analysis of Hazardous Transportation Incidents in Arkansas* [Poster Presentation]. 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference.

2018   **Manandhar, R.** (2018, December 2-6). *Communicating risk in the immediate aftermath of a disaster: Challenges and opportunities* [Poster Presentation]. 2018 Society for Risk Analysis Annual Meeting. New Orleans, LA. U.S.A.

2018   **Manandhar, R.** (2018, December 2-6). *Collaborative Emergency Management for Effective Risk Communication: The Findings from Hurricane Sandy* [Poster Presentation]. 2018 Society for Risk Analysis Annual Meeting. New Orleans, LA. U.S.A.

2018   **Manandhar, R.** (2018, July 8-11). *Communicating Post-Disaster Risks and Return-Entry Information* [Panel Presentation]. 43rd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.

2018   **Manandhar, R.** (2018, July 8-11). *Social Media Use in a Post-Disaster Context: An Examination of Risk Communication at an Organizational Level* [Poster Presentation]. 43rd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.

2017   **Manandhar, R.** (2017, July 9-12). *Managing Information to Assess Post-Disaster Risks* [Poster Presentation]. 42nd Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.

2015   **Manandhar, R.** (2015, July 19-22). *Risk Communication during Return-Entry Phase: Lessons Learned from 2012 Hurricane Sandy* [Poster Presentation]. 40th Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.

2014   **Manandhar, R.** (2014, June 22-25). *Protective Action Adoption during the 2012 West Nile Outbreak* [Poster Presentation]. 39th Annual Natural Hazards Research and Applications Workshop. Broomfield, CO. U.S.A.

2014   **Manandhar, R.** (2014, March 19-22). *Risk Perception and Protective Action Adoption: The Case of 2012 West Nile Outbreak* [Paper Presentation]. 44th Urban Affairs Association Conference. San Antonio, TX. U.S.A.

2013   **Manandhar, R.** (Presenter), & McEntire, D.A. (2013, March 15-19). *Disasters, Development and Resilience: Exploring the Need for Risk Reduction and Capacity Building* [Paper Presentation]. 2013 Annual Conference of the American Society for Public Administration. New Orleans, LA. U.S.A.

2012   Collins, B.K. (Presenter), Holt, A., Hyder, A., **Manandhar, R**., Kamau, F., & Silah, A. (2012, October 18-22). *Public Service Motivation: An Exploratory Evaluation of an Internship Maturation Effect* [Paper Presentation]. 2012 Annual Meeting of the National Association of Schools of Public Affairs and Administration. Austin, TX. U.S.A.

Other Presentations

2022   **Manandhar, R.,** (2022, March 24). *Grant Writing*. Graduate Student Council. Arkansas Tech University.

2022   **Manandhar, R.,** (Panelist**),** (2022, March 3). *Women in Leadership Panel*. Diversity, Inclusion, and Contemporary Student Services. Arkansas Tech University.

2019   **Manandhar, R.,** (2019, September 4). *Grant Writing 101*. Graduate Student Council On-Track Session. Arkansas Tech University.

2019   Mebi, C**., Manandhar, R**., & Peters, E. (2019, April 19). *Hazardous Material Transportation in Arkansas: A Risk and Vulnerability Assessment*. Interdisciplinary Research Series. Arkansas Tech University.

2019   Mebi, C. (Presenter**), Manandhar, R**., & Peters, E**.** (2019, March 9). *Analysis of HAZMAT Transportation Incidents in Arkansas from 2007-2017*. Mid-south Inorganic Chemists Association (MICA) Spring 2019 Meeting. Batesville AR. U.S.A.

2018   Chen, X. (Presenter), Frazier, C., & **Manandhar, R.** (2018, March 9). *Risk Communication within and beyond Evacuation Planning Zone: Case of Arkansas Nuclear One* [Paper Presentation]. 2018 College of Engineering and Applied Sciences Colloquium Series. Arkansas Tech University. U.S.A.

2014   Veteto, J., Morrissey, N. (presenter), Shade, M. **Manandhar, R**….Cramb K. (2014, March 1). *North Texas Foodshed Assessment*. [Poster Presentation]. 2nd Graduate Exhibition at University of North Texas. Denton, TX.

2013   **Manandhar, R.** (2013, March 8). *Risk Perception & Protective Action Adoption: A Case of 2012 West Nile Outbreak.* [Paper Presentation]. Spring 2013 Public Administration Colloquium Series. University of North Texas. Denton, TX.

PEER-REVIEW ACTIVITIES [43]
Journals
Natural Hazards [1]
Disasters [1]
Disaster Prevention and Management [1]
International Journal of Disaster Risk Reduction (IJDRR) [5]
Journal of Homeland Security and Emergency Management (JHSEM) [2]
International Journal of Environmental Research and Public Health (IJERPH) [6]
International Journal of Geo-Information (IJGI) [4]
Journal of Risk Analysis and Crisis Response (JRACR) [1]
Journal of Contemporary Eastern Asia (JCEA) [1]
JAMBA: Journal of Disaster Risk Studies [4]
Annals of Disaster Risk Sciences [1]
Progress in Planning [1]
Environment International: A Journal of Environmental Science, Risk & Health [1]
INQUIRY: The Journal of Health Care Organization, Provision and Financing [1]
Current World Environment: An International Research Journal of Environmental Science [1]
Sustainability [3]
Applied Sciences [3]
Healthcare [4]
Water [2]

Book Chapter and Book Proposal Reviews
SAGE Publication [1]
Rowman & Littlefield [1]
Routledge | Taylor & Francis Group [1]

THESIS & PRACTICUM COMMITTEES
Practicum Research Committee Chair. Guannan He. "Psychological resilience through meditation" Graduated December 2019.
Committee Member. Kristi Higgs. "Awareness of mitigation and risk management at Arkansas Tech University" Graduated December 2019.
Committee Member. Jessica Lynn Risbell. "Tornado Preparedness in U.S. Elementary Schools" Graduated May 2019.
Committee Member. Daniel Plum. "Police preparedness in Northwest Arkansas for active shooter events" Graduated December 2018.
Practicum Research Committee Chair. Zarea Alshehri. "Tornado Emergency Procedure Guide for elementary schools in River Valley" Graduated May 2018.

Committee Member. Sayed Ahmed. "Industrial incidents in Bangladesh and the ability of emergency management system to respond" Graduated May 2018
Committee Member. Megan Staudt. "Tornado preparedness of resettled refugees in the United States." Graduated December 2017.
Committee Member. Robert A. Jackson. "An investigation into hazard mitigation tools at institutes of higher education" Graduated May 2016.

FEMA Independent Studies Courses
IS-00363: Introduction to Emergency Management for Higher Education
IS-100c: Introduction to Incident Command System, ICS-100

SOFTWARE PROFECIENCES
SPSS, ATLAS ti, ArcGIS / ArcMap, AutoCAD, Sketch up, Blackboard Learn, RefWorks, Tegrity Lecture Capture, Kaltura Lecture Capture, Microsoft Office, Adobe Acrobat

SERVICE
Service to the University

Apr. 2022	Jim Ed McGee Award Selection Committee, Arkansas Tech University. *Committee Member*
Apr. 2022	Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Aug. 2021-2022	Departmental Promotion and Tenure Committee, Department of Behavioral Sciences, Arkansas Tech University. *Committee Member*
Apr. 2021	14th Annual Online Innovation Award Selection Committee, Arkansas Tech University. *Committee Member*
Aug. 2020 –	Admissions, Academic Standards & Student Honors Committee, Arkansas Tech University. *Committee Member*
Oct. 2018-	Online Learning Advisory Board, Arkansas Tech University. *Committee Member*
Jan.- May 2020	Faculty Search Committee, Department of Computer and Information Science, Arkansas Tech University. *Committee Member*
2018-2019	Self-Study via Assessment for EAM and EMHS Program Department of Emergency Management. Arkansas Tech University. *Team Member*

June 2019	Emergency Management Student Travel Fund Committee. *Guidelines Committee Chair*
Apr. – June 2019	Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Oct. 2018- Mar. 2019	Faculty Search Committee, Department of Physical Sciences, Arkansas Tech University. *Committee Member*
Feb. 2018	Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Jan. 2016 -	Emergency Management Graduate Curriculum Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Sept. 2015 -2019	Red Cross at Arkansas Tech University. *Faculty Advisor*
Aug. 2015-	Department of Emergency Management, Arkansas Tech University. *Faculty Advisor*
Dec. 2016	Faculty Search Committee, Department of History and Political Science, Arkansas Tech University. *Committee Member*
Dec. 2016	Graduate Assistant (GA) Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
Nov. 2016	Faculty Search Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*
2016 -2017	Student Recognition Committee, Emergency Management and Homeland Security Conference. Arkansas Tech University. *Committee Member*
Sept. 2015	IAEM Scholarship Committee, Department of Emergency Management, Arkansas Tech University. *Committee Member*

Service to the Profession

July 2021	Researcher's Meeting Natural Hazard Research and Applications Workshop, July 15, 2021. *Participant*
July 2021	Natural Hazard Research and Applications Workshop, July 11- July 15, 2021. *Participant*

June 2021	International Association of Emergency Managers (IAEM) Encore Virtual Conference, June 7-8, 2021. *Participant*
June 2021	Society for Risk Analysis (SRA) Webinar Series - Resilience and the Human Superorganism: Give Us this Day our Daily Microbes. June 2, 2021. Participant
June 2021	Disaster Conference Online from University College London. "Enhancing Post-Pandemic Sustainability and Resilience: Paving the Way for Systemic Change". June 1, 2021. University College London. *Participant*
Oct. 2019	FEMA Region VI Higher Education Collaborative Conference, Oct. 22, 2019. Arkansas Tech University. *Participant*
Mar. 2019	*Gilbert White Award*, American Association of Geographers Hazard Specialty Group. *Award Jury Member/ Reviewer*
Mar. 2018	2018 Integrated Warning Team Meeting. *Participant*
Sept. 2017	Arkansas Natural Hazards Resilience Discussion Meeting. Climate data utilization in planning and hazard mitigation efforts in Arkansas. Bentonville, AR. September 29, 2017. *Participant*
June 2016	Understanding Homeland Security 2nd Edition Sage Publication Inc. Thousand Oaks, CA. *Reviewer*
June 22 - 25, 2014	2014 Natural Hazards Workshop, Broomfield, Colorado. *Volunteer*
2012 - 2013	PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Secretary*
2012 - 2013	PADM Doctoral Student Association, Department of Public Administration and Management, University of North Texas, Denton TX. *Emergency Management Specialization Chair*

Service to the Community

2017-	NWS Certified Volunteer Storm Spotter.
2017-	INSPARK Earthquake Damage Assessment Volunteer.
Oct. 25, 2016	2016 Emergency Preparedness Expo, Dardanelle, AR. *Volunteer*
Apr. 14, 2016	2016 Emergency Preparedness Expo, Russellville, AR. *Volunteer*

Sep.-Dec. 2015	Student Grant Projects for the Arkansas Rural Community Grant Program, Arkansas Tech University. *Instructor & Coordinator*
2010	Go Solar Texas Campaign in Dallas, TX, Environment Texas, Austin TX. *Campaign Member*
2008 – 2009	Nepalese Students' Association, University of Texas at Arlington, Arlington TX. *Treasurer & Event Coordinator*
2005	The 2005 Earthquake Safety Day Exhibition, Lalitpur, Nepal National Society for Earthquake Technology-Nepal. *Volunteer*

TRAININGS & CERTIFICATIONS

March 2021	CONVERGE Training Module –*Reciprocity in Hazards and Disaster Research,* Natural Hazards Center. University of Colorado Boulder.
July 2021	CONVERGE Training Module –*Broader Ethical Considerations for Hazards and Disaster Researchers,* Natural Hazards Center. University of Colorado Boulder.
July 2021	CONVERGE Training Module –*Understanding and Ending Gender-Based Violence in Fieldwork,* Natural Hazards Center. University of Colorado Boulder.
July 2021	CONVERGE Training Module –*Collecting and Sharing Perishable Data*, Natural Hazards Center. University of Colorado Boulder.
Apr. 2021	Transitioning to Teaching Online - T2TOL-eTech*, Arkansas Tech University.
Dec. 2020	CONVERGE Training Module –*Conducting Emotionally Challenging Research*, Natural Hazards Center. University of Colorado Boulder.
Dec. 2020	CONVERGE Training Module –*Institutional Review Board (IRB) Procedures and Extreme Events Research*, Natural Hazards Center. University of Colorado Boulder.
Aug. 2020	Researcher Academy Module – *Writing a persuasive cover letter for your manuscript*. Elsevier.
Aug. 2020	Researcher Academy Module – *Guide to reference managers: How to effectively manage your references*. Elsevier.

Aug. 2020	Researcher Academy Module – *How to produce highly visible research: Useful tips for researchers*. Elsevier.
Aug. 2020	Researcher Academy Module – *How to secure funding - ECR edition*. Elsevier.
Aug. 2020	Researcher Academy Module –*10 reasons to get – and use – an ORCID ID*. Elsevier.
Apr. 2020	CONVERGE Training Module – *Disaster Mental Health*, Natural Hazards Center. University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – *Cultural Competence in Hazards and Disaster Research*. Natural Hazards Center, University of Colorado Boulder
Apr. 2020	CONVERGE Training Module – *Social Vulnerability and Disasters*. Natural Hazards Center, University of Colorado Boulder
2018	CITI Program – Collaborative Institutional Training Initiative. Arkansas Tech University
2017	SKYWARN Storm Spotter Training, The National Weather Service Little Rock, AR.
2017	ACT-20, Post-earthquake Safety Evaluation of Buildings, Arkansas Department of Emergency Management, Earthquake Program.
Mar. 2016	eTech Certification Course, Arkansas Tech University
Mar. 2016	Diversity, Equity, and Inclusion Training Webinar. Arkansas Tech University
2015 -	Professional Development Series, Arkansas Tech University
2015	Active Shooter Training, College of Engineering & Applied Sciences, Arkansas Tech University
2012	"Protecting Human Research Participants", NIH Web-based Training
2012	International TA/TF Teaching Training Program. University of North Texas, Denton, Texas
2005	Earthquake Resistant Building Design Training, National Society for Earthquake Technology-Nepal

Special Projects

2021	Student Grant Project for Moreland Fire Department, AR. Arkansas Rural Services Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for Desha County, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2017	Student Grant Project for River Valley Food 4 Kids, Russellville, AR. Winthrop Rockefeller Foundation. *Instructor & Coordinator*
2015	Student Grant Project for Appleton Fire Department, AR. Arkansas Rural Community Grant Program. *Instructor & Coordinator*
2013	North Texas Foodshed Assessment Project for Growth North Texas University of North Texas. *Contributor*
2013	Sustainable Development Study: "How do we make transit stations in the North Texas Region a magnet for development?", University of North Texas. *Contributor*
2010	Economic Analysis & Planning Study for City of Kennedale, TX University of Texas at Arlington. *Contributor*
2010	Go Solar Texas Campaign in Dallas, TX. Environment Texas. *Contributor*
2009	Downtown Revitalization Project for City of Cleburne, TX. University of Texas at Arlington. *Contributor*
2008	The Fort Worth Texas Fire Department Strategic Plan, University of Texas at Arlington. *Contributor*

OTHER WORK EXPERIENCES

July 2007- Dec. 2007	Kriti Design Pvt. Ltd., Kathmandu, Nepal, *Architect*
Feb. 2007 - Apr. 2007	Asankhya Pvt. Ltd., Jhamsikhel, Nepal. *CAD-Designer*
Nov. 2004 -Apr. 2005	Lalitpur Sub-Metropolitan City Office, Pulchowk, Nepal. *Architectural Intern*

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

2022-	Gender & Disaster Network (GDN)
2018-2019	Society for Risk Analysis (SRA)

2018-2019   SRA Risk Communication Specialty Group (RCSG)
2012 - 2017   American Society for Public Administration (ASPA)
2012 - 2017   ASPA Section on Emergency and Crisis Management (SECM)
2012 - 2017   ASPA Texas Chapter
2014 -2015   Urban Affairs Association
2008 - 2010   American Planning Association (APA)
2007 - 2008   Nepal Engineers Association (NEA)
2006 - 2008   Society of Nepalese Architects (SONA)
2002-2005   Association of Students of Architecture (ASA)

Last updated: July 12, 2022

Melinda A. Wilkins, PhD, RHIA, FAHIMA
Professor of Health Informatics
Email: mwilkins5@gmail.com   Phone: 479-970-1434

EDUCATION

PhD, Organization and Management   2008
Specialization: **Information Technology Management**
Capella University, Minneapolis, MN

MEd, Agency Counseling   1988
Southwestern Oklahoma State University, Weatherford, OK

BS, Medical Record Administration/Allied Health   1983
Southwestern Oklahoma State University, Weatherford, OK   *magna cum laude* graduate

PROFESSIONAL CERTIFICATION

Registered Health Information Administrator (RHIA)   1983
- Successful completion of national certification exam, American Medical Record Association, Certificate #13444.

PROFESSIONAL EXPERIENCE

Arkansas Tech University, Russellville, AR   2016-present
Professor, Health Informatics
Director, Health Informatics Program (Graduate Level)
Director, Health Information Management Program (Undergraduate Level)

Logan University, Chesterfield, MO   2016-2018
Adjunct Faculty, MS Health Informatics Program

Administrative Consultant Service, Shawnee, OK   2015-2016
Vice President for Research and Education

Walden University, Minneapolis, MN   2012-2016
Contributing Faculty, MS Health Informatics Program

Arkansas Tech University, Russellville, AR   1988-2015
Director, Health Informatics Program (Graduate Level)
Director, Health Information Management Program (Undergraduate Level)
- Tenure granted with 1993-94 contract
- Promoted to **Professor** with 2010 contract

Instructor, Health Information Management Program
- Coordinated the Medical Transcription Program

Arkansas State Office of Health Information Technology (State HIE)   2010-2012
Consultant, Health Information Management
Little Rock, AR

Southwestern Memorial Hospital, Weatherford, OK   1984-1988
Director, Medical Record Department
- Responsible for management of health information, quality assurance activities, coding, utilization review and billing-related activities.

Gary Lawrence, M.D., Weatherford, OK   1983-1984
Office Manager

PROFESSIONAL ORGANIZATIONS/COMMITTEE APPOINTMENTS and ELECTED POSITIONS

American Health Information Management Association (AHIMA)   1981-present
- Director, Board of Directors, 2018-2020
- Committee Chair, Board of Directors Audit Committee, 2020
- Subject Matter Expert Member, National Workforce Development Thought Leadership, 2019-2020
- Member, Board of Directors Audit Committee, 2019
- Member, Board of Directors Governance Committee, 2018
- Member, Nominating Committee, 2015-2016
- Member, Professional Practice Experience Workgroup, 2014-2015
- Co-presenter, Webinar: Successful Strategies for CSA Leadership Enhancement, 2013
- Facilitator, House of Delegates Breakout Session for Health Information Exchange, 2013
- Participated in AHIMA Hill Day, Washington DC, 2013, 2014, 2018 - 2020
- Member, House of Delegate CSA Toolkit on Reality 2016 Taskforce, 2013-2015
- Delegate, 2012-2014
- Member, Action Community for eHIM Excellence (ACE), 2008-2010
- Appointed Member, Practice Council on Health Information Exchange, 2007-2009
- Member eHIM Workgroup: HIM Principles in Health Information Exchange, 2007
- Facilitator, Advocacy Community of Practice, 2006-2008
- Member, eHIM Workgroup, Defining the Legal EHR (Electronic Health Record), 2005
- Legislative Advocacy Liaison, 2002-2010

- Facilitator, Geographic: Arkansas Engage Community, 2002-present
- Chair, Council on Certification, 1998
- Joint Committee on Education, 1997-1998
- Chair-Elect, Council on Certification, 1997
- AHIMA Nominating Committee, 1997
- HIA Educator, Council on Certification, 1996-1998
- House of Delegate Task Force, 1995
- Alternate, AHIMA Nominating Committee, 1994
-

American Health Information Management Association (AHIMA) Foundation
- Member, Board of Directors   2018-2019
- AHIMA Foundation Research Network   2018-present
- AHIMA Foundation Leadership Institute Advisory Panel   2016-2017

Commission on Accreditation for Health Informatics and Information   2009-2015, 2021-2023
Management Education (CAHIIM)
- Member, Health Information Management Accreditation Council (HIMAC), 2021-2023
- Chair, Health Information Management Council, 2015
- Chair, Board, 2012
- Chair, Commission, 2012
- Testified before the Council for Higher Education Accreditation (CHEA) on behalf of CAHIIM that resulted in successful recognition, Washington DC, 2012
- Member (Charter), Board of Directors, 2010-2015

Healthcare Management and Information Systems Society (HIMSS)   2005-present
- Member

American Medical Informatics Association (AMIA)   2005-present
- Member

Assembly on Education of AHIMA   1989-present
- Member

Arkansas Health Information Management Association (ArHIMA)   1988-present
- 1989-Present - Central Office Coordinator
- 2014-2016 Director
- 2013-2014 President
- 2012-2013 President-Elect
- 2011-2012 Chairman, Program Committee
- 2009-2011 Director
- 2006-present Representative on state level health information exchange initiatives
- 2006-2008 Chairman, Legislative Committee
- 2005-2006 Program Committee Member
- 2005-2006 Arrangements Committee Member
- 2003-2005 Treasurer

- 1994-1997 Director
- 1993-1994 President and Delegate to AHIMA House of Delegates
- 1992-1993 President-Elect and Delegate to AHIMA House of Delegates
- 1991-1992 Secretary
- 1990-1991 Program Committee Member
- 1989-1993 Chairman, Archives Committee
- 1989-1990 Co-Chairman, Education Committee
- 1988-Present - Member

Arkansas Healthcare Information and Management Systems Society   **2005-present**
   (ArHIMSS)
- Recognition, Scholarship Named Johnson-Wilkins Scholarship, 2019
- 2012-2017 Advocacy Chair and Board Member
- Attended national HIMSS Hill Day, Washington, DC, 2014
- 2005-Present - Member

Oklahoma Medical Record Association   **1981-1988**
- Member Ad Hoc Committee on Education, 1987-1988

UNIVERSITY APPOINTMENTS/INSTITUTIONAL SERVICE

Arkansas Tech University, Russellville, AR   **1988-present**
- Chair, HIM/HI Assessment Committee, Biological Science Department, 2020-2022
- Invited Faculty Member, Tech for Tech, 2020
- Convocation Committee (Presidential Appointee), 2019-2020
- Lead Faculty, CAHIIM Accreditation, Health Information Management Program, 2018-2020
- Faculty Usher, Commencement Ceremony, Spring 2019
- Leadership Tech, Third Cohort, 2018-2020
- Faculty Panel Member, Health Industry Career Fair, 2018-2020
- Faculty Panel Member, STEM Career Fair, 2018-2020
- Member, Quality Matters, 2018-present
- Member, Graduate Council, 2017-2020
- Member, Graduate Council Faculty Guidelines Committee, 2018
- Member, Biological Science Promotion and Tenure Workgroup, 2017-present
- Appointed Member, Graduate Appeals Committee, 2013-2015
- Chair, Professional Development Committee, 2010-2011
- Appointed Member, Professional Development Committee, 2008-2011
- Member, Subcommittee Reviewing Criterion Two: Preparing for the Future, Self-Study for continuing accreditation through The Higher Learning Commission, 2007-2011
- Faculty Sponsor, Student Health Information Management Association, 1989-2005
- Advisory Committee for Nursing Center, 1993-2010
- Mentor, Bridge to Excellence Program, 2003-2004, 2009-2015
- Counselor, College Student Inventory Program, 2002-2003

- Chair, Workgroup on Faculty Evaluation Process, Biological Science Department, 2001-2002
- Faculty Excellence Award Committee, 2001-2002
- Faculty Salary, Benefits, and Awards Committee, 1999-2000
- Insurance Committee, 1999-2000
- Sabbatical Committee, 1999-2000
- Admissions, Academic Standards and Student Honors Committee, 1992-1994
- Curriculum Committee 1996-1998
- Student Personnel Committee, 1992 -1993
- Student Affairs Committee, 1991-1992

Peer Review Committees
- Department of Computer and Information Science, 2019-2021
- Department of Biological Science (Chair-2015, Member-2014, 2019-2020, Ex-Officio-2018)
- Center for Leadership and Learning, 2011-2012
- Department of Parks, Recreation and Hospitality Administration 2003-2004, 2010-2011, 2011-2012
- Department of Biological Science, 1994-1999; 2001-2003
- Chair, Peer Review Committee for Department of Biological Science, 1999-2000, 2013-2015

Program Review Committees
- Physical Science and Engineering Physics Program, 2002-2003
- Industrial Plant Maintenance Program Academic Program Review, 2002-2003

Search Committees
- Faculty Member for Information Technology, 2020
- Faculty Member for Health Informatics/Health Information Management, 2019
- Faculty Member for Business Data Analytics, 2017-2018, 2019-2020
- Faculty Member for Health Information Management, 2014
- Faculty Members (2) for Health Information Management, 2012
- Chair, Committee, Director of Medical Assisting and Medical Technology Programs, 2000-2001
- Instructor for Anatomy and Physiology, 2000-2001

TEACHING EXPERIENCE

Arkansas Tech University, Russellville, AR   1988-2015 and 2016-present

Successful proposal and implementation of Master of Science degree in Health Informatics, beginning Fall, 2010

Recent courses:

HI 5092 Research in Health Information Management (online)

HI 6053 Emerging Trends in Health Informatics (online)

HI 6083 Health Care Policy (online)

HI 6991-6 Thesis Research (online)

HI 6983 Research Project (online)

HIM 3023 Introduction to Health Information Management

HIM 4892 Seminar in Health Information Management

HIM 4895 Management Affiliation

Courses previously taught:

AHS 3013 Medical Terminology

HI 6063 Leadership in Health Informatics (online)

HI 6073 Security and Privacy in Health Informatics (online)

HIM 1001 (previously 1002) Orientation to Health Information Management

HIM 2003 Fundamentals of Medical Transcription

HIM 3033 Basic Coding Principles

HIM 3043 Advanced Concepts in HIM

HIM 3131 Nontraditional Health Records

HIM 3132 Health Data and Statistics

HIM 3153 Current Issues in HIM

HIM4033 Advanced Coding Principles

HIM 4063 Organization and Administration in HIM

HIM 4073 Legal Concepts for the Health Fields

HIM 4083 Health Organization Trends

HIM 4092 Research in HIM (online and classroom)

HIM4153 Principles of Disease

HIM 4182 Professional Practice I

HIM 4292 Professional Practice II

Contributing Faculty, Walden University, Minneapolis, MN   2012-2016

HINF 6100 Introduction to Health Informatics

HINF 6145 Nature, Structure, and Representation of Health Information

HINF 6960 Scholarly Project

Adjunct Faculty, Logan University, Chesterfield, MO   2017-2018

HLTS05101 Introduction to Health Informatics

ACTIVITIES AND HONORS

Recipient, AHIMA's Triumph Award, Distinguished Member Award,

Awarded at national conference, American Health Information Management
Association, Virtual Conference, September 22, 2021

Arkansas Achiever, Arkansas Democrat-Gazette, August 29, 2021

Scholarship Named Johnson-Wilkins Scholarship, Arkansas Healthcare Information and
Management Systems Society, October, 2019

Recipient, Faculty Award for Service, Biological Sciences, 2018-2019, 2019-2020

External Reviewer, Promotion and Tenure Consideration for Kelly Fast, MS, RHA, Missouri
Western State University, Health Information Management Program, 2019

Quality Matters (QM) – Applying the QM Rubrics course, December, 2018

Data Analytics Workshop, Miami, FL, September, 2018

Selected for Leadership Tech Cohort Three, Arkansas Tech University, 2018–2020

External Reviewer, Promotion and Tenure Consideration for Diane Dolezel, EdD, Texas
State University, College of Health Professions, Department of Health Information
Management, 2019

External Reviewer, Promotion and Tenure Consideration for Alexander McLeod, Jr, PhD, Texas
State University, College of Health Professions, Department of Health Information
Management, 2017

External Reviewer, Promotion and Tenure Consideration for Laurie A. Rinehart-Thompson, JD,
RHIA, CHP, FAHIMA, The Ohio State University, College of Medicine, School of Health &
Rehabilitation Sciences, 2017

Successful completion of "Update in Health Information Technology: Healthcare Data
Analytics," Online course, Oregon Health & Science University, 2016

Committee Member, Walden University, Doctoral Dissertation Committee for
Donna Charles, "Impact of Small, Medium, and Large Health Information Technology
Utilization on: 30-Day Hospital Readmissions Metrics in Texas Hospitals: Heart Failure
(HF), Pneumonia (PN), and Acute Myocardial Infraction (AMI)," 2014-2016

Recipient, AHIMA's Triumph Award in Leadership
Awarded at national conference, American Health Information Management
Association, New Orleans, LA, 2015

Recognized by a graduating senior through the Loyalty Pacesetters program, Arkansas Tech
University, 2015

Successful completion of "ICD-10 Train the Trainer Program, "Online and face-to-face course, American Health Information Management Association, Austin, TX, 2015

Awarded Fellowship Status
American Health Information Management Association, 2013

Committee Member, Walden University, Doctoral Dissertation Committee for Lisa Johnson, "Exploration of Inequalities in Medicare Health Care Fraud Sentencing Statute 18 USC § 1347, 2010-2013," 2013-2016

Recipient, Living Legacy Award
Arkansas Health Information Management Association, 2012

Content Area Expert, Delphi Panel, Capella University, Doctoral Dissertation for Omotunde Adeyemo, "Study on Healthcare Digitization and Medical Identity Theft," 2011-2012

Invited Stakeholder, Health System Transformation Workforce Initiative
Working with Arkansas Center for Health Improvement (ACHI) as directed by the Governor's Office to develop the *Arkansas Health Workforce Strategic Plan,* 2011-2015

Visiting Scholar, Capella University, Doctoral Dissertation Committee for Soumya V. Nair, "Benefits and Security of Electronic Health Record (EHR) Use by Pediatric Staff: A Technology Acceptance Model (TAM)-Based Quantitative Study," 2010-2011

Member, Health IT Advisory Committee
Advisory member of Healthcare Information Technology Workforce Grant, as managed by National Park Community College through the federal HITECH Act, 2011-2015

Member, Review Panel for Administration Issues Journal: Education, Practice, and Research (peer-reviewed research journal), 2010-present

Member, Review Panel for Perspectives in Health Information Management (peer-reviewed research journal), 2009-present

Co-Chair, Legal and Policy Workgroup, Governor's Task Force on Health Information Technology (Arkansas), 2010-2012

Invited Stakeholder, Governor's Task Force on Health Information Technology for the state of Arkansas - Task Force charged with the mission of developing a plan for health information exchange for the state of Arkansas. The Task Force works directly with the Governor's office. 2009-2012

Top Community of Practice Facilitator (for Arkansas CoP)
American Health Information Management Association, 2009

Member, Technical Workgroup for Health Information Exchange (HIE) for the State of Arkansas, 2007-2008

Invited Stakeholder/Expert in Health Information Management Regional Quality Improvement (RQI) Initiative - Two-year funded initiative by the Robert Wood Johnson Foundation and Center for Health Care Strategies to develop a business plan for the orderly creation of a regional organization to support health information exchange as well as to improve the delivery and effectiveness of health care within the state of Arkansas. 2006-2009

Invited Stakeholder/Expert in Health Information Management Arkansas Health Information Security and Privacy Collaboration (HISPC) - Coordinated effort by the Office of the Governor and the National Governor's Association through the Arkansas Center for Health Improvement (ACHI), Arkansas Department of Health and Human Services (ADHHS) and Arkansas Foundation for Medical Care (AFMC) to identify policy variations and solutions in laying the groundwork for implementation of electronic health records. 2006-2007

Recipient, Dissertation Research Funding Award
Awarded by the Foundation of Research and Education of the American Health Information Association, 2007

Recipient, Distinguished Member Award
Arkansas Health Information Management Association, 2007

Recipient, Linda Culp Memorial Graduate Scholarship
Awarded by the Foundation of Research and Education of the American Health Information Management Association, 2006

Nominated for Arkansas Tech University Faculty Excellence in Teaching Award, 2003-2006

Triumph Award Nominee, American Health Information Management Association, 1998 and 1999

Nominated for Arkansas Tech University Faculty Excellence in Service Award, 1996-2000, 2007-2015, 2018-2020

Nominated for Arkansas Tech University Faculty Excellence in Scholarship Award, 1999-2000

Judge, Arkansas Academy of Science, 1999

Proctor, Rising Junior Exam, Arkansas Tech University, 1999

Participant, "Time Out for TECH", Arkansas Tech University, 1999-2015, 2016-present

Participant, Open House, Arkansas Tech University, 1998-2015, 2016-present

Recipient, Distinguished Member Award
      Arkansas Health Information Management Association, 1996

Dardanelle Elementary PTA, Fundraising Committee, 1996

United Way Volunteer, 1993-2010

Long Range Planning Committee, Central Presbyterian Church, Russellville, AR, 1991-1994

Advisory Committee for Medical Record Administration Program, Southwestern Oklahoma
      State University, 1984-1988 (President 1985-1988)

Received "Outstanding Senior" award from Southwestern Oklahoma State University
      Medical Record Administration Program, 1983

PUBLICATIONS AND RESEARCH

Wilkins, Melinda A., Harrell, Martha N., Tanner, Stephanie, "Accessing Telemedicine: The Student-First Focus of Arkansas Tech University," seed grant funded by Interdisciplinary Research Center, Arkansas Tech University, 2017. This project has resulted in the ATU Health and Wellness Center beginning telecounseling (Summer 2019) to serve online students as well as those students on the Ozark campus.

Wilkins, Melinda A., Review for Book Revisions Proposal entitled *Health Records & the Law, 5th ed.*, by Jones & Bartlett Learning, November, 2016.

Wilkins, Melinda A., Review for Book Proposal entitled *Informatics for Allied Health Practitioners*, by Jones & Bartlett Learning, March, 2015.

Wilkins, Melinda A., *Factors Influencing Acceptance of Electronic Health Records in Hospitals*, Perspectives in Health Information Management, 6 (Fall), 1-20, 2009.

Wilkins, Melinda A. Jennings (2008) *The Health Information Manager as Change Agent in Adopting Electronic Health Record Technology in Hospitals*. Ph.D. dissertation, Capella University, United States -- Minnesota. Retrieved January 28, 2009, from Dissertations & Theses @ Capella University database. (Publication No. AAT 3336848).

Wilkins, Melinda, Co-Author, *Practice Brief: HIM Principles in Health Information Exchange*, Journal of the American Health Information Management Association, 78 (8), 69-74, 2007.

Wilkins, Melinda, Co-Author, *HIM Principles in Health Information Exchange: Use Case Scenarios,* Report for the American Health Information Management Association, 2007.

Wilkins, Melinda, Reviewer, *Introduction to Healthcare Law and Compliance*, Thomson/Delmar Learning Publisher, 2006.

Wilkins, Melinda, Reviewer, proposed DVD series to be entitled *HIM Case Studies DVD*, Thomson/Delmar Learning Publisher, 2005.

Wilkins, Melinda, Reviewer, proposed text to be entitled *HIM Case Study Manual*, Thomson/Delmar Learning Publisher, 2005.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Ethical Case Studies for HIM*, Thomson/Delmar Learning Publisher, 2005.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Care Law,* Thomson/Delmar Learning Publisher, 2005.

Wilkins, Melinda, Contributor, *Prentice Hall Health Q&A Review for the Medical Assistant*, 7th ed., Appleton and Lange, to be published in 2005. Author of chapters on Medical Terminology and Medical Law and Ethics, as well as a portion of the information on the compact disk that accompanies the text.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Care Legal and Regulatory Compliance,* Thomson/Delmar Learning Publisher, 2004.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Understanding Hospital Billing and Coding*, Elsevier Publishing, 2004.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Health Information Management Principles and Practice*, Thomson/Delmar Learning Publisher, 2003.

Wilkins, Melinda, Reviewer, *Delmar's Handbook for Health Information Careers*, Delmar Publishers, 2003, 352 pages.

Wilkins, Melinda, Reviewer, proposed text to be entitled *Medical Informatics for Medical Assistants, Physician Assistants and Doctor's Office Nurses*, Delmar Publishers, 2002.

Wilkins, Melinda, Reviewer, *Financial Management in a Managed Care Environment*, Delmar Publishers, 2002, 417 pages.

Wilkins, Melinda, Reviewer, *STAT! Medical Office Emergency Manual*, for 2nd edition to be published in 2002, Delmar Publishers, 324 pages

Wilkins, Melinda, Contributor, *Prentice Hall Health Q&A Review for the Medical Assistant*, 6th ed., Appleton and Lange, 2001, 469pp. Author of chapters on Medical Terminology and Medical Law and Ethics, as well as a portion of the information on the compact disk that accompanies the text.

Wilkins, Melinda, Contributor, *Arkansas Health Information Management Association Health Information Legal Handbook*, 2nd ed., 2000, 263pp. Author of chapter on Arkansas Statutes.

Wilkins, Melinda, Contributor, *Arkansas Health Information Management Association's News*, 1989 - 2000.

Wilkins, Melinda, Contributor, "White Paper on Fellowship Program", Joint Committee on Education of the American Health Information Management Association, 1998.

Wilkins, Melinda, and Bean, Brownfield, Hickey, Massey, "Master's Curriculum in Health Information Management," 1997. This was a joint research venture between students in Research in Health Information Management course and Melanie Brodnick, Ph.D., Ohio State University. Students traveled to St. Louis to present findings.

Wilkins, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 5th ed., Appleton and Lange, 1997, 442 pp. Author of chapter on Medical Terminology.

Heaton, Melinda, Technical Reviewer, *Research Manual for the Health Information Profession*, American Health Information Management Association, 1995.

Heaton, Melinda, Contributor, *1994 Case Study Manual*, The Assembly on Education of the American Health Information Management Association, 1994.

Heaton, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 4th ed., 1994, 299 pp.

Heaton, Melinda, Reviewer, Mosby Lifeline proposed CPT work text, 1993.

Heaton, Melinda, Contributor, *Case Study Manual for Medical Record Technician and Medical Record Administration Programs*, Update 1992, The Assembly on Education of the American Health Information Management Association, 1992.

Heaton, Melinda, Reviewer, *Health Information Management Work Flow*, Delmar Publishers, 1992.

Heaton, Melinda, Contributor, *Case Study Manual for Medical Record Technician and Medical Record Administration Programs*, First Edition, The Assembly on Education of the American Health Information Management Association, 1991.

Heaton, Melinda, "Health and Safety in Medical Record Settings", published by the American Medical Record Association, 1990.

Heaton, Melinda, Contributor, *Appleton & Lange's Review for the Medical Assistant*, 3rd ed., 1990, 281 pp.

Heaton (Wilkins), Melinda. "Graduate and Employer Survey." This is an on-going research project that students have helped with since 1989.

INVITED PRESENTATIONS

Wilkins, Melinda, "Driving Certificate Decisions," Commission on Accreditation for Health Informatics and Information Management Education Summit on Higher Education, Virtual, September 28, 2022.

Wilkins, Melinda and Stefan, Amanda, "CAHIIM Curriculum Compliance for Baccalaureate and Associate Degree Programs," American Health Information Management Association Assembly on Education Symposium, Virtual, July 27, 2022.

Wilkins, Melinda, "Engaging in Your Component State Association (CSA)," American Health Information Management Association 2021 Student Open House, October 5, 2021

Wilkins, Melinda, "Navigating Your Professional Future," Oklahoma Health Information Management Association 2021 Conference, Virtual, April 24, 2021.

Wilkins, Melinda, "Where Do I Go Next?" Oklahoma Health Information Management Association 2021 Conference, Virtual, April 24, 2021.

Wilkins, Melinda, "Empowering People to Impact Health," Tennessee Health Information Management Association 2020 Convention, Virtual, April, 2020.

Wilkins, Melinda, "Empowering People to Impact Health," Alaska Health Information Management Association 2020 Convention, Virtual, April, 2020.

Wilkins, Melinda, "Join the House of HI and Build a Future with AHIMA," Alaska Health Information Management Association 2020 Convention, Virtual, April, 2020.

Wilkins, Melinda, "Join the House of HI and Build a Future with AHIMA," Michigan Health Information Management Association 2020 Convention, Virtual, September, 2020.

Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Alaska Health Information Management Association 2019 Convention, Anchorage, AK, 2019.

Wilkins, Melinda, "EHR Best Practices/Integrity," Alaska Health Information Management Association 2019 Convention, Anchorage, AK, 2019.

Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Indiana Health Information Management Association 2019 Convention, Noblesville, IN, 2019.

Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Michigan Health Information Management Association 2019 Convention, Traverse City, MI, 2019.

Wilkins, Melinda, "Clinical Terminology," Michigan Health Information Management Association 2019 Convention, Traverse City, MI, 2019.

Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Washington State Health Information Management Association 2019 Convention, Spokane, WA, 2019.

Wilkins, Melinda, "Revenue Integrity," Washington State Health Information Management Association 2019 Convention, Spokane, WA, 2019.

Wilkins, Melinda, "Bridging to our Future: AHIMA Report to the CSAs 2019," Montana Health Information Management Association 2019 Convention, Great Falls, MT, 2019.

Wilkins, Melinda and Katz, Seth, "New to the CSA Board," American Health Information Management Association 2018 CSA Leadership Symposium, Chicago, IL, 2018.

Wilkins, Melinda, "Consumer Engagement," Michigan Health Information Management Association 2018 Convention, Port Huron, MI, 2018.

Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Michigan Health Information Management Association 2018 Convention, Port Huron, MI, 2018.

Wilkins, Melinda, "Revenue Integrity," Vermont Health Information Management Association 2018 Convention, Lebanon, NH, 2018.

Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Vermont Health Information Management Association 2018 Convention, Lebanon, NH, 2018.

Wilkins, Melinda, "Data Analytics," Alaska Health Information Management Association 2018 Convention, Anchorage, AK, 2018.

Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Alaska Health Information Management Association 2018 Convention, Anchorage, AK, 2018.

Wilkins, Melinda, "Inspiring Leadership and Influencing Change," Arkansas Health Information Management Association 2018 Convention, Eureka Springs, AR, 2018.

Wilkins, Melinda, "Navigating Your Professional Future," Arkansas Health Information Management Association and Arkansas Chapter of Healthcare Information and Management Systems Society State Convention, Little Rock, AR, 2017.

Wilkins, Melinda, "Health Informatics in Nursing," Arkansas Nursing Students' Association State Convention, Little Rock, AR, 2016.

Wilkins, Melinda and Scott, Karen, "Your Professional Future and Weathering the HIM Storm," Tennessee Health Information Management Association State Convention, Franklin, TN, 2016.

Wilkins, Melinda, "The Emerging Role of Nursing Informatics," Arkansas Nursing Students' Association State Convention, Little Rock, AR, 2015.

Wilkins, Melinda, "Educational Perspectives in Health Information," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2015.

Wilkins, Melinda, "Transforming the Health Information Workforce," Arkansas Health Information Management Association State Convention, Hot Springs, AR, 2014.

Wilkins, Melinda, "Successful Strategies for CSA Leadership Enhancement," Webinar, American Health Information Management Association, 2013.

Wilkins, Melinda, "CAHIIM Report - Accreditation Update," Assembly on Education of the American Health Information Management Association, Orlando, FL, 2012.

Wilkins, Melinda, "Patient-Centered Care in Arkansas," Panel Discussion held at UAMS as part of the inaugural interprofessional Electronic Health Records, Medical Informatics and Emerging Technologies Seminar Series, presented to approximately 450 UAMS health professions students, 2011.

Wilkins, Melinda, "Arkansas Health Information Exchange Update," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2011.

Wilkins, Melinda, "Navigating the New Communities of Practice," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2010.

Wilkins, Melinda, "Health Information Exchange," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2009.

Wilkins, Melinda, "Implementation of EHRs in Arkansas Hospitals", Arkansas Health Information Management Association State Convention, Little Rock, AR, 2009.

Wilkins, Melinda, "Embracing Your Inner Superhero in the Electronic Health Record Environment," Tennessee Health Information Management Association State Convention, Nashville, TN, 2009.

Wilkins, Melinda, "The Health Information Manager as Change Agent," Assembly on Education of the American Health Information Management Association, Louisville, Kentucky, 2008.

Wilkins, Melinda, "Health Information Manager: Superhero for EHRs," Arkansas Health Information Management Association State Convention, Rogers, AR, 2008.

Wilkins, Melinda, "Health Information Technology," Arkansas Medical Assistants Association Annual Conference, Russellville, AR, 2007.

Wilkins, Melinda, "Electronic Health Records," Arkansas Cancer Registrar's Association Annual Educational Conference, El Dorado, AR, 2007.

Wilkins, Melinda, "Looking Through the EHR Crystal Ball," Arkansas Health Information Management Association State Convention, Fort Smith, AR, 2005.

Wilkins, Melinda, "Council on Certification Update," Assembly on Education of American Health Information Management Association National Convention, New Orleans, 1998.

Wilkins, Melinda, Facilitator, "Certification Issue Forum," American Health Information Management Association National Convention, New Orleans, 1998.

Wilkins, Melinda, "Council on Certification Update," Assembly on Education of American Health Information Management Association, Columbus, Ohio, 1997.

Heaton, Melinda, "Arkansas Health Information Management Association Team Talks," presented in various locations statewide, 1992 - 1995.

Heaton, Melinda, "Oklahoma Health Information Management Association ART/RRA Exam Review," Oklahoma City, Oklahoma, 1995.

Heaton, Melinda, "Alliance Leadership Development," American Health Information Management Association National Convention, Atlanta, GA, 1993.

Heaton, Melinda, "Oncology Terminology", Arkansas Cancer Registry Association, 1993.

Heaton, Melinda, "A Career in Medical Record Administration," Girl's State, Arkadelphia, Arkansas, 1990.

Heaton, Melinda, "ICD-9-CM Coding Workshop for Physician Offices," Arkansas Medical Society and Arkansas Medical Record Association, 1989.

Heaton, Melinda, Panel member, "Problem Solving for Medical Record Departments," Oklahoma Medical Record Association Meeting, 1987.

SUPERVISION OF GRADUATE RESEARCH/CAPSTONE PROJECTS

Spring 2022

- Cole Fritschen, "Preventative Wearable Health Technology Devices"
- Sonja Hardin, "Combat Alert Fatigue with Mindful Processes"
- Kaleb McMillon, "Benefits of Preventative Health Initiatives"
- Robert Morgan, "IT Skills Available Through HI Education"
- Jennifer Plowman, "Implementation: Means to Success or Failure"
- Stephanie Ramey, "Digital Divide and Cellular Data Access"
- Sara Smith, "Telemedicine Marches Forward Despite COVID-19 Pandemic"
- Candy Snellgrove, "Focusing on the Future: Emerging Technologies of Artificial Intelligence in Health Information Management"
- Mollie Tanner, "Integrative Health and Wellness"
- Keaston Thomas, "Future of Medicine"
- Sarah Webb-King, "Patient Access Analytics in the EHR"

Spring 2021

- Daniel Childers, "An Evaluation of Telehealth in Public Schools"
- Amy Crawford, "Comparative Analysis of Training Strategies Effect on Direct Care Worker's Competency Using CareVue Electronic Medical Record (EMR)"
- Kenneth Davis, "Health Informatics Certifications"
- Amanda Galiano, "Discordant Information Systems and the SARS-CoV-2 RNA Vaccine Early Deployment/DISSeRVED"
- Amy Jones, "Remote Patient Monitoring and Health Disparities in Rural Areas"
- Tara Orme, "Artificial Intelligence in Healthcare"
- LaTressha Roberson, "Patient Privacy and Healthcare Reform"
- Rachel Robles, "Patient Utilization of Electronic Medical Record Portals"
- Luke Tollett, "Electronic Health Record Implementation at the River Valley Christian Clinic"
- Howard Warren, "Medicaid Cost Containment Pilot Program Proposal"

Spring 2020

- Amanda Abram, "Becoming EHR Certified"
- Erin Hathorn, "Social Media and Healthcare"
- Meghan Klein, "Project Management: How Project Management Styles can Affect the Implementation of Health Information Exchanges"
- Justin Looper, "Wearable Devices and Mobile Health Applications: Better outcomes Through Technology"
- Austin Miles, "Helping the Most Vulnerable Population: Health Information Exchanges and Rural Clinics"
- Jennifer Smith, "The Role of the Clinical Laboratory and Big Data"

- Megan Talley, "Almost Everything You Need to Know About Electronic Health Record/Laboratory Information System Implementation"
- Ski Webb, "Project Welcome: An EPIC EHR Product Implementation"
- Morgan Wewers, "Leadership in Health Informatics"

Spring 2019

- Corry Adams, "Fitbits and Apple Watches in Health and Fitness: Privacy and Security"
- LaShondra Briscoe, "Electronic Health Records as Seen Through the Eyes of Patients"
- Montell Doucet, "Radiation in a Neglected Clinic"
- Jamie Haymond, "Applying for the Malcolm Baldridge National Quality Award"
- Bryce Miller, "Electronic Health Record Documentation Improvement: An Analysis of Discharge Summary Documentation Standards Through an Electronic Health Record Implementation"
- Felicia Newkirk, "Internet of Things: Impact on Healthcare"
- Alex Nguyen, "Healthcare Management and Technology Adoption"
- Amanda Stubbs, "Effects of Electronic Health Records on Childhood Obesity"

- Stephanie Tanner, "Considering the Emotional Intelligence of Higher Education Counselors as Distance Counseling Arrives on Campus"
- Bonita Williams, "Effectiveness of Telemedicine: The Effects of Telemedicine in Patient Health Outcomes Over the Past Ten Years"

Fall 2018

- Jessica Ellis, "Increasing EHR Interoperability in Dental Informatics to Improve Patient Outcomes"

Spring 2018

- Krystle Cable, "Job Options in Health Information Management and Health Informatics"
- Haley Castillo, "Monitoring Inpatient Coding: The Impact on Healthcare"
- Laura Norsworthy, "Patient-Centered Medical Home NCQA Recognition Process: How It Works"

Fall 2017

- Jewel Abraham, "A Checklist for the Safe Use of Copy and Paste Functionality"
- Logan Freeman, "Reporting Healthcare Data: Improving Patient Outcomes"
- ToyAnna Johnson, "EHR Barriers and Adoption: Literature Review"
- Allen McCormick, "Consumer-Mediated Exchange: Development of an Intermediary Translational Model for Patient-Centered Usage"
- Chris Miller, "Creating Lab Flowsheets for Patient Data Trending"
- Charles Stuart, "Preventative Healthcare

Spring 2017

- Charles Brown, "Security and Risk Assessment of a Large University Clinic"
- Ryne Gray, "Electronic Health Record Implementation Best Practices"
- James Keele, "Development of a Technology Use and Access Policy for a Healthcare Organization"
- Shelly Rideout, "Telemedicine: A Virtual Clinic is the Future"
- Nadalyn Riggins, "Improving Verbal and Telephone Orders for Quality and Cost"

Fall 2016

- Diane Grigsby, "Telemedicine - The Impact on American Healthcare"
- Victoria Protheroe, "Patient Portals in Urban Hospitals"
- Joseph Sprague, "Data Breaches: Preventable or Inevitable?"
- Aaron Wheat, "The Efficacy of the Use of Predictive Analytics to Reduce Hospital Readmission Rates"

Spring 2015

- Krista Baily, "Is "Meaningful Use" Meaningful?"
- Ashley Brannon, "Usability and Reliability of Web-Based Consumer/Patient Health Information Systems"

- Sarah Hopson, "Evolution of the Health Information Profession: Transitioning from a Paper to Electronic World"
- Adam Humphrey, "The Role of Health Informatics in Nursing Home Administration"
- Chase Jenkins, "Cyber Security in Healthcare"
- Nicole Martin, "Implementation of HIEs: Best Practices for Success"
- Johanna Nowlin, "Technology is the Future in Health Informatics"
- Karen Smith, "Meaningful Use & the Patient Portal"
- Dana Williams, "ICD 10: History and Delay of Implementation"

Spring 2014

- Claudia Brigham, "School Based Health Clinics: Making a Difference in Education and Community Health"
- Cathy Brownfield, "Patient Matching: A Review of the Patient Identification and Matching Final Report"
- Andrew Cochran, "Web-based Information Management System for the Arkansas Disability Coalition"
- Michelle Curtis, "Patient Accessibility, Services Available and Future Expectations of Telemedicine in Northwest Arkansas"
- Christina Gaddy, "An Analysis of the Privacy and Security of Electronic Health Records During the Transmission of Health Information"
- Deborah Hunt, "ICD-10: Preparing For Implementation"
- Jamie Jones, "The Acceptance of Biometric Software Among Health Care Professionals"
- Bishalya Neupane, "Competencies, Knowledge, Skills, and Abilities HIM Educators Should be Seeking to Develop in Their Students"
- Jacqueline Osburn, "Electronic Health Records: Is the Perception of the Non-Clinician End User Different from Providers Before and After Implementation?"
- Tanya Warden, "Consumer Views on the Security and Privacy of Electronic Health Records"

Spring 2013

- Olubunmi Adejuyigbe, "Is There a Social and Literacy Divide in the use of Patient Portals for Patient Care?"
- Ted Casey, "Discovery and the Electronic Health Record"
- Wendy Dorzab, "Barriers to the Electronic Medical Record"
- William Fetzer, "A Million Points of Connectivity: Health Information Exchange"
- Natalie Maples, "Physician Resistance to Technology: A Study on Barriers Physicians Face with Health Information Technology"
- Jennifer Mayfield, "Progression of Telemedicine in Brazil and Australia"
- Heather Rahnert, "Healthcare IT Implementations – Creating Success: Involving the User Community and Avoiding End User Rejection"
- Jennifer Wortham, "Main Street Mission Community Center Grant Proposal"

Kuldeep Singh

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EDUCATION

University of Texas at Arlington, Arlington, Texas. (August 2018)

Ph.D., Management Science, GPA: **4.0**

Dissertation Topic: Supply Chain Strategy; Operational Capabilities and Performance: The Role of Internal and External Environment.

 Ph.D. Advisor: Dr. Edmund Prater

Cleveland State University, Cleveland, Ohio. (December 2010)

MBA (Major in Supply Chain Management), GPA: **3.92**

National Institute of Technology, Kurukshetra. (June 1999)

Bachelors of Technology in Mechanical Engineering

ADDITIONAL GRADUATE COURSE WORK

University of Texas at Arlington, Arlington, Texas.

Graduate Course(One) in Teaching Tools (Summer 2014)

RESEARCH INTEREST

Supply Chain Strategy, Operations Strategy, Dynamic & Operational Capabilities, Social Capital, Business Analytics, Quality, Supply Chain Integration, Supply Chain Knowledge, Ambidexterity.

ACADEMIC EXPERIENCE

Assistant Professor (Fall 2018- Present)

College of Business, Arkansas Tech University

Operations Management with SAP ERP

Supply Chain Management with SAP ERP

Business Statistics

Project Management

Management and Organizational Behavior

Introduction to SAP (ERP System)

Lecturer: (Summer 2017- Spring 2018)

College of Business, University of Texas Arlington

Instructor of Introduction to Operations Management with SAP ERP, Fall 2017

Class Size- 115.

Instructor of Introduction to Operations Management with SAP ERP, Fall 2017

Class Size -83.

Instructor of Introduction to Operations Management with SAP ERP,

Summer2017 Class Size -54.

Instructor: (Spring 2015- Spring 2017)

Instructor of Business Statistics, Spring 2017

Class Size -126.

Instructor of Introduction to Operations Management with SAP ERP, Fall 2016

Class Size -68.

Instructor of Introduction to Operations Management with SAP ERP, Spring 2016

Class Size -37.

Instructor of Introduction to Operations Management, Fall 2015

Class Size -44.

Instructor of Introduction to Operations Management, Spring 2015

Class Size -62.

Graduate Teaching Assistant (Fall 2013- Spring 2017)

Information Systems & Operations Management,

College of Business, University of Texas at Arlington

Graduate Courses: **Global Supply Chain Management, Operations Planning and Control, Introduction to Management Science, Executive MBA Program, Statistical Methods for Health Care Administrators.**

Undergraduate Courses: **Introduction to Operations Management, Business Statistics, Operations Planning & Control.**

Responsibilities: Tutoring, grading (homework, quiz and exam), Lecturing(when needed) and facilitating class discussions.

Statistics Lab Tutor (Spring 2014)

Tutored undergraduate students in basic of statistics.

Tutored graduate students in advance statistical analysis such ad ANOVA and Multiple Regression.

INTELLECTUAL CONTRIBUTIONS

Manuscripts (Published/ Submitted)

1. **Singh, K**., Zare, S., Reavis, M.R. and Tucci, J.E. (xxxx) 'Structural capital and relational capital: examining the direct and moderating role of cognitive capital in customer-supplier relationships', Int. J. Management Practice, Vol. X, No. Y, pp.xxx–xxx.
2. Elkassabgi, A., Hunter, D., **Singh, K.,** Limaye,.A. (2022). INFORMATION PATHWAYS AND THEIR INFLUENCE ON CORRUPTION: AN EMPIRICAL STUDY. Journal of International Finance Studies, 22(1), 16-25.
3. Reavis, M., **Singh, K.,** & Tucci, J. (2021). Millennials' Strategic Decision Making Through the Lens of Corporate Social Responsibility and Financial Management. Journal of Business Strategies, 38(2), 125-146.
4. Limaye, A., Elkassagi, A., **& Singh, K**. (2021).Impact of Natural Disasters on Economic Activity. Journal of International Finance Studies, 21 (1), 33-39.
5. Zare, S., Singh,K., Ghasemi, Y., Prater, Edmund L.,(In press). Social capital, knowledge sharing and operational performance in the supply chain: a buyer-supplier perspective. International Journal of Business and System Research.

6. **Singh, K.,** Kurian, G., & Napier, R. **(2018).** The Dynamic Capabilities View: Supply Chain and Operations Management Perspectives. *Journal of Supply Chain and Operations Management*, *16*(2), 155.

Academic Conference Presentations

1. **Singh Kuldeep "Lean, Agile Supply Chain Strategy, and Performance: Complementary Role of Supplier Facing Operational Capabilities"** Annual Meeting of the Decision Science Institute (DSI), Chicago, IL, November 17-19, 2018**.**

2. **Singh Kuldeep "Supply Chain Strategy and Performance: Assessing the role of Operational Capabilities**" Annual Meeting of the POMS, Houston, TX, May 04-07, 2018.

3. **Singh Kuldeep "Agile Supply Chain Strategy, Operational Capabilities and Performance"** Annual Meeting of the *Decision Science Institute (DSI)*, Washington, D.C. November 18-20, 2017.

4. **Singh Kuldeep,** Kurian George "**What we know about Dynamic Capabilities in Operations Management: A Literature Review**" Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.

5. **Singh Kuldeep**, Kurian George, **"Influence of Construal Level on Supply Chain Performance"**, Annual Meeting of the *Decision Science Institute (DSI)*, Austin ,TX. November 19-22, 2016.

6. Kurian George**, Kuldeep Singh**, "**The Effect of Stress on Decision Making in Newsvendor Problem" presented at** Annual Meeting of the *Decision Science Institute (DSI)*, Seattle ,WA. November 21-24, 2015.

7. **Singh Kuldeep**, Samarn Srikornkan, **"Understanding the Determinants of Adoption of Electronic Health Record through the Lens of Technology, Organization & Environment (TOE) Framework" presented at** Annual Meeting of the *Decision Science Institute (DSI)*, Tampa ,FL. November 22-25, 2014.

8. Samarn Srikornkan, **Singh Kuldeep** "**Marketing and Logistics Collaboration: Impact on Logistics Capabilities"   presented at** Annual Meeting of the *Decision Science Institute (DSI)*, Tampa ,FL. November 22-25, 2014.

SERVICE TO THE PROFESSION

- Session Chair, **"Decisions Models in Behavior Operations."** Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.
- Session Chair, **"Health Care Operations : Special Topics in Care Delivery ."**
  Annual Meeting of the *Decision Science Institute (DSI)*, Austin, TX. November 17-21, 2016.

INDUSTRY EXPERIENCES

Maruti Suzuki India Ltd – 04/2007 – 08/2009
Manager

- Implemented the concept such as plant with in plant (PWP) to streamline the service operations at channel partners.
- Planned and implemented initiatives to improve the channel partners Balance Score Card(a performance measurement tool).
- Analyzed the demand pattern of customers and implemented productivity enhancement tools such as express bay and two tech concepts that increased the productivity across the region by 22%.
- Implemented Service Marketing activities to increase service market share of channel Partners.
- Implemented the service supply chain visibility strategies to increase the spare parts profitability at channel partners.
- Worked as Mentor for new employees at Regional Office.

Maruti Suzuki India Ltd – 11/2006 – 03/2007
Deputy Manager

- Worked as key functional consultant while migrating from standalone system to integrated dealer management system.
- Implementation of Service quality standards at channel partners to improve customer satisfaction. (**Maruti Suzuki India Ltd. ranked No.1 in customer satisfaction index survey done by JD Power Asia Pacific**).
- Created the technical bulletin on recall campaigns and trained channel partners on handling the recall campaigns.
- Implemented the training programs at regional technical college to ensure a consistent stream of trained resource to fulfill the strategic objective of the firm.

Mahindra & Mahindra Ltd. – 01/2006 –

10/2006 Senior Engineer

- Provided input during the design phase of new product launch.
- Developed the initial parts kit and special tools to facilitate launch of new vehicle.
- Developed the service parts in coordination with research and development and suppliers.

Maruti Suzuki India Ltd – 09/2001 – 12/2005

Assistant Manager

- Administered warranty management system and reduced warranty claim of region from 4.5 to 2.6 units.
- Implemented quality management system at channel partners such as ISO 9001- 2000.

Maruti Suzuki India Ltd – 01/2000 – 08/2001

Graduate Engineer

- Implemented cost-cutting suggestions through Kaizen and continuous improvement that resulted in waste reduction at assembly lines of vehicles.
- Assisted production team in time and motion study and process improvement at assembly line of vehicles.

INTERNSHIP

- Excelto Solutions (Summer 2011 – Spring 2012)
- Jindal Steel Plant (Summer 1998)
- HMT Tractors (Summer 1997)

PROFESSIONAL DEVELOPMENT

- Attended North America SAP University Alliance Summer Workshop – Online, July 2020- July10, 2020.
- Attended North America SAP University Alliance Winter Workshop – Online, Dec 8,2020- Dec 10, 2020.
- Attended North America SAP University Alliance Winter Workshop – Online, Dec 15,2020- Dec 17, 2020.
- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan7- Jan10, 2019.
- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan3- Jan6, 2017.

- Attended North America SAP University Alliance Winter Workshop – Sam Houston State University, Texas, Jan4- Jan7, 2016.
- Attended Workshop on Predictive Analytics with SAS Enterprise Miner at University of Texas Arlington, Summer ,2015.
- Attended Lecture on University teaching at University of Texas Arlington, November,2013.
- Attended Workshop on SAS at Cleveland State University, Summer 2010.
- Participated in Future Leadership Development Program at Maruti Suzuki India, Ltd., 2008.
- Attended "Train the Trainer" Workshop at Maruti Suzuki India Ltd, 2008.
- Attended "Train the Trainer" Workshop at Maruti Suzuki India Ltd, 2007.
- Attended Leadership Development Program at Mahindra & Mahindra Ltd., 2006.
- Attended Workshop in Customer relationship management at Maruti Suzuki India Ltd., 2005.
- Attended Workshop in Dealer Development, Japan, 2004.
- Participated in workshop on Customer Complaints at Maruti Suzuki India Ltd., 2003.
- Attended Workshop in Quality Standards (ISO- 9000) at Maruti Suzuki India Ltd., 2002.
- Attended Workshop on implementation of Quality System such as Quality circle, Kaizen at Maruti Suzuki India Ltd., 2001.

TECHNICAL SKILLS

Statistical Software Packages: SPSS, STATA, NCSS, AMOS, SMART PLS, SAS. Programming Languages: Fortran, C, JAVA, R.

Other Tools: SAP ERP, SAP Business Object.

MS Word/Excel/PowerPoint/Access.

ACADEMIC AWARDS

- Michael and Amy Bull Endowed Fund Scholarship, Fall 2017.
- Graduate Assistantship Tuition Scholarship, Fall 2013- Spring 2017.
- Graduate Student Travel Scholarship, College of Business, UTA. Fall 2014, and Fall 2015.
- Beta Gamma Sigma Business Honor Society Induction in 2014.
- Awarded Monte Ahuja scholarship for year 2009-2010 at Cleveland State University.

PROFESSIONAL AFFILIATIONS

- Institute of Supply Chain Management(ISM), Fort Worth Chapter.
- American Production and Inventory Control Society(APICS), Fort Worth Chapter.
- Decision Sciences Institute (DSI).
- Member of Council of Supply Chain Management Professionals (CSCMP)
- Production and Operations Management Society(POMS).

Georgeanna N. Wright, DHA, M.SocSci
gwright7@atu.edu

Education and Training

- Doctor of Health Administration, 2010 University of Phoenix
- Master of Social Science, 1993 University of Mississippi
- Bachelor of Arts (Sociology), 1984 George Washington University

- Lean Six Sigma Black Belt, UnitedHealth Group 2018
- Chronic Disease Self-Management Program (CDSMP) and Diabetes Self-Management Program (DSMP) Training, Stanford University 2014
- Incident Command Training, Emergency Management Institute 2011
- Former Licensed Social Worker, West Virginia 2009

Certifications and Memberships

- Protocol Reviewer, Arkansas Tech University Institutional Review Board (IRB)
- Board Member/Chapter Leader, Arkansas Health Information Management Systems Society (HIMSS)
- American Association of University Professors (AAUP)
- American Health Information Management Association (AHIMA)
- Arkansas Health Information Management Association (ArHIMA)
- Arkansas Council for Women in Higher Education
- American Health Informatics Association (AMIA)
- Certified Health Data Analyst (CHDA) (AHIMA)
- Certified Professional in Healthcare Information and Management Systems (CPHIMS)
- American College of Healthcare Executives (ACHE)
- Mississippi Rural Hospital Association
- Mississippi Public Health Association
- Certification-Information Technology Infrastructure Library (ITIL) v3 Foundation (IT Project Management)
- Certified Trainer, Labor/Management Partnership, AFL/CIO and Kaiser Permanente

Academic Teaching Responsibilities

2022-Present	University Honors Director	Arkansas Tech University (AR)
2020-Present	Assistant Professor	Arkansas Tech University (AR)
2020-Present	RHIA Consultant	Alabama State University (AL)
2019	Guest Lecturer	University of Southern Mississippi (MS)
2016-2017	Online Instructor	Educational Testing Service/Pearson
2014-2015	Adjunct Faculty	Delta State University/Div. of Social Sciences & History (MS)
2011-2012	Academic Mentor	VAMC-Martinsburg/Veterans Programs (WV)
2008-2012	Instructor	Mountain State University/Veterans Programs (WV)
2008-2012	Academic Mentor	Mountain State University/Veterans Programs (WV)
2008-2012	Academic Tutor	Veterans attending American Public University (WV)

Arkansas Tech University   July 2022-Present
University Honors Director
Responsible for administration and oversight of 126 undergraduate students awarded
nearly $5 million through scholarships and stipends

Arkansas Tech University   August 2020-Present
Assistant Professor
Health Informatics and Health Information Management
Currently teaching a full course load per semester

- Health Information Management Baccalaureate Courses:
  AHS 2013 Medical Terminology
  HIM 4203 Healthcare Reimbursement

  HIM 3132 Health Data and Statistics
  HIM 4093 Research in Health Information Management

- Health Informatics Masters Graduate Courses:
  HI 6073 Privacy and Security in Health Informatics
  HI 6063 Leadership in Health Informatics

Graduate College Faculty

Graduate Advisor to 14 Health Informatics Masters Graduate Students

Faculty Major Advisor to 3 Masters Graduate Students

Arkansas Tech University   January 2020-July 2020
Visiting Assistant Professor
Health Informatics and Health Information Management (HIM)

- HIM Baccalaureate Courses:
  Medical Terminology
  Healthcare Reimbursement
  Health Data and Statistics

- Health Informatics Masters Graduate
  Course: Privacy and Security in Health
  Informatics

Alabama State University RHIA Consultant   December 2020-Present
- Tutor students applying to sit for the Registered Health Information Administrator Credential

University of Southern Mississippi School of Health Professions   October 2019
- Guest Lecturer
Provided insight into healthcare reimbursement, health administration, patient relationships, and continuing
education

Delta State University, Cleveland, MS   August 2014-May 2015
- Adjunct Professor, Division of Social Sciences & History

Courses Taught/Canvas Software:
      SOC 480 Social Organization and Change – undergraduate level
      SOC 580 Social Organization and Change – graduate level
      COD 580 Social Organization and Change – graduate level community development

Courses offered a sociological framework to allow for an investigation of theories of social change and to study social change within the context of Health

- Developed intellectual curiosity, tolerance of and openness to different views
- Cultivated critical thinking
- Created a learning environment for students to synthesize complex ideas and objectives
- Coached students to develop mechanisms for change within the Delta communities
- Nominated by students as a "Connected Educator"

Non-Academic Employment

UnitedHealth Group   October 2016 – December 2019
Senior Project Manager

- Independently lead multiple large, highly complex Affordability projects by defining scope, completing risk analysis and creating/maintaining project artifacts including project plans, cost-benefit analysis, R-O-I models, process flows, and graphical analysis, resulting in $21.5M affordability savings
- Apply health services research knowledge in solving key business problems
- Develop and coordinate scope definition, risk identification, methodology and resource allocation using Lean Six Sigma Black Belt training
- Establish and apply quality objectives, criteria, standards, and levels using appropriate quality methods and healthcare economics, with stakeholder input and dotted-line influence

as Network Medical Cost Consultant:
- Executed medical cost management projects while maintaining relationships with, and providing a direct connection to, senior leadership
- Collaborated within highly matrixed environment to develop and deploy cross-functional strategies and tactics resulting in measurable medical cost savings for the region and at the market level
- Served as liaison between National Line of Service teams, National Programs, Regional Projects and local health plans, to ensure market level needs are being incorporated into strategy development and implementation
- Researched obstacles within processes, identified opportunities and implemented solutions
- Produced and delivered high quality presentations containing financial analysis and project performance including defect analysis, scope and schedule adherence, and solution impact
- Received numerous BRAVO recognition awards including Sapphire award within first year
- Promoted to Senior Project Manager

Greenwood Leflore Hospital, Greenwood, MS   October 2014-April 2016
Program Manager/Project Director

- Managed, coordinated, and supervised the Racial and Ethnic Approaches to Community Health (REACH) research outcomes project, funded by the Centers for Disease Control and Prevention, culminating in health policy outcomes
- Supervised community networkers and created and implemented a community health outcomes/ comparative effectiveness model resulting in new cost-savings strategies for emergent care

- Implemented strategies resulting in the creation of an evidence-based data collection tool
- Developed and implemented cost containment strategies and chronic disease and diabetes health policy models demonstrating lower health care costs and patient chronic disease self-management
- Conducted measurement and general research, focusing on research that supported long-range business decisions

Centers for Disease Control and Prevention   July 2013-July 2014
Behavioral Scientist/Lead Evaluator

- Contracted for one-year field assignment with the Mississippi State Department of Health
- Utilized knowledge of evidence-based strategies and practices for improvement of health outcomes for Mississippi Delta communities, resulting in lifestyle changes for residents representing 65% of the target population
- Demonstrated ability to integrate social and economic determinants of health (SDOH) with community-led interventions resulting in an increase in community awareness of SDOH
- Applied community capacity-building and novel public health strategies resulting in a significant increase in congregational participation
- Deployed subject matter expertise on evaluative matters, culminating in peer-reviewed article
- Established consistent, positive and appropriate ongoing communication and collaboration with staff through weekly meetings with project team, and epidemiologist
- Identified and located surveillance and other data for use in tracking program objectives and outcomes, leading to the creation of chart book for zip code tabulation of data
- Appropriately and effectively managed available non-monetary resources and repurposed materials
- Developed and conducted workshops for clients and staff within specific areas of responsibility
- Maintained Security Clearance

Veterans Health Administration, Martinsburg, WV   October 2008 – June 2013
Research & Development- Staff-Appointed Researcher

- Conducted research on VA-approved protocols, from ideation to deployment
- Advised research participants of right to consent to research; advise families and beneficiaries
- Presented research findings to internal and external participants throughout the mid-Atlantic
- Selected as a 2013 participant by the Robert Wood Johnson Foundation New Connections Research Symposium
- Conducted comparative effectiveness research studies, meta-analyses and systematic reviews
- Presented research findings to and drafted articles reaching over 200 internal and external stakeholders
- Maintained Human Subjects, Vulnerable and Protected Persons certifications, and Security Clearance

University of Colorado, Colorado Health Outcomes (COHO)   May 2005-October 2006
Evaluation Consultant

- Designed and pilot tested evaluation tools measuring participant responses
- Worked with researchers in cohort selection, analysis variables and research design
- Participated in one and two-arm studies and focus groups
- Created and presented poster series on research designs for cultural competency and bias

Kaiser Foundation Health Plan of Colorado, Aurora, CO   May 1998 – March 2005
Training/Development Coordinator, ESRD Analyst

- Deployed methodologies and health outcomes research used to analyze individual and area characteristics in administrative claims databases of Medicare members to determine impacts on health care use, access to care, and expenditures
- Drove projects and made data-driven analytical decisions resulting in the creation of an evidence-based data collection tool
- Supervised data analytics and financial analysis resulting in 5% improvement in government reimbursement
- Implemented management tools from KFHP and AFL/CIO certification, resulting in allied health strike mitigation impacting over 7,000 employees
- Executed streamlined applications for hospitalists working with St. Joseph Hospital, Denver, CO, eliminating inefficiencies in paper charting

- Developed and conducted training workshops for clients and staff resulting in improved billing and codingand reduced HCFA 1500 rejections

- Managed operations, including budget preparation, staffing needs analysis and long-range planning for Coding and Billing Department resulting in measurable improvement in government reimbursement

<u>Advocacy</u>

SMRC Family & Friends Association MS   April 2016-January 2020
- As a parent, volunteered time, skills and abilities as Board Member, Treasurer, for non-profit established to promote understanding of intellectual and other developmental disabilities and the services of South Mississippi Regional Center, Long Beach, MS

Disabilities Advocate/ Independent Consultant WV   September 2008-June 2013

- Worked with families and organizations to provide the best health and educational conditions for students with developmental disabilities
- Developed, led, and completed research projects with the State Independent Living Center, culminating in the creation of programs specifically designed for vulnerable populations

Disabilities Advocate/ Independent Consultant CO   April 2004-July 2008

- Advocated for families and organizations to provide the best health and educational conditions for students with developmental disabilities
- Developed, led, and completed research projects that culminated in the creation of programs specifically designed for vulnerable populations
- Supervised 6 project staff
- Grantee of $142K from the City and County of Denver
- Appointed by Governor to Statewide Independent Living Council

Denver Police Department, Denver, CO   August 2004-May 2005
Crisis Intervention Training Consultant

- Maintained oversight of all activities associated with consultancy, including supervision of 4 project staff
- Developed and conducted First Generation Crisis Intervention Training for Officers after deadly force incident involving a teenager with developmental disabilities
- Worked successfully with Denver Police Department Police and community during implementation phase of the Denver Police Department Crisis Intervention Team
- Created better communication mechanisms between communities of color with disabilities and law enforcement

Disabilities Advocate (Volunteer) Colorado Developmental Disabilities Council (CDDC) and ColoradoDivision of Developmental Disabilities   August 2004-July 2008

- Provided technical advice and guidance on health care issues regarding families of color with developmentally disabled members and other vulnerable populations

- Collaborated with public and private partners developed strategies related to issues surrounding families of color with developmentally disabled members

- Expanded significant knowledge and experience of ICF/MR regulations through volunteer efforts and advocacy over a 20-year period
- Supervised 5 project staff members and developed and promoted self-determination programs for communities of color and developmental disabilities

- Grantee of $5K used to develop handbook to aid law enforcement personnel in relationships with families of color and developmental disabilities

Authored Publications and Reviews

2018 Reviewer, The Society for the Psychological Study of Social Issues, Analysis of Social Issues and Public Policy (ASAP) (PR). "Who Will Care for Us: Long-Term Care and the Long-Term Work Force," Paul Osterman, 2017, Sage Publications Link

2017 Report, "The A-I-R We Breathe: An Analysis of Focus Group Findings on the Interventions of the Mississippi Delta Health Collaborative – Awareness, Impact, and Reach" Mississippi State Department of Health, Office of Preventive Health

2016 Success Story, Leflore County, MS Schools Link K-12 Students to Vital Health Care NCCDPHP-DCH, Centers for Disease Control and Prevention Link

2014 Field Notes, Delta Alliance for Congregational Health (DACH) ABCS Screenings; Clinical-Community Health Worker Initiative (CCHWI); Delta Cardiovascular Health Examination Survey (CHES) NCCDPHP-DHDSP, Centers for Disease Control and Prevention

2014 Reviewer: "Ten-year Trends in Major Risk Factors for Cardiovascular Disease Among Adults in the Mississippi Delta" Journal of Chronic Disease – (PR)

2014   Author: "Creating a Delta Baseline for Evaluation using Zip Code Tabulation and Census Data" Chart book, Mississippi State Department of Health, Office of Preventive Health

2011 Author: "Developing a Comprehensive Domain Tool to Assess the Cultural, Physical, and Social Environments for Individuals Living with Disabilities" (White Paper) Centers for Disease Control and Prevention (CDC), the National Center on Birth Defects and Developmental Disabilities (NCBDDD)

2005 Author: "Positive Interactions between Law Enforcement and Minority Teens with Developmental Disabilities" (Handbook) Colorado Commission on Developmental Disabilities

<u>Authored Presentations</u>

June 2021	Arkansas Summer Research Institute, STEM Careers Panelist and Mentor
May 2017	Community Focus Groups, MSDH/DHC, Reach and Impact Evaluation of Chronic Disease Interventions Humphreys and Washington Counties, MS
Oct 2015	Law Enforcement Training-Domestic Violence/Sexual Assault, Greenwood, MS
Apr 2015	American Association of University Women, "Equal Pay Day" Delta State University
Nov 2014	Brown Bag Domestic Violence, Gender Studies Group, Delta State University
Oct 2014	First Year Seminar-Domestic Violence/Sexual Assault Presentation, Delta State University
Mar 2014	Healthy Mississippi (Mississippi Department of Health) "Selected Health Indicators"
Jan 2014	Physicians Leadership Committee MSDH/DHC "Reach and Impact" Jackson, MS
Jan 2014	Greenville MS Comprehensive Clinic MSDH/DHC "Developing Baseline Measures"
Dec 2013	Delta Health Center MSDH/DHC "Developing Baseline Measures" Mound Bayou, MS
Nov 2013	Grantee Meeting MSDH/DHC "Purpose of Evaluation" Greenwood, MS
Nov 2013	Charleston MS Family Clinic MSDH/DHC "Developing Baseline Measures"
Nov 2013	Tutwiler MS Family Clinic MSDH/DHC "Developing Baseline Measures"
Nov 2013	Greenwood MS Comprehensive Clinic MSDH/DHC "Baseline Measures"
Oct 2013	Physicians Leadership MSDH/DHC "Purpose of Evaluation" Jackson MS
Sept 2013	Grantee Meeting MSDH/DHC "Purpose of Evaluation" Greenwood, MS
Apr 2012	"Do We Know What We Think We Know? A Snapshot of Provider Self-perceptions on cultural proficiency" VA Medical Center Martinsburg, WV
Mar 2006	"Moving Cultural Proficiency Training from the Classroom to the Workforce-Evaluation and Assessment Tools" poster presentation, Colorado Health Disparities Conference

Post-Doctoral Research:

2021   Identify Social Determinants of Health (SDH) in free text, clinic notes in archived electronic
                health records (EHRs) using Natural Language Processing (NLP)-IRB approved 2021

2012-2013   Retrospective Analysis of HHD Characteristics of Medicare/Medicaid Dual-Eligible Veterans
                Accessing Health Care in Washington, DC – Principal Investigator, Department of Veterans
                Affairs Martinsburg WV

Dec 2012   Perceived Levels of Unconscious Bias, as Identified by Patient Aligned Care Teams ("PACT")
                Workgroup, Center for Health Equity Research and Promotion, Department of Veterans Affairs

Nov 2012   Efficacy of Tele-Mental health for Veterans with Defined Mental Illness Categories – Pilot
                Study, Department of Veterans Affairs Washington DC

2010-2012   Physician & Physician Assistant Self-Perceived Levels of Cultural Proficiency–Principal
                Investigator, Department of Veterans Affairs Martinsburg WV

Grants Applied for and/or Received:

2021   AR-INBRE research grant applied for: $25,000, for student mentoring project
                studying social determinants of health found in unstructured electronic health
                record clinical notes

2020   ATU Professional Development Award received $1095

2014   CDC/REACH grant applied for: $200,000, Effective Approaches Today-Reflecting
                Improvements Generating Healthy Tomorrows is EAT-RIGHT

2011   Department of Veterans Affairs CDA grant applied for: $450,000. Psychiatric Service
                Dogs as adjunct therapy for PTSD OEF/OIF Veterans

2010   City and County of Denver, grant received $50,000: Positive Interactions between Law
                Enforcement and Minority Teens with Developmental Disabilities

2005-2007   City and County of Denver, grant received $92,000: Reading and Life Skills
                Education for at-risk youth

2005   Colorado State Department of Health and Human Services, grant received $5,000:
                Positive Interactions between Law Enforcement and Minority Teens with Developmental
                Disabilities

Academic Appointments and Conferences Attended

2022   Director, University Honors, Arkansas Tech University

2021   Assembly on Education Symposium (AOE) American Health Information Management
                Association (AHIMA)

2021   Faculty Mentor, LSU Shreveport 6th Annual Scholars Forum

2021   Arkansas Tech University Committees:
                • New Faculty Orientation Committee – 3 years
                • Academic College Restructuring Committee
                • Institutional Review Board Member/Alternate Reviewer
                • Graduate College Faculty
                • Office of Academic Affairs Representative, Diversity & Equity Committee
                • Biological Sciences Department – Scholarship Committee

2021   Assembly on Education Symposium (AOE) American Health Information Management
                Association (AHIMA)

2021   Health Information Management Systems Society (HIMSS) Annual Conference

2020   American Medical Informatics Association (AMIA) Annual Virtual Conference Symposium
                (attendee)

2020   Commission on Accreditation for Health Informatics and Information Management
                (CAHIIM) Baccalaureate andGraduate Educators Spring 2020 Conference (attendee and
                member)

2019   Health Equity Advancement Forum (HEAF), UnitedHealth Group

Awards and Honors

2021   Professional Development   Arkansas Tech University
2019   Bravo-Sapphire   UnitedHealthcare
2018   Bravo-Diamond   UnitedHealthcare
2017   Bravo-Diamond   UnitedHealthcare
2015   Moderator   2015 Mississippi Health Summit
2014   Nominee   "Connected Educator" Delta State University
2014   Reviewer   American Journal of Evaluation
2003   Summit Award   Kaiser Permanente (Coding Initiative Project) CO
2001   Employee Award   Kaiser Permanente (Employee to Model) CO
1993   Member   Alpha Kappa Delta Sociological Academic
                                                Honor Society, University of Mississippi

Skills

- Business Development
- Curriculum Planning
- Facilitation
- Grants Preparation
- Health Policy Research and Management
- Healthcare Finance and Budget Management
- Healthcare Reimbursement
- Project Management
- Student Mentoring

CURRICULUM VITAE

Ekong J. Peters, PhD

8054 Tech Lane
Russellville, AR 72801
(479)356-2159 (office); (479)219-3783 (h); (214)577-2727 (cell)
epeters@atu.edu
epeters7851@sbcglobal.net

EDUCATIONAL BACKGROUND

PhD, Public Administration, College of Public Affairs & Community Service, Department of Public Administration & Management, University of North Texas, Denton, Texas (**Area of Specialization: Emergency Management**)

M.U.P., College of Architecture, Department of Landscape Architecture & Urban Planning, Texas A&M University, College Station, Texas

B. Arch., School of Architecture, Prairie View A&M University, Prairie View, Texas

CURRENT POSITION

Assistant Professor of Emergency Management, Arkansas Tech University, Department of Emergency Management, Dean Hall, Room 107F, 402 West O Street, Russellville, AR 72801, August 2015 – Present, (479)356-2159 (Office); (479)219-3783 (Home)

PREVIOUS POSITIONS

Adjunct Faculty, Tarrant County College District, 1500 Houston Street, Fort Worth, Texas 76102, August 2014 – August 2015. Mr. Christopher Douglas, Discipline Coordinator, Tarrant County College Trinity River Campus, Office TRCF 2101A, 300 Trinity Campus Circle, Fort Worth, TX 76102, (817)515-1440

Teaching Fellow, Department of Public Administration & Management, University of North Texas, Denton, Texas, Fall 2011 – May 2013

Graduate Student Assistant, Department of Public Administration & Management, University of North Texas, Denton, Texas, Fall 2010 – May 2011

Adjunct Faculty, Social Science Department, North Central Texas College, Gainesville, Texas, Fall 2010. Ms. Donna Hooper, Government Department Chair, (940)498-6266

Teaching Assistant, Department of Public Administration & Management, University of North Texas, Denton, Texas, Spring 2010 – Summer 2010

Economic Planner, Research and Information Services, North Central Texas Council of Governments, P. O. Box 5888, Arlington, Texas 76005, April 2005 - February 2010. Ms. Karen Richard, HR Manager, (817)695-9129

Business Analyst, Business Information and Research, Greater Dallas Chamber, 700 North Pearl Street, Dallas, Texas 75201, October 2004 - April 2005. Dr. Lyssa Jenkens, Vice President, (214)746-6772

Information Specialist, Lockheed Martin, 1445 Ross Avenue, Dallas, Texas 75202, September 1996 - October 2004. Ms. Melody Lister, Supervisor, (214)665-8564

Planner, City of Beaumont, 801 Main St, Beaumont, Texas 77701, July 1994 – 1995. Mr. Steve Richardson, Planning Director, (409)880-3764

PUBLICATIONS

Ekong J. Peters, Carline S. Hackerott, & Weijia Jia. (forthcoming). Exploring a model nuclear planning and response program: Evaluating public awareness of written risk and emergency. *Journal of Emergency Management*.

Ekong J. Peters, Ugonma Benita Onuegbu, & David McEntire (accepted for publication). The scholarship of teaching and learning: Understanding the concept and its application in academic and emergency management. *Journal of Emergency Management*.

Benavides, Abraham & **Peters, Ekong** (2015). Social Norms Theory, Enforcement, and Management Concepts: An Analysis of Local Smoking Ban Ordinances. *International Journal of Public Administration, 38*(5), 335-345.

McEntire, David, Souza, Jill, Collins, Matthew, **Peters, Ekong J**., and Sadiq, Abdul-Akeem (2012). An Introspective Glance into Damage Assessment: Challenges and Lessons Learned from the Paso Robles (San Simone) Earthquake. *Natural Hazards 61*(3), 1389-1409.

Urby Jr., Heriberto, McEntire, D. A. & **Peters, Ekong J**. (2011). Peru: An Andean Country with Unpredictable Emergency Management Challenges. In *Comparative Emergency Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World*, edited by David A. McEntire

McEntire, D.A., Crocker, C. G. & **Peters, E.** (2010). Addressing vulnerability through an integrated approach. *International Journal of Disaster Resilience in the Built Environment 1*(1), 50-64.

Peters, Ekong J. & McEntire, D. A. (2010). Emergency Management in Australia: An Innovative, Progressive and Committed Sector. In *Comparative Emergency*

Management: Understanding Disaster Policies, Organizations, and Initiatives from around the World, edited by David A. McEntire.

RESEARCH PROJECTS IN PROGRESS (*AT ADVANCED STAGES*)

Charles Mebi, Rejina Manandhar, & **Ekong J. Peters**. Assessing hazardous material (HAZMAT) transportation incidents in Arkansas (***final review stage before submission to a Journal***)

Rejina Manandhar, **Ekong J. Peters**, & Bethany Swindell. 2019 Arkansas River Flooding event and risk communication (***working on manuscript for submission to the Journal of Emergency Management***)

SUPERVISED STUDENTS' RESEARCH

Committee Chair

Jennifer Weber (2020, continuing). Red, white and boom at Scioto Audubon operational plan

Kristi Higgs. (Dec. 2019). Awareness of mitigation and risk management within the Arkansas Tech University community

Jessica Lynn Risbell (May 2019). Tornado preparedness in U.S. elementary schools

Raja Ashahrani. (May 2018). Development of an improved flood response plan for Jeddah in Saudi Arabia

Majed Ashfei. (August 2018). The development of mitigation plan against Riyadh flood in Saudi Arabia

Sayed Ahmed. (August 2018). Awareness and knowledge of safety by garment industry workers in Bangladesh: The case of fire incidents ready-made garment sector

Committee Member
Shawnasia James (2018). The incorporation of community-based organizations into the response planning process: A military emergency management perspective

Megan Patricia Staudt (2018). Tornado preparedness of resettled refugees in the United States: Evaluating resettled refugee's preparedness for tornadoes

Tamara Dougan (2018). Law enforcement physical fitness training effects on stress-related job performance

Charles Canan (2017). An examination of the emergency water supply of healthcare facilities in Southeast Louisiana

Brian Kendall (2016). Emergency preparedness education for K12: A pretest posttest design

Assumpta Esiaka (2016). Through the eyes of faith: The role of religious organizations in disaster response and recovery in Nigeria

Tina Phouthavong (2016). Do first responders find ACTIVE911 useful?

Andrew J. Smith (2016). Local Christian churches and disaster preparedness: Are they ready?

ACADEMIC TRAINING SEMINARS & WORKSHOPS ATTENDED

University & Agency Partnership Program (UAPP): Curriculum & faculty development workshop, Nov. 1-3, 2021. Monterey Conference Center, Monterey, CA. Hosted by Naval Postgraduate School, Center for Homeland Defense & Security in partnership with US Department of Homeland Security & FEMA.

Risk Management Series: Incremental seismic rehabilitation of hospital buildings. Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 24, 2021, 12:00 pm – 4:00 pm CDT.

Risk Management Series: Incremental seismic rehabilitation of school buildings (K-12). Providing protection to people and buildings. Organized by FEMA and Applied Technology Council. Webinar: June 3, 2021, 12:00 pm – 3:00 pm CDT.

Safer, stronger, smarter: A guide to improving school natural hazard safety. Organized by FEMA and Applied Technology Council. Webinar: May 27, 2021, 12:00 pm – 2:00 pm CDT.

Motivating Virtual Learners course, June 22 – July 3, 2020, organized by the Gardner Institute.

FEMA Pilot Course: E2460 Advanced Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

GRANT AWARD

2020 Professional Development Grant award to attend the 22nd Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

2019 College of Engineering & Applied Sciences Faculty Development Grant to attend the Academic Training Seminar of FEMA Pilot Course: E2460 Advanced

Building Science Series at the Emergency Management Institute (EMI) National Emergency Training Center (NETC) in Emmitsburg, Maryland, May 13-16, 2019

2018 Professional Development Grant award to attend the 20th Annual Emergency Management Higher Education Symposium organized by FEMA-EMI at Emmitsburg, MD

PROFESSIONAL CONFERENCES/PAPER PRESENTATIONS

Manandhar, R (Presenter), **Peters, E**., & Swindell, B. (July 11 – 14, 2021). Risk communication during 2019 Arkansas River Floods [poster presentation]. 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference

Mebi, C., Manandhar, R (Presenter), **Peters, E**. (July 11 – 14, 2021). An analysis of hazardous transportation incidents in Arkansas [poster presentation]. 46th Annual Natural Hazards Research and Applications Workshop. Virtual Conference

2020 Annual Emergency Management Higher Education Symposium, "Imagination, improvisation, Innovation in Emergency Management Education," June 1-4, 2020, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: **Ekong J. Peters** (Presenter), "The Scholarship of Teaching and Learning: Understanding the concept and its application in academic programs and emergency management"

2019 ATU Interdisciplinary Research Series presentation, "Hazardous Materials Transportation Incidents in Arkansas: A Risk and Vulnerability Assessment" by Charles Mebi, Rejina Manandhar, & **Ekong J. Peters**

2018a 20th Annual Emergency Management Higher Education Symposium, "Honoring our History and Future," June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: **Ekong J. Peters**, "Collaborating with practitioners to realize emergency management student learning: 'Incorporating research into undergraduate hazard and disaster class: A process approach'"

2018b 20th Annual Emergency Management Higher Education Symposium, "Honoring our History and Future," June 4-7, 2018, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenter: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, **Dr. Ekong Peters**, and Dr. Christine Austin, "Undergraduate Curriculum: Application of NGCC, Assessment, and Accreditation"

2018c Emergency Management Region VI Higher Education Academic Collaboration, University of North Texas, Denton, Texas. February 23, 2018 from 10:00 am to 2:00 pm CST

2017 19th Annual Emergency Management Higher Education Symposium, "Meeting Community Needs," June 5-8, 2017, Emergency Management Institute, Federal Emergency Management Agency, Department of Homeland Security, Emmitsburg, MD. Presenters: Dr. Sandy Smith, Dr. Caroline Hackerott, Dr. Jamie Earls, and **Dr. Ekong Peters**, "Challenge Met: Graduate EMHS Curriculum and Assessment Development"

2012 Federal Emergency Management Agency (FEMA) Region 6, 2012 Mitigation Conference "Recipes for Resilience," May 1-3, 2012, University of North Texas, Denton, Texas; Paper Presented: "Exploring Motivational Behavior Contributing to helping Hurricane Katrina Survivors" by **Ekong J. Peters**

MANUSCRIPT REVIEWED

2019 Review of manuscript ID DISA-Cct-18-2597 in the *Disasters Journal*

2019 Review of manuscript ID jhsem-2019-0053 in the *Journal of Homeland Security and Emergency Management*

2018b Review of manuscript ID jhsem-2018-0063 in the *Journal of Homeland Security and Emergency Management*

2018a Review of manuscript ID jhsem-2018-0051 in the *Journal of Homeland Security and Emergency Management*

2016 Review of manuscript ID IJDRBE-10-2015-0054 in the *Journal of Disaster Resilience in the Built Environment*

RESEARCH INTEREST

Disaster response, community preparedness, organizational response to extreme events, risk and vulnerability reduction, risk communication, business continuity, social and economic impacts of disasters, homeland security, and international disasters.

PROFESSIONAL SOCIETIES MEMBERSHIP

American Society for Public Administration (ASPA)

Natural Hazard Mitigation Association (NHMA)

HONORS AND AWARDS

2017 Department of Emergency Management Professor of the year

2013-2014 A recipient of the prestigious University of North Texas Toulouse Graduate School Dissertation Fellowship during the 2013 – 2014 academic year. According to the award letter, the fellowship provides a monthly stipend of $2,076.85, tuition support for three dissertation hours per semester for up to three semesters, and health insurance benefits for the academic year.

EmeraldLiteratiNetwork for 2011 Outstanding Paper Award

Tau Beta Pi Honor Society, Texas Chapter

Phi Eta Sigma Honor Society

ADMINISTRATION AND SERVICE

2020 ATU Graduate Symposium Competition Judge
Search Committee member for Visiting EM instructor
DEM Graduate Program Director (2020 - 2021)
Graduate Student Advisor (2019 – present)
Faculty Recruiter for Epsilon Pi Phi, EM Honor Society (2020 - present)
Active Faculty Member, DEM Power Hour (2020 – present)
Member, DEM Search Committee Member for a Visiting EM Instructor (2020)
Member, Graduate Curriculum Committee
IRB Committee Member (2018 – August 2021)
Undergraduate Student Academic Advisor (2015-2018)
B2E mentor
Usher/Greeter, Russellville First Assembly
Spring 2016 & Fall 2016 Expo Volunteer
Boy Scout of America – Adult Volunteer
Founding Faculty Advisor to Epsilon Pi Phi, EM Honor Society (Fall 2015- Spring 2019)
Member of the Committee Interviewing Administrative Assistant for EM Department 2X
Immediate-past General Secretary of Ibibio People's Union (IPU), Dallas Chapter
Immediate-past Treasurer of Ubium Development Association (UDA), Dallas Chapter
Member and immediate-past Vice President UDA, Dallas Chapter
General Secretary, Ubium National Association, UDA National Secretariat
Ikot Eyo Development Association, Public Relations Officer (PRO)

COURSES TAUGHT

ARKANSAS TECH UNIVERSITY

EAM 1013 Aim & Scope in Emergency Management (online)
EAM 3033: Social Dimensions in Disaster (online)

EAM 3013: Public Policy & Politics in Emergency Management (EM) (face-to-face)
EAM 3063: Emergency Management Doctrine (online)
EAM 4003: Principle of Disaster Relief & Recovery (face-to-face)
EAM 4013: Mitigation & Continuity Operations (face-to-face and online)
EAM 4033: EM Research Methods/Analysis (face-to-face and online)
EAM 4993: SP International Emergency Management (face-to-face and online)
EAM 4993: SP Critical Infrastructure (online)
EMHS 5003: Principle & Practice of Disaster Relief & Recovery (face-to-face)
EMHS 5993: SP Critical Infrastructure (online)
EMHS 6003: Design & Management of Preparedness & Mitigation Systems (online)
EMHS 6023: Risk & Vul. Assessment for Business & Industry (face-to-face and online)
EMHS 6043: Contemporary Issues in EM & Homeland Security (face-to-face)
EMHS 6093: Fundamentals of Homeland Security (face-to-face and online)
EMHS 6123: Applied Data Analysis
EMHS 6193: Intro to International Emergency Management (face-to-face and online)
EMHS 6413: Graduate Capstone
EMHS 6423: Internship & Professional Practice
EMHS 6893: IND: Introduction to International Emergency Management (online)
EMHS 6933: Research 1 (face-to-face and online)

OTHER COURSES TAUGHT - TEXAS

EADP 3055: EOC Design & Operations (University of North Texas, Denton)
PADM 4450: Public Policy Analysis (University of North Texas, Denton)
PADM 2100: Diversity in Urban Governance (University of North Texas, Denton)
PADM 4900: Cultural Competency in Urban Governance (UNT, Denton)
GOVT 2305: Federal Government (Tarrant County College, Fort Worth, Texas)
GOVT 2305: American National Government (North Central Texas College,
        Gainesville, Texas)
GOVT 2306: American State & Local Government (Texas) (North Central Texas
        College, Gainesville, Texas)

COMPUTER / RESEARCH SKILLS ACQUIRED / FAMILIAR WITH

eTech Course Development Designer
Certified eTech Online Instructor
Certified Online/eLearning Instructor (TCC, Fort Worth, Texas)
Trained Blackboard User
MS Word, MS Excel, MS Access, and MS PowerPoint
Stata, SPSS, & QuestionPro
Geographic Information System (GIS)

Dana J. Tribble, Ph. D.

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Education

Ph.D. in Leadership Studies   May 2020
University of Central Arkansas, Conway, AR

M.S. in College Student Personnel   May 2011
Arkansas Tech University, Russellville, AR

B.S. in Business Administration, Management & Marketing   May 2009
Arkansas Tech University, Russellville, AR

Research Interests

Leader identity, leader identity development, leadership theories/models, positive psychology, grit, resilience, first-generation students, first-year student success courses, retention, and social justice.

Publications

Tribble, D. J., Baldwin, A., & Nadelson, L. S. (2022). First-year students' perceptions of learning and connection to the university in the coronavirus (COVID-19) pandemic world. *International Journal of Higher Education*, *11*(4).

Rizzo, S., Tribble, D. J., & Nadelson, L.S. (2021). Who Are Their Leaders? College Students Perceptions of Engagement with Campus Leaders and Administrators. *Higher Education Studies, 11*(3), 1-43.

Tribble, D. J. F. (2020). *Teaching Leader Identity and Grit in First-Year Student Success Courses*. University of Central Arkansas.

Argue, S., Miller, R., Thompson, A., & Tribble, D. J. (2016). Kindergarten Readiness in Arkansas Public Schools*. AERA Online Paper Repository*.

Publications In-Progress

Tribble, D. J. & Holt, A. (2022). Supporting #momlife: A balancing act of mom, student, and professional. *Opening Pathways for Marginalized Individuals in Higher Education* (submitted and approved).

Research Presentations

"Trying to Lead My Life: Preservice Teachers Connection Between Leader Identity and Self-Authorship"
- Association of Leadership Educators (ALE), Kansas City, MO   June 2022

"First-Year Student Success Course Holistic Institution Collaboration to Encourage Retention" (Co-Presenter)
- The American College Personnel Association (ACPA), St. Louis, MO   March 2022

"Introducing Social Return on Investment Methodology into Stakeholders' Decision-Making" (Co-Presenter)
- The American College Personnel Association (ACPA), St. Louis, MO   March 2022

"Charting a Self-Authored Life: What COVID-19 Taught Us About Work/Life Balance" (Co-Presenter)
- Arkansas Council of Women in Higher Education (ACWHE)   October 2021
  Professional Development Day, Virtual

"Empowering Educators to Build an Engaging Classroom" (Co-Presenter)   September 2021
- Arkansas Association of Teacher Educators (ArATE), Virtual

"First-Year Students' Perceptions of Learning and Connection to the University in the Coronavirus (COVID-19) Pandemic World"   March 2021
- The Adult Higher Education Alliance (AHEA)

"Toward a Commitment to Assessment as a Student Affairs Administrator" (Co-Author)   March 2021
- 2021 NASPA Undergraduate Student Conference

"Teaching Leader Identity & Grit in First-year Student Success Courses" (Author)   September 2020

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- Arkansas Association of Teacher Educators (ArATE)

"Teaching Leader Identity & Grit in First-year Student Success Courses" (Author) January 2020
- Dissertation defense, Conway, AR (publication process in-progress)

"Kindergarten Readiness in Arkansas Public Schools" (Co-Author) April 2016
- American Educational Research Association, Washington, D.C.

"Winds of Change: An Organizational Ethnography" (Co-Author) November 2015
- Mid-South Educational Research Association, Lafayette, LA

Research Projects

"Supporting a Rural Primary School Through the Creation and Implementation of a Parent Teacher
Organization" (Leading Author) 2022- Present
"Trying to Lead my Life: Preservice Teachers Connection Between Leader Identity and Self-Authorship"
(Leading Author) 2021- Present
"Undergraduate College Students' Social Media Usage" (Co-Author) 2021- Present
"Social Return on Investment (SROI) for Leadership Experiences for College Students" (Co-Author)
2021- Present

Teaching Experience

SAA 6883: College Athletes, *Arkansas Tech University*	2022
SAA 6033: Student Development Theory, *Arkansas Tech University*	2021, 2022
SAA 6283: Advising Practicum, *Arkansas Tech University*	2021, 2022
SAA 6213: Diversity & Inclusion in Student Affairs Administration, *Arkansas Tech University*	2021, 2022
SAA 6173: Career Advising, *Arkansas Tech University*	2021
SAA 6083: Practicum I in Student Affairs Administration, *Arkansas Tech University*	2021, 2022
TECH 1001: Orientation to the University, *Arkansas Tech University*	2020-2022
TECH 1013: Introduction to the University, *Arkansas Tech University*	2020-2021
SAA 6043: College Students & Subcultures, *Arkansas Tech University*	2020, 2021
Ethics & Leadership, *Kennesaw State University*	2017-2020
Leadership Studies, *Kennesaw State University*	2017-2020
CSP 1013: Principles of College Success, *Arkansas Tech University*	2009- 2011, 2015, 2019-2020

Committees

Student Affairs Committee	2022
Title IX Pool Member	2021- Present
Student Learning Assessment Committee, Member	2021- Present
Professional Development Committee, Chair	2021- Present
CUR Grant and Steering Committee, Member	2021- Present
College of Education Social Media Platforms, Member	2020- Present
College of Education Educational Excellence, Member	2020- Present
Title III Grant Writing	2021
Division of Student Affairs Graduate Assistant Experience, Member	2020- 2021
Every Student Counts Retention Plan	2020- 2021

Professional Experience

Assistant Professor of Student Affairs Administration & TECH 1001 & TECH 1013 Program Coordinator
Arkansas Tech University, Russellville, AR August 2020- Present
- Educate and mentor graduate and undergraduate students
- Conduct research to enhance teaching practices
- Serve the institution and department through committee responsibilities
- Coordinate responsibilities for the instruction of TECH 1001 & 1013 courses

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- Supervise and recruit graduate assistants for the department
- Serve as a liaison between the TECH 1001 & 1013 courses and Student Affairs Administration department
- Provide instructional and educational support for the graduate assistants; host weekly meetings with the graduate assistants and submit all mid-term and final grades

Visiting Lecturer of College Student Personnel, Arkansas Tech University, Russellville, AR   2020
- Coordinate responsibilities for the instruction of the CSP 1013/TECH 1001 courses
- Supervise and recruit graduate assistants for the department
- Serve as a liaison between the CSP 1013/TECH 1001 courses and the College Student Personnel department
- Provide instructional and educational support for the Graduate Assistants; host weekly meetings with the graduate assistants and submit all mid-term and final grades

Department of Leadership Part-time Faculty, Kennesaw State University, Marietta, GA   2019 to 2020
- Taught two courses online each semester: "How Not to Lead" and "Change and Conflict."
- Led the conversation regarding defining and exploring unethical and ineffective leadership concepts
- Assisted students in identifying their leadership strengths and weaknesses to develop their leadership practices further
- Led the exploration of the relationship between leadership and the concepts of change and conflict in organizational and societal contexts
- Provided students with knowledge about the phases of the change process, characteristics of change, and how personal leadership characteristics affect change
- Developed scenarios that allow students to understand the qualities influential leaders demonstrate during the change process and strategies to manage conflict

Graduate Research Assistant, University of Central Arkansas, Conway, AR   2015 to 2019
- Established assessment and evaluation keys for the department
- Assisted in the annual assessment and evaluation process
- Created and developed the inaugural monthly newsletter
- Responsible for the collection of events, awards, honors, and a student and faculty spotlight for the monthly newsletters, as well as assessment purposes

Adjunct Instructor, Arkansas Tech University, Russellville, AR   2009 to 2015 & 2019
- Taught the three-credit hour College Student Personnel (CSP 1013) course
- Enhanced student adjustment to college life through self-exploration and resources
- Assisted with student adaptation to the higher education learning experience
- Focused on student comprehension of personal responsibility incorporating note-taking skills and study techniques
- Supported student advancement regarding career pathways through the FOCUS 2 assessment
- Mentored 30+ students per class in reaching academic success and being involved on campus
- Taught the first-ever section of CSP 1013 online; Created Tegrity videos and resources to meet learning objectives

Teachers Assistant, Arkansas Tech University, Russellville, AR   Summer 2015
- Assisted in the redevelopment of the first-year orientation class (TECH 1001)

- Assisted in establishing learning objectives for the course, as well as weekly lessons and assignments that aligned with the learning objectives and goals
- Created the course shell on Blackboard and uploaded all the lessons and assignments

Director of Norman Career Services, Arkansas Tech University, Russellville, AR   2012 to 2015

- Provided career advising to 11,000+ students and alumni regarding career professionalism
- Managed a budget of $445,000 for the Office of Student Success; received a $120,000 donation for Norman Career Services
- Created and facilitated over 40 workshops/seminars an academic year, and weekly classroom presentations to students, faculty, employers, and alumni
- Hosted six career fairs on campus with 400+ students and 100+ employers; attended career fairs across the state of Arkansas
- Developed and tracked graduate and student placement through surveys and student/employer contact
- Coordinated communication with seven colleges, from department heads to faculty, ensuring needs were being met
- Developed new contacts with internal and external organizations to expand employment and career opportunities for students and alumni
- Cultivated and executed all marketing strategies for Norman Career Services
- Led a staff of five professionals; three new positions were created and implemented under the leadership

Marketing & Public Relations Specialist, Arkansas Tech University, Russellville, AR   2011 to 2012

- Marketed the College to Career Center events through brochures, banners, posters, and social media
- Attended transfer fairs, college fairs, and Future Business Leaders of America events
- Recruited high school seniors throughout the state of Arkansas
- Coached 800+ College of Business students in academic advising
- Built relationships with local and statewide companies to provide internships and careers for students
- Tracked past and present student enrollment data to develop marketing strategies
- Assessed and evaluated services provided by the College to Career Center
- Counseled and advised students with career decisions
- Hosted workshops for career preparation

Director of Sales, River Valley Leader, Russellville, AR   2011 to 2012

- Identified, met with, and sold advertisements to potential advertisers
- Clearly articulated the advantages of advertising with an online newspaper with over 60,000 unique views a month
- Tracked and reported growth of readership, including website visits, readers receiving email alerts, and "likes" on social media websites
- Attended Russellville city meetings and events as well as relevant statewide events
- Authored articles for a newspaper based upon facts presented and information gathered

Director of Marketing & Social Media, Cogswell Motors, Russellville, AR   2011 to 2012

- Partnered with sales, finance, and office managers to ensure consistent company branding marketing messages and continually promoted relationships with customers

- Partnered with media professionals to create and perform in commercials for television, billboards, newspapers, and radio
- Created an online company presence through social media websites
- Decided what sponsorships or donations to make to promote the business, as well as to be a good corporate citizen

Graduate Assistant, Arkansas Tech University, Russellville, AR   2009 to 2010
- Effectively taught an introductory college course, Principles of Collegiate Success (CSP 1013)
- Prepared lesson plans; assigned work; graded work; prepared tests, quizzes, and group work
- Posted grades and assignments on Blackboard promptly for 100+ students
- Kept all grades and student information confidential and enforced all department policies and procedures

Work Experience

Co-Coordinator for TECH Training Program, Arkansas Tech University, Russellville, AR   2022- Present
- Assist in the development of topics, learning objectives, and assessments for all 14 modules
- Develop training modules on the topics of professionalism and university resources
- Review training modules and provide feedback to developers
- Implement an assessment plan for the 14 training modules

Administrative Assistant, Cogswell Motors, Russellville, AR   2009 to 2010
- Provided a positive first impression to all customers in person and on the telephone
- Fulfilled general administrative and office support duties

Summer Intern: Central Engineering, Elkay Manufacturing Company, Broadview, IL   2008
- Received and accurately processed custom orders
- Updated Enterprise Resource Planning system and ran queries
- Worked on special orders, such as a new accessory product line for sinks

Summer Intern: Financial Services, Elkay Manufacturing Company, Oak Brook, IL   2007
- Processed accounts receivable invoices same day received and reconciled incorrect account codes
- Applied cash to accounts when electronic payments did not automatically match
- Placed collection calls to companies with past-due account balances

Winter Intern: Sales & Marketing, Elkay Manufacturing Company, Oak Brook, IL   2007
- Organized co-operative advertising and marketing credit files and set up new files for the year

Volunteer Opportunities

Program Reviewer, Association of Leadership Educators Conference   2022
Program Reviewer, NASPA Annual Conference   2021
Program Reviewer, National Resource Center for The First-Year Experience & Students in Transition 2021
Soccer Coach, Arkansas Valley Soccer Association, Russellville, AR   2021
T-Ball Coach, Russellville & Dardanelle, AR   2018, 2019, 2020, 2022
Vacation Bible School Instructor, Russellville, AR   2018 & 2019, 2022

Chapter Advisor, Phi Mu Fraternity Epsilon Lambda Chapter   2013 to 2016

- Worked with the executive chapter officers to integrate fraternity mission and goals and create a relationship with the international organization through attendance at leadership conferences and utilizing available resources
- Mentored 70-80 young women
- Supervised the chapter's affairs as they relate to the organization, the campus, and the community
- Maintained visibility in the residential community by regularly visiting the chapter, interacting with members, and attending chapter programs and meetings
- Met regularly (at least monthly) with the chapter leadership and was available to meet with members upon request
- Ensured an effective and timely officer transition occurred
- Served as a resource person for planning events and programs, resolved issues confronting the group, and was highly involved in the education of new members
- Educated the chapter about international policies, state and local laws, and code of conduct
- Ensured that individual behavior is addressed through a chapter standards board that empowers members to hold each other accountable for their actions consistent with the values of the organization and university
- Notified and involved in any situations that involve allegations of sexual misconduct or other egregious behavior
- Attended meetings of the chapter advisors when requested by Greek Life
- Worked in partnership with university staff and international headquarters to foster a positive fraternity experience for undergraduate members
- Assisted the chapter officers in developing membership recruitment and retention plan

T- Club President, Arkansas Tech University, Russellville, AR   2013 to 2014
- Maintained contact with all athletes who have previously attended Arkansas Tech University and participated in Arkansas Tech athletics
- Encouraged the continued involvement and participation of all Arkansas Tech University "T" Club members in Arkansas Tech University alumni activities
- Promoted Arkansas Tech by adherence to, and concurrence in, its academic policies, Great American Conference rules, and NCAA rules
- Developed new programs for former Tech athletes to come back to campus during collegiate games
- Implemented reunion years and designating tents at football games for specified championship teams
- Worked with the Athletics and Alumni Departments to recognize sponsors for signage around the fields/courts

Graduate, Leadership Russellville, Russellville, AR   September 2012 to May 2013
- Worked with a group of 15 colleagues to recognize community growth and problems through an analysis of the area
- Attended all community meetings to develop a better understanding of local government
- Developed fundraising goals and plans, and marketed events to those within the community for sponsorship
- Met with local business owners about donating needed goods to produce a concrete sign at one of the entrance points into Russellville; raised over $30,000 in products and services
- Developed a great network through colleagues, their employers, and active community members

Professional Organizations

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Association of Leadership Educators (ALE)	2022- Present
Association of American Colleges & Universities on High-Impact Practices	2021- Present
American College Personnel Association (ACPA)	2021- Present
National Association of Student Personnel Administrators (NASPA)	2021- Present
American Educational Research Association (AERA)	2015 to 2017
Mid-South Educational Research Association (MSERA)	2015 to 2017
National Academic Advising Association (NACADA), Member	Spring 2014 to 2015
Southern Association of Colleges & Employers (SoACE), Member	Fall 2013 to 2015
National Association of Colleges & Employers (NACE), Member	Spring 2013 to 2015
Arkansas Association of Colleges & Employers (AACE), Planning Committee	Fall 2011 to 2015
Registered Student Organizations (RSO's) Awards Committee, Member	Spring 2014 to 2015
Who's Who Committee, Member	Fall 2012 to 2015
International Women's Essay Contest Committee, Member	Fall 2012 to 2015
Tech Connect—Community & University Committee, Member	Fall 2012 to 2015
Tech Athletics & Alumni Committee, Member	Fall 2011 to 2015

Professional Presentations

First-Gen Institute	June 2021
$tart $mart Salary Negotiation Workshop	March 2014 & October 2014
Eating & Greeting: Etiquette Lunch	January 2014
Revamp Your Resume: Resume Writing Workshop	October 2012 & 2013 & March 2013 & 2014
Cover Your Bases: Cover Letter Writing Workshop	October 2012 & 2013 & March 2013 & 2014
Dress the Part: Interview Attire Workshop	October 2012 & 2013 & March 2013 & 2014
Tell Me Something Good: Interviewing Workshop	October 2012 & 2013 & March 2013 & 2014
Get Linked: Networking & Social Media Workshop	October 2012 & 2013 & March 2013 & 2014
Eating & Greeting: Etiquette Dinner	April 2013, 2014 & November 2013, 2014
Internship Workshop	October 2011, 2012, 2013 & 2014 & February 2013 & 2014
Non-Profit Workshop	October 2011, 2012 & 2013 & February 2013
Entrepreneur Workshop	October 2011, 2012 & 2013 & February 2013
Girls of Promise: Importance of College	October 2011

Awards & Honors

Graduate Research Assistant Scholarship	July 2015 to June 2019
Phi Mu Epsilon Lambda Fraternity, Outstanding Advisor Award	March 2014
Wrote a proposal for $120,000 and received the donation	January 2014
High Honors - 3.9 GPA in Master of Science in College Student Personnel	May 2011
Graduate Assistant Scholarship	May 2009 to December 2010
All Conference Academic Awards - Gulf South Conference	2007 & 2008
Athletic Volleyball Scholarship	2005 to 2009

Appendix 5: Organizational Chart

Academic Affairs

Graduate College

College of Science, Technology, Engineering, and Mathematics (77)

- Biological Sciences (17)
- Engineering and Computing Sciences (25)
- Mathematics and Statistics (20)
- Physical and Earth Sciences (15)

College of Arts and Humanities (91)

- Art (10)
- Behavioral Sciences (14)
- Communicaiton and Media Studies (12)
- English and World Languages (26)
- History and Political Science (14)
- Music (15)

College of Business and Economic Development (43)

- School of Business (26)
- Agriculture and Tourism (17)

College of Education and Health (69)

- Teaching and Educational Leadership (22)
- Kinesiology and Exercise Science (13)
- Nursing (19)
- Emergency Management, Professional Studies, and Student Affairs Administration (15)

Legend:
- Departments
- (xx) Faculty count
- Pending finalization

Attachment 1

Appendix 6: Blackboard (LMS) Security Policies

Blackboard Help

Learn / Administrator / SaaS Deployments

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 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: College of Business and Economic Development Health Informatics and Health Information Management	This department X supports ☐ does not support the change.
Comments: The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 30-hour degree program includes the following two courses as elective options: HI 6063 Leadership in Health Informatics HI 6083 Health Care Policy	

Department Head Signature: _Tracy Cole_, Assoc. Dean

Date: 6-23-22

Arkansas Tech University
DEPARTMENTAL SUPPORT FORM

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

Department Affected: College of Business and Economic Development Management and Marketing	This department X supports ☐ does not support the change.
Comments: The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 24-hour required core curriculum includes the following two courses: MGMT 6103 Organizational Management and Leadership MGMT 5203 Project Management	

Department Head Signature: _*Kirk Russell Jones*_

Date: 6/23/2022

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	This department X supports ☐ does not support the change.

Comments:

The Department of Emergency Management, Professional Studies, and Student Services Administration (EPS) proposes an M.A. in Organizational Development and Learning. The 30-hour degree program includes the following two courses as elective options:

SOC 5183 Social Gerontology

SOC 6063 Advanced Topics in Gerontology

The MA-ODL Program Coordinator will coordinate with the Department of Behavioral Science regarding scheduling and offering at the convenience of Behavioral Science (e.g., potential offering of SOC 5183 when SOC 4183 is scheduled; or offering SOC 6063 as an independent study). Behavioral Science and EMPSSAA agree the courses will be offered only if demand is sufficient to meet enrollment requirements for a graduate level course according to university protocols.

Department Head Signature: _____

Date: July 17 2022

Appendix 8: Professional Studies Advisory Board

DEPARTMENT OF PROFESSIONAL STUDIES ADVISORY BOARD

Introduction

The Department of Professional Studies at Arkansas Tech University and its collaborative partners recognize the value and importance of involving external stakeholders from appropriate fields (business and industry, government, education, and others) in the development, delivery, and promotion of its collaborative credit through a program advisory board. This group provides a critical link between educators, students, and practitioners in the field to achieve program quality and relevance.

The advisory board and responsible departmental staff will work together to ensure that the program is delivering learning that is current, up to date, and relevant to existing business, industry, labor, and professional employment practices. The Professional Studies Advisory Board provides support and advice to academic programs, assist in the development of new programs, and identify best practice standards. Board members will also serve as ambassadors to the programs 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 the profession relevant to the academic programs of the Department of Professional Studies. A diversity of perspectives is an essential aspect of the board's function. Diverse 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 advisory board members or team members of the Department of Professional Studies. The suggested number of board members should be from 12 to 15 people. Advisory board members will serve two-year terms with the possibility for renewal for additional terms based on their interest, involvement, and at the discretion of the Department of Professional Studies. Dedicated board positions will also be established for one current student and a program graduate working in the field. Also, current students and program faculty will be invited and encouraged to attend meetings.

The advisory board is non-voting and does 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 the agenda and supporting materials before board meetings.

2. Be informed about the program(s), its students, curriculum, services/supports, and activities and inform others.

3. Share developments in the field.

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 the program(s) providing a connection to an ongoing exchange of information and ideas with practitioners in the field and other external contacts.

6. Realistically assess the labor market demand for program graduates and advise the program to ensure it produces 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 that the program is delivering learning that is current, up to date, and relevant to current business, industry, labor, and professional employment practices.

8. Assist with program marketing and promotion.

9. Assist in identification and acquisition (when appropriate) 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 host students for capstone projects or experiences.

11. Assist with placement of program graduates.

12. Assist in the 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 can 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 the effective functioning of the advisory board meetings with support from the program manager. Conducting meetings is the principal role of the chair. He/she will also assist the program manager in preparing meeting agendas and represents the advisory board at other meetings, as needed.

The Department Head will plan the meetings, ensure adequate 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, monitors terms, and manages the membership 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 be of appropriate length to maintain the support, interests, and involvement of advisory board members. Effective and efficient meetings are critical to the success of the advisory board. It is at meetings where discussion and deliberation of important matters are translated into decisions and recommendations regarding the ongoing growth, development, and enhancement of the academic program.

Typical agenda items could include introductions, a general program update (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 also recommended that the meetings include some form of professional development to include, but not limited to, presentations from

external subject/topic area experts, professional association representatives, capstone site hosts, or others. It is also recommended that students be invited to present on their capstone experiences at these meetings to the board.

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 the advisory board meetings such as space rental, technology costs (conference call/video conferencing, equipment rental, technicians, etc.), food services, and parking.

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 Forum

Elizabeth Casey-Rutland
Market Research Associate

Murphy Donohue
Market Research Manager

Table of Contents

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/.

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.

eab.com

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.

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]

State Data — Regional Data

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

Title	Count
Business Analyst	589
Tax Manager	483
Human Resources Manager	428
Nurse Manager	398
Marketing Manager	398
Accounting Manager	389
Accountant	380
Financial Analyst	377
Clinical Manager	341
Engineering Manager	330
Account Manager	317
Director of Finance	303
Project Manager	302
Director of Nursing	287
Sales Manager	270
Director of Human Resources	264
Director of Marketing	261
Chief Financial Officer	242
Senior Financial Analyst	241
Information Technology Manager	215

Legend:
- Management positions
- Financial positions
- Marketing and sales positions

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

Skill	Count
Project Management	22,850
Budgeting	21,178
Supervisory Skills	16,418
Microsoft Excel	13,390
Staff Management	11,460
Microsoft Office	10,599
Scheduling	9,886
Microsoft Powerpoint	8,450
Business Administration	7,969
Accounting	7,358
Customer Service	6,370
Business Development	6,080
Business Process	4,975
Microsoft Word	4,784
Change Management	4,722
Process Improvement	4,561
Customer Contact	4,372
Contract Management	3,814
Financial Analysis	3,809
SQL	3,468

Legend:
- Management skills
- Financial skills
- Customer service and contact positions

Top Locations

Market a Master's-Level Leadership and Management Program in Texas to Attract Prospective Students

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.

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

Employers in the Dallas-Fort Worth-Arlington, TX MSA post 13,882 openings for master's-level leadership and management professionals.

Job Postings

- 24
- 5,000
- 10,000
- 13,882

Postings Per 100.00 Residents

19.5 — 248.5

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

eab.com

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

Market a Master's-Level Leadership and Management Program to Professionals in Health Care to Attract Prospective Students

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).

Top Employers for Master's-Level Leadership and Management Professionals

December 2016-November 2017, Regional Data
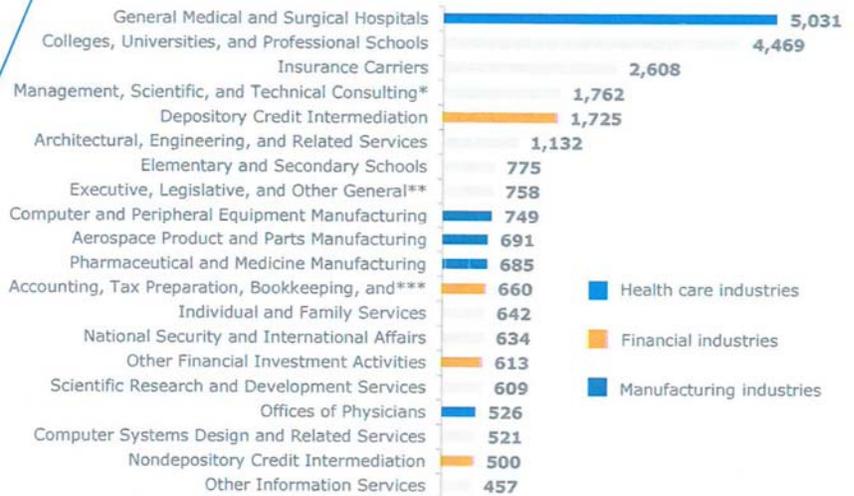
n= 59,186 job postings, with 10,248 unspecified postings

Employer	Value
Anthem Blue Cross	1,308
Deloitte	975
Accenture	899
General Electric Company	542
Texas A&M University	425
Hospital Corporation of America	406
Dell	382
JP Morgan Chase Company	376
Hewlett-Packard	355
Walmart / Sam's	331
University of Texas	277
U.S. Bancorp	254
Toyota Motors	230
Raytheon	227
Southwestern Medical Center	210
Houston Methodist	207
State of Louisiana	198
FedEx	196
Express Scripts	191
Department of Veterans Affairs	190

- Health care companies
- Finance Companies
- Higher education institutions

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.

Industry	Value
General Medical and Surgical Hospitals	5,031
Colleges, Universities, and Professional Schools	4,469
Insurance Carriers	2,608
Management, Scientific, and Technical Consulting*	1,762
Depository Credit Intermediation	1,725
Architectural, Engineering, and Related Services	1,132
Elementary and Secondary Schools	775
Executive, Legislative, and Other General**	758
Computer and Peripheral Equipment Manufacturing	749
Aerospace Product and Parts Manufacturing	691
Pharmaceutical and Medicine Manufacturing	685
Accounting, Tax Preparation, Bookkeeping, and***	660
Individual and Family Services	642
National Security and International Affairs	634
Other Financial Investment Activities	613
Scientific Research and Development Services	609
Offices of Physicians	526
Computer Systems Design and Related Services	521
Nondepository Credit Intermediation	500
Other Information Services	457

- Health care industries
- Financial industries
- Manufacturing industries

*Management, Scientific, and Technical Consulting Services
**Executive, Legislative, and Other General Government Support
***Accounting, Tax Preparation, Bookkeeping, and Payroll Services

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 Program Flexibility and the Potential for Career Advancement to Attract Working Professionals

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.

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.

Appendix 10: Gray & Associates 2021 Market Demand

GRAYASSOCIATES

- Inquiries
  - National
  - Online and On-Campus
  - Program, Degree, and City
- Google Search Trends
  - Programs
  - Brands
- International Student Demand
- What's New at Gray: Certificates
- Program of the Month
- Summary

GRAYASSOCIATES

In February, the most recent mature month, conversion volumes increased 14%.

Total Inquiry Conversions
All Programs and Award Levels

■ 2019 ■ 2020 ■ 2021

+14% YoY

Immature Months[1]

1. Conversions are counted in the month in which the inquiry is received (i.e., an inquiry that is received in January and converts in March will be counted as a January inquiry). Typically, the conversions will rise for at least three months after the month in which the inquiries are received.

Source: GrayReports – *Inquiry Trends,* Gray's Program Evaluation System

Average Price for Pay-per-Inquiry

GRAYASSOCIATES

In May, average price per inquiry decreased 1% year-over-year.

Average Price per Inquiry for Paid Inquiries
All Programs and Award Levels

■ 2019   ■ 2020   ■ 2021

-1% YoY

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
2019	$49.37	$47.77	$45.17	$48.66	$50.46	$48.35	$49.09	$50.33	$51.00	$50.86	$51.75	$51.63
2020	$53.32	$50.80	$49.94	$53.25	$53.29	$51.52	$51.74	$52.60	$52.68	$51.96	$47.83	$53.19
2021	$52.00	$51.44	$49.79	$50.65	$53.00							

Note: PPI means "Pay per Inquiry." Inquiry price is the average price per inquiry from PPI.

Source: GrayReports – *Inquiry Trends,* Gray's Program Evaluation System

GRAYASSOCIATES

Inquiries for online programs declined 1% year-over-year in May.

Inquiries for Online Programs
All Programs and Award Levels

■ 2019 ■ 2020 ■ 2021

-1% YoY

May inquiries for on-campus programs rose 7% year-over-year.

Inquiries for On-Campus Programs
All Programs and Award Levels

■ 2019　■ 2020　■ 2021

+7% YoY

Source: GrayReports – *Inquiry Trends,* Gray's Program Evaluation System

Inquiries for Medical Office Assistant increased 33% year-over-year.

- Inquiries for other healthcare programs continue to be weak.

Big 10 Programs: Growth
Year-over-Year Change in May 2021

■ Healthcare Fields
■ Non-Healthcare Fields

Program	Change
Medical Office Assistant	33%
Accounting	19%
Psychology	7%
Medical Insurance Coding	-5%
Registered Nursing	-13%
Medical Assistant	-15%
Medical Insurance Specialist	-19%
Business Admin.	-23%
Criminal Justice	-26%

*The "Big 10 Programs" are from the programs with the highest inquiry volume since January 2012, excluding Adult High School/Secondary Diploma.

Source: GrayReports – *Inquiry Trends,* Gray's Program Evaluation System

Inquiries for Computer Forensics increased 72% year-over-year.

The Fast 5 Programs
Year-over-Year Change in May 2021

*The "Fast 5 Programs" are from programs that had more than 1,000 inquiries in the prior year, excluding Adult High School/Secondary Diploma.

Source: GrayReports – *Inquiry Trends,* Gray's Program Evaluation System

GRAYASSOCIATES

- Inquiries
  - National
  - Online and On-Campus
  - Program, Degree, and City
→ - Google Search Trends
  - Programs
  - Brands
- International Student Demand
- What's New at Gray: Certificates
- Program of the Month
- Summary

GRAYASSOCIATES
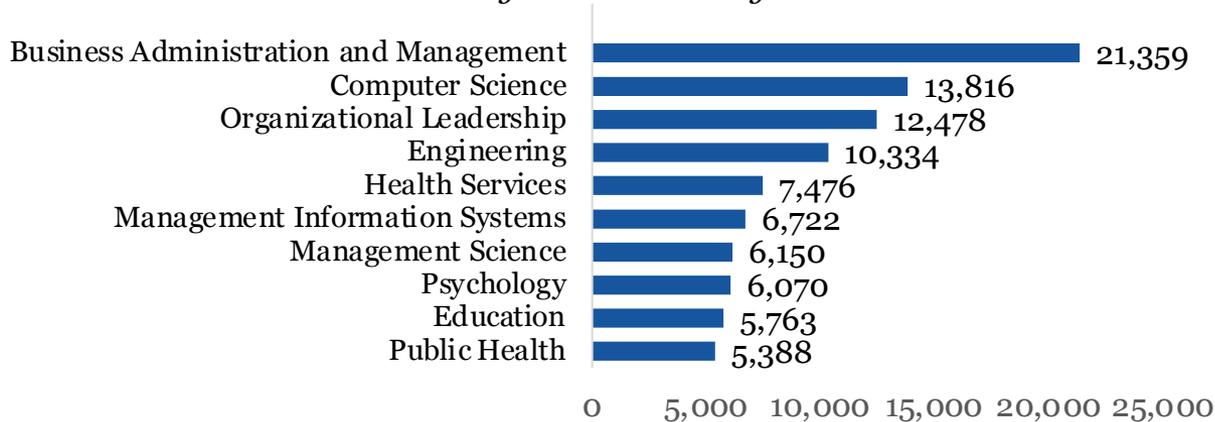
Google search volume for academic programs in May increased 1% year-over-year.

- Gray tracks approximately 20 keywords per program for the 200 largest programs.

Google Searches
200 Largest Programs*
■ 2019   ■ 2020   ■ 2021

Google

*Google Searches for 20 keywords for each of the 200 largest programs based on IPEDS completions.
Source: Gray Associates Research, Keyword Search Trends.

GRAYASSOCIATES

Searches for Massage Therapy programs increased 64% year-over-year in May.

- Total search volume for Cosmetology programs reached 532,288 in May 2021.

Google Searches for Programs
Search Volume and Year-over-Year
Change in May 2021

Google

Program	YoY Change
Massage Therapy	64%
Special Education	42%
Education	42%
Automotive Techn.	41%
Early Childhood Education	39%
Art Studies	34%
Computer and Information Systems	32%
Phlebotomy Technician	30%
Child Development	27%
Cosmetology	27%

Source: Gray Associates Research, Keyword Search Trends for Largest 200 IPEDS Programs. Minimum 10,000 monthly searches in prior year.

GRAYASSOCIATES

Since June of 2019, Gray has tracked Google searches for almost 2,000 brands.

▪ In May 2021, Google brand searches for higher education brands fell 9% year-over-year.

Google Brand Searches
Search Volume

■ 2019   ■ 2020   ■ 2021

-9% YoY

Google

Source: Gray Associates Research, Keyword search trends for higher education institutions.

- Inquiries
  - National
  - Online and On-Campus
  - Program, Degree, and City
- Google Search Trends
  - Programs
  - Brands
- International Student Demand
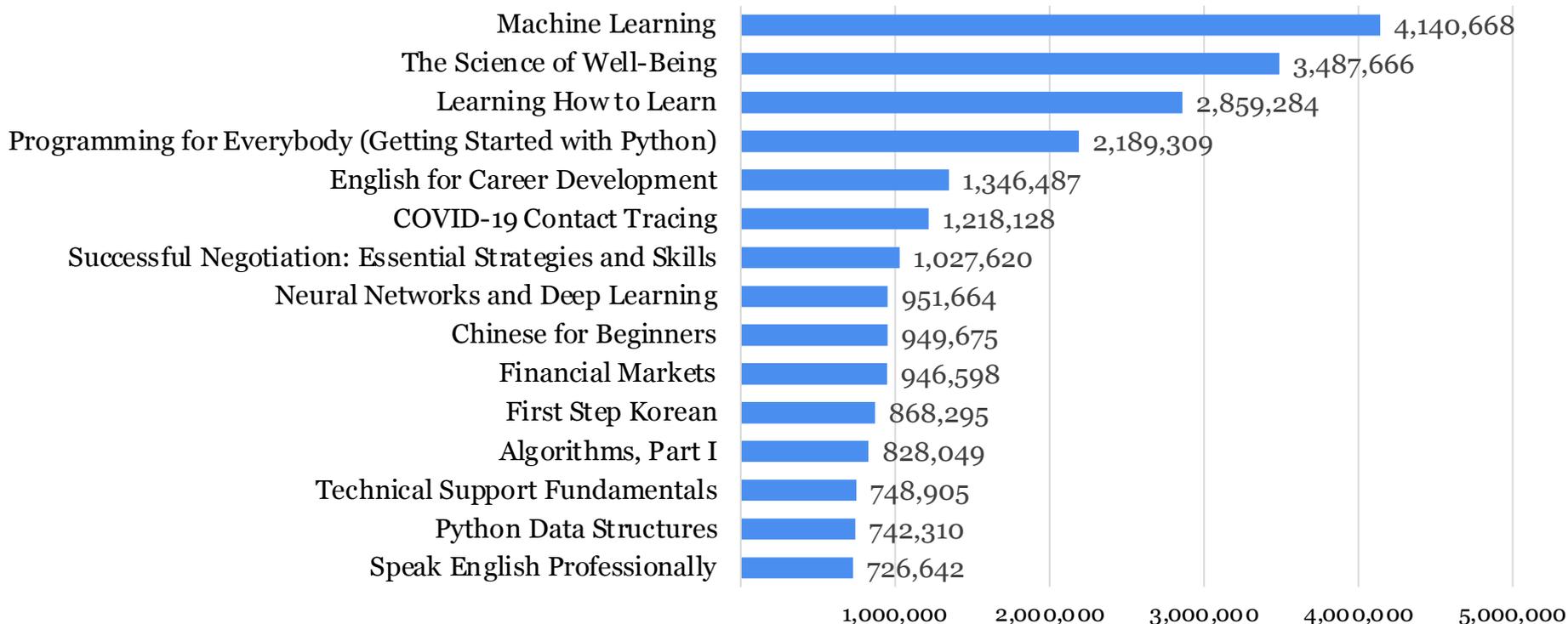- What's New at Gray: Certificates
- Program of the Month
- Summary

GRAYASSOCIATES

International student interest in U.S. programs decreased 1% year-over-year in May.

Page Views by Month and Year

Legend:
- 2018
- 2019
- 2020
- 2021

The most-viewed program was Business Administration.

International Page Views: Interest in U.S. Programs
By CIP Code in May 2021

Program	Page Views
Business Administration and Management	21,359
Computer Science	13,816
Organizational Leadership	12,478
Engineering	10,334
Health Services	7,476
Management Information Systems	6,722
Management Science	6,150
Psychology	6,070
Education	5,763
Public Health	5,388

Source: Gray Associates' International Student Demand Database.

GRAYASSOCIATES

Of the page views for Business Administration, the most views originated from India.

International Page Views by Originating Country
Business Administration, May 2021

Country	Page Views
India	4,679
Nigeria	1,459
Turkey	1,122
Iran	846
Vietnam	770
Bangladesh	519
Ghana	467
Pakistan	454
Mexico	450
Thailand	425

The most interest was for programs in Massachusetts.

Source: Gray Associates' International Student Demand Database.

- Inquiries
  - National
  - Online and On-Campus
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GRAYASSOCIATES

Since its inception, Coursera has enrolled 147 million students – at least for a few minutes.

- ▪ Gray's certificate database tracks over 3,700 courses hosted by Coursera.

Coursera: Total Enrollment by Course
As of May 31, 2021

Course	Enrollment
Machine Learning	4,140,668
The Science of Well-Being	3,487,666
Learning How to Learn	2,859,284
Programming for Everybody (Getting Started with Python)	2,189,309
English for Career Development	1,346,487
COVID-19 Contact Tracing	1,218,128
Successful Negotiation: Essential Strategies and Skills	1,027,620
Neural Networks and Deep Learning	951,664
Chinese for Beginners	949,675
Financial Markets	946,598
First Step Korean	868,295
Algorithms, Part I	828,049
Technical Support Fundamentals	748,905
Python Data Structures	742,310
Speak English Professionally	726,642

Source: Coursera.org, 05/31/2021.

Each of Coursera's courses lists skills students will learn.

- Of the top 15 skills listed, nine are in technology – three of which are in Python.

Coursera: Total Enrollment by Skill
As of May 31, 2021

Skill	Enrollment
Machine Learning	6,657,337
Artificial Neural Network	5,198,612
Python Programming	5,139,710
Data Analysis	4,557,768
Machine Learning (ML) Algorithms	4,523,695
Logistic Regression	4,282,107
Computer Programming	4,256,549
Python Programming	4,133,559
Writing	4,112,649
Communication	4,031,264
Meditation	3,748,520
Python Syntax And Semantics	3,662,867
Savoring	3,487,666
Happiness	3,487,666
Gratitude	3,487,666

Technology
Python
Other

Source: Coursera.org, 05/31/2021.

- Inquiries
  - National
  - Online and On-Campus
  - Program, Degree, and City
- Google Search Trends
  - Programs
  - Brands
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All data are color-coded by their percentile rank in the local market compared to over 1,400 programs, as categorized by IPEDS CIP codes.

Percentile Color-Code:

<40%	40%+	70%+	90%+	95%+	98%+

Organizational Leadership scores in the 99th percentile for Student Demand in California.

- 74% of students in California completed this program online.

- Inquiry volume, completions, and international page views are high.

  - Growth is mixed: year-over-year inquiry volume dropped 14%, but Google searches increased 7% and completions 9%.

Student Demand
Score: 27 Percentile: 99

Category	Pctl	Criterion	Value	Score
Size	99	Inquiry Volume (12 Months)	2,454	4
	99	Int'l Page Views (12 Months)	169,601	NS
	34	Google Search Volume (3 Months)*	7,870	2
	95	On-ground Completions at In-Market Institutions	220	9
	99	Online Completions by In-Market Students	622	4
	98	Sum of On-ground and Online Completions	842	3
Growth	0	Inquiry Volume YoY Change (Units)	-416	1
	59	Google Search YoY Change (Units)*	507	1
	98	Completion Volume YoY Change (Units)	71	3
	68	Inquiry Volume YoY Change (%)	-14%	NS
	62	Google Search YoY Change (%)*	7%	0
	57	Completion Volume YoY Change (%)	9%	0

| <40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+ | Percentile |

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

Source: Gray's Program Evaluation System

Organizational Leadership employment opportunities are modest, but wages are good.

- Job posting volume for the previous 12 months was in the 81st percentile.
  - Saturation is high: job openings- and job postings-per-graduate are in the 37th and 34th percentiles.
  - COVID may still be depressing the trailing 12 months of job postings.
- Direct preparation mean wages are in the 93rd percentile.

Employment*
Score: 2 Percentile: 70

Category	Pctl	Criterion	Value	Score
Size (Direct Prep)	81	Job Postings Total (12 Months)*	632	2
	79	BLS Current Employment*	7,815	2
	78	BLS Annual Job Openings*	756	1
Size (Generalist)	78	BLS Share of Generalist Employment*	568	NS
	78	BLS Share of Generalist Openings*	55	NS
Growth (Direct Prep)	33	BLS 1-Year Historical Growth*	-0%	-1
	26	BLS 3-Year Historic Growth (CAGR)*	-1%	-2
	42	BLS 10-Year Future Growth (CAGR)*	0.5%	NS
Saturation (Direct Prep)	37	Job Postings per Graduate*	0.4	-1
	34	BLS Job Openings per Graduate*	0.5	-1
Wages (Direct Prep)	79	BLS 10th-Percentile Wages*	$56,783	2
	93	BLS Mean Wages*	$116,111	NS
National American Community Survey Bachelor's Degree Outcomes	73	Nat'l ACS Wages (Age < 30)	$46,981	NS
	76	Nat'l ACS Wages (Age 30-60)	$98,372	NS
	19	Nat'l ACS % with Any Graduate Degree	23%	NS
	31	Nat'l ACS % with Masters	19%	NS
	19	Nat'l ACS % with Doct/Prof Degree	3%	NS
	89	Nat'l ACS % Unemp. (Age <30)**	5%	NS
	83	Nat'l ACS % Unemp. (Age 30-60)**	3%	NS
	57	Nat'l ACS % in Direct Prep Jobs	4%	NS

<40% 40%+ 70%+ 90%+ 95%+ 98%+ Percentile

** Color Scale in Reverse

Percentile (Reverse)   <40   40+   70+   90+   95+   98+

*   - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
**   - Color scale in reverse.
NA   - No data available/not currently tracked.
NS   - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

Source: Gray's Program Evaluation System

Organizational Leadership is a highly-competitive, majority-online program.

- Students in California completed online programs offered at 44 institutions.
- Median program size is modest and remained flat year-over-year.

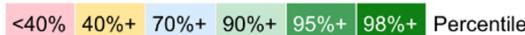**Competitive Intensity**
Score: -12 Percentile: 0

Category	Pctl	Criterion	Value	Score
	96	Campuses with Graduates**	13	-6
	99	National Online Institutions (Units)**	144	NS
	99	Institutions with Online In-Market Students**	44	NS
	99	Institutions YoY Change (Units)**	6	-3
Volume of Competition	68	Average Completions by Local Institution	17	0
	62	Median Completions by Local Institution	9	0
	64	YoY Median Program Change (Units)	0	0
	64	YoY Median Program Change (%)	0	0
	96	Nat'l Online % of Institutions	47%	NS
	94	Nat'l Online % of Completions	65%	NS
Market Saturation	36	Average Cost per Inquiry**	$48	0
	83	Google Search * Cost per Click**	$21	-2
	93	Google Competition Index**	0.74	-1

** Color Scale in Reverse

Percentile (Reverse) | <40 | 40+ | 70+ | 90+ | 95+ | 98+ |

<40% | 40%+ | 70%+ | 90%+ | 95%+ | 98%+ | Percentile

* - Google search, employment data and Jobs Per Grad Ratio do not filter by award level.
** - Color scale in reverse.
NA - No data available/not currently tracked.
NS - Not Scored in Rubrics (values = 0).
2-Yr - Associates & certificate programs only.
PCTL - Percentile

Source: Gray's Program Evaluation System

A Master's degree is an appropriate award level for Organizational Leadership.

- 50% of completions are at the Master's level, and 17% of the workforce hold a Master's degree.

National Completions by Level
Score: 0

Award Level	Completions (National)	Completions (Market)	Inquiries (Market)
Certificate	7%	1%	0%
Associates	1%	0%	0%
Bachelors	35%	43%	8%
Postbaccalaureate Certificate	3%	2%	0%
Masters	50%	52%	63%
Post-masters Certificate	1%	0%	0%
Doctoral	4%	2%	23%
Unknown	0%	0%	6%

Degree Fit:
Score: 0 Percentile: 50

Category	Pctl	Criterion	Value	Score
NHEBI Natl 2 Year		Cost Index**	NA	NS
		Student: Faculty Index	NA	NS

National Workforce Ed. Attainment
Score: 0

Award Level	BLS Educational Attainment
No College	14%
Some College	21%
Associates	8%
Bachelors	35%
Masters	17%
Doctoral	4%

Source: Gray's Program Evaluation System

Organizational Leadership scores in the 95th percentile, driven by Student Demand.

Source: Gray's Program Evaluation System

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Job postings for opportunities related to Organizational Leadership are growing.

- Job postings for Organizational Leadership increased 219% year-over-year.
    - The total volume in Gray's Job Posting Application increased 290% year-over-year.

Job Postings: Organizational Leadership

■ 2020   ■ 2021

+219% YoY

Source: Gray's Job Postings Application

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Project Management is the most in-demand skill in job postings for Org. Leadership.

- Nine of the top ten job titles are in management positions that range from supervisor to CFO.

Top Skills by Postings 2020-21

Skill	Postings
Project Management	10,898
Merchandising	9,265
Accounting	5,531
Budgeting	3,927
Insurance	3,172
Performance Management	3,073
Advisory	2,647
D	2,469
Product Management	2,449
Business Strategy	2,439

Top Job Titles by Postings 2020-21

Job Title	Postings
Party City Supervisor	1428
Assistant General Manager	679
Program Analyst	672
Operations Manager	628
General Manager	618
Management Analyst	416
H&M Retail Manager	393
Financial Manager	343
Chief Financial Officer	328
Director, Product Mngr	173

Source: Gray's Job Postings Application

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In lower-level courses, the illustrative client's costs are higher than Gray benchmarks.

Average Cost/SCH, Client	Average Cost/SCH, Sample	Percent Difference	Total Cost Dif	Benchmark Cost of Labor Adj: -17%	On	Off
$218	**$160**	**37%**	**15.44M**	Benchmark Creds to Degree Adj: -1.6%	On	**Off**

Difference In Average Cost/SCH, Client Vs. Sample

Total Cost Impact, Client Vs. Sample

(Client Cost/SCH - Sample Cost/SCH) * Client SCH

Cost/SCH By Course Level

- Inquiries
    - National
    - Online and On-Campus
    - Program, Degree, and City
- Google Search Trends
    - Programs
    - Brands
- International Student Demand
- What's New at Gray: Certificates
- Program of the Month
- → Summary

Key Demand Trends and Observations

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- Inquiry volume for programs decreased 7% year-over-year in May.
  - ***Inquiries for on-campus programs increased 7% year-over-year.***
  - Inquiries for online programs declined 1% year-over-year.

- Google search volume for programs increased 1% year-over-year.
  - Searches for Massage Therapy had the highest year-over-year increase in May.

- In California, student demand for a Master's degree in Organizational Leadership is favorable, but the job market is highly saturated.
  - Nationally, Organizational Leadership job posting volume is rising in 2021.

- Benchmark data is available to help you identify issues and improve program economics.

- Gray, in partnership with Bay Path University, is offering a course and certificate in Academic Program Evaluation and Management! Just Google it to find it (or email me).

As always, good market data enables better decisions.

Better program and course decisions increase margins.

Higher margins ensure viability and enable investments in your mission.

Gray Proprietary

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GRAYASSOCIATES

Topic	Date
Master Class 6: Engage and Inform	*Thursday* July 22nd, 2:00 pm ET
GrayReports: Monthly Demand Trends	*Thursday* July 29th, 2:00 pm ET

Contact:
Bob Atkins
Bob.Atkins@GrayAssociates.com

GRAYASSOCIATES

Data • Insights • Strategy

ᵀᴹARKANSAS TECH UNIVERSITY

PROPOSAL FOR NEW PROGRAM

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

Department Initiating Proposal	Date
Department of Emergency Mgmt, Prof Studies, and Student Affairs Administration	7-1-2022

Title	Signature	Date
Department Head Dr. Smith	*Sandy M. Smith*	7-5-22
Dean Dr. Bean	*Linda Bean*	7.5.2022
Assessment Dr. Austin	*Christ Austin*	7/8/2022
Registrar Mrs. Weaver	*Tammy Weaver*	8/1/22
Graduate Dean (Graduate Proposals Only) Dr. Gordon		
Vice President for Academic Affairs Dr. Furst-Bowe		

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 Organizational Development and Learning

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

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

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

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

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

5.   **PROGRAM SUMMARY Overview**

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

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

Goal 1 Student Access and Opportunity

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

Goal 4 Programs and Deliveries

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

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

Goal 5 Partnerships and Innovation

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

Stackability

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

Curriculum

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

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

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

Program Costs

Faculty Resources

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

Library Resources

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

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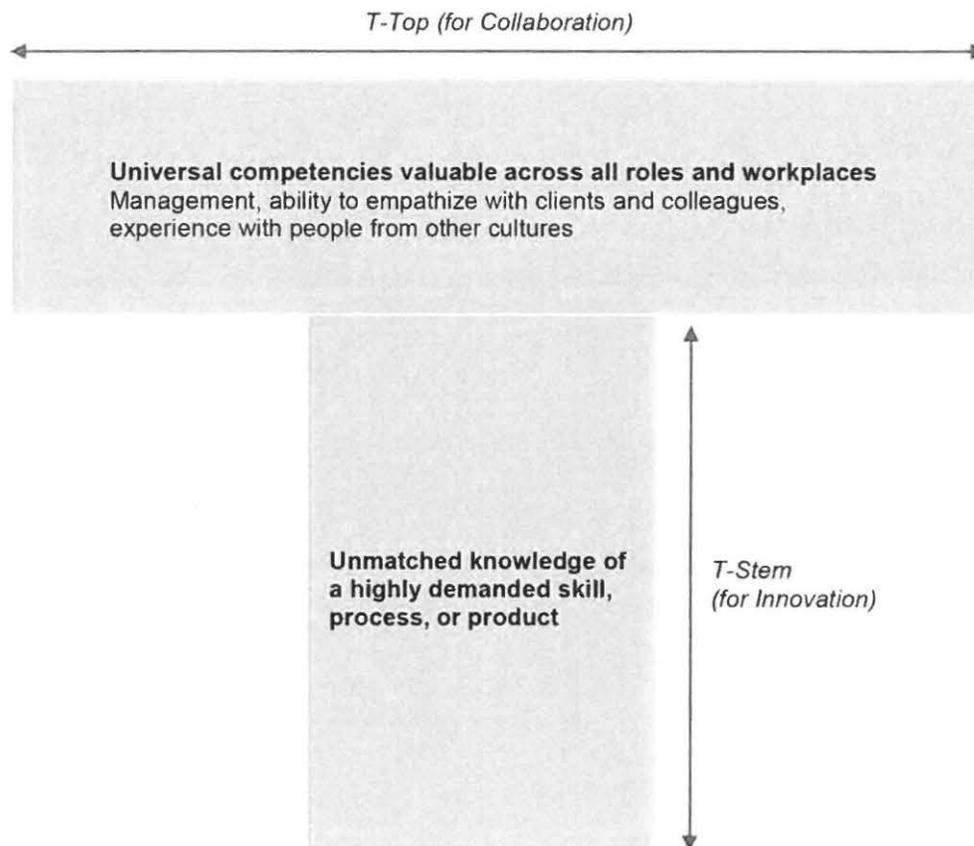
No new or renovated facilities (or associated costs) are required for the proposed program.

Purpose of the Program

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

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

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

T-Top (for Collaboration)

Universal competencies valuable across all roles and workplaces
Management, ability to empathize with clients and colleagues, experience with people from other cultures

Unmatched knowledge of a highly demanded skill, process, or product

T-Stem
(for Innovation)

Source: Educational Advisory Board (EAB)

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

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

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

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

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

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

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

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

This process is continuous.

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

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

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

6.   NEED FOR THE PROGRAM

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

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

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

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

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

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

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

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

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

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

Provide names and types of organizations/businesses surveyed.

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

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

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

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

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

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

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

Location	Annual Low (10%)	Annual Q₁ (25%)	Annual Median (50%)	Annual Q₃ (75%)	Annual High (90%)
United States	$66,270	$86,820	$115,640	$155,120	$200,210
Arkansas	$43,750	$57,130	$92,570	$126,470	$171,160
Fayetteville-Springdale-Rogers, AR-MO	$38,290	$69,050	$116,240	$162,450	$208,000+
Little Rock-North Little Rock-Conway, AR	$47,500	$58,230	$83,500	$103,900	$130,580
Memphis, TN-MS-AR	$55,090	$65,110	$81,370	$104,890	$140,880

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

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

View trends for state [Arkansas ▼] [Go]

Arkansas

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

United States

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

Employment of Training and Development Managers (April 2022)

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

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

Representative positions include, but are not limited to:

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

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

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

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

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

US Bureau of Labor Statistics

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

11-3131 Training and Development Managers

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

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

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

Education

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

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

Job Outlook

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

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

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

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

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

Professional Studies Advisory Board Membership (2021-2022)

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

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

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

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

Marvin Saffold, Captain, Troop J, Arkansas State Police

Nicol Sutherland, IT Instructor, University of Arkansas Community College-Hope (Student) Gene White, Distance Learning Coordinator, Southeast Arkansas College

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

PS Advisory Board Objectives

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

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

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

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

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

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

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

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

7.   **CURRICULUM**

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

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

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

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

OL 5043 Ethical Leadership

The purpose of this course is to explore advanced topics in ethical leadership through the examination of four broad topics: a) a survey of the branches of ethics, b) individual ethical awareness and development, c) the intersection of ethics, leadership, and power, and d) the role of leader in establishing and maintaining ethical organizational cultures through organizational development and leadership. Participation in the course requires access to a computer, the internet, and a webcam or other video capture technology.

OL 5643   Organizational Globalization and Diversity

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

OL 6043   Leadership in Organizational Change

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

MGMT 6013 Organizational Management and Leadership

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

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

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

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

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

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

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

Not applicable.

State the program admission requirements.

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

Graduate College Application Process

- Applicants must pay a $40.00 nonrefundable application fee directly to the Graduate College.

- Applicants must hold a bachelor's degree from an accredited college verified by an official transcript.

- Applicants must have a cumulative grade point average of 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.

- Applicants must request a complete undergraduate official transcript from their bachelor's awarding institution sent directly to the Graduate College.

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

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

- Applicants must submit a resume or vita.

All materials must be mailed to:

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

Or email to: gradcollege@atu.edu

Unconditional Admission

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

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

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

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

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

Describe specified learning outcomes and course examination procedures.

GC–Organizational Development and Learning

PROGRAM OUTCOMES

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

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

I = Introduce; R = Reinforce; M = Mastery

Program Outcomes

1. **Application of Adult Learning and Organizational Development Theory** – Students will review, analyze, and apply prominent theories in leadership, leadership ethics, followership, adult learning, and development to address organizational issues in diverse settings.

2. **Strategic Verbal, Written, Interpersonal, and Technological Communication** – Students will develop strategic verbal, written, interpersonal, and technological communication functions for leadership, training, and motivation.

3. **Systems Thinking, Group Dynamics and Teamwork** – Students will identify and implement effective, ethical solutions for complex organizational systems through group dynamics and team building.

4. **Cultural Competency, Global Understanding, and Social Responsibility** – Students will articulate the impact of social and cultural diversity in organizations.

5. **Evaluation, Assessment, Analysis, and Critical Thinking** – Students will demonstrate ethical, evidenced-based decision-making practices based on exploration of issues, collection of evidence, data analysis, critique of sources, and interpretation of results.

6. **Awareness of Self and Others** – Students will develop a sense of self and others through exploration, identification, and articulation of social and cultural norms that form ethics, identity, values, beliefs, and motivations.

Program Outcomes – Learning Objectives

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

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

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

- demonstrates awareness of basic communication theory, the communication process, and organizational models
- applies principles of verbal, written, interpersonal, and technological communication in interaction with diverse stakeholders
- demonstrates appropriate delivery techniques, such as posture, gesture, eye contact, vocal expression, and confidence
- demonstrates the ability to present research findings in a professional manner through a formal presentation process to a group of stakeholders responsible for implementing business strategies

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

8.   FACULTY

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

Professional Studies

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

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

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

Dr. Stephen Jones, Professor

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

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

Dr. Jeremy Schwehm, Associate Professor

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

Total number of faculty required for program implementation: 3

Total number of existing faculty: 3

Number of new faculty: 0

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

Appendix 4: Curriculum vitae for faculty

Projected Research Laboratory Start-Up: Not applicable

Projected Number of Graduate Teaching and Research Assistants: $0

9. DESCRIPTION OF RESOURCES

Current library resources in the field.

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

Representative journal holdings include:

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

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

New instructional resources required, including costs and acquisition plan.

Not applicable.

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

Zero.

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

The program does not require new administrative costs.

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

The program does not require new faculty.

New library resources and costs.

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

New/renovated facilities and costs.

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

New instructional equipment and costs.

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

Distance delivery costs (if applicable).

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

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

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

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

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

Projected Annual Enrollment

2022 – 2023   10 students

2023 – 2024   20 students

2024 – 2025   30 students

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

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

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

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

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

10 student state general revenue: $44,010

20 student state general revenue: $88,020

30 student state general revenue: $132,030

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

Technology Operations Fee $17.00 per Credit Hour

Online/ Mixed Technology Fee $10.00 per Credit Hour

12.   ORGANIZATIONAL CHART REFLECTING NEW PROGRAM

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

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

13.   SPECIALIZED REQUIREMENTS

Specialized accreditation is not applicable to this program.

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

14.   BOARD OF TRUSTEES APPROVAL

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

September/October 2022

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

15.   SIMILAR PROGRAMS

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

Institution	Degree
University of Arkansas	M.Ed. in 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 will be distributed by Arkansas Tech University:

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

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

16. DESEGREGATION

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

AY 2021/2022 Enrollment

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

BPS(107enrolled)
American-Indian - 4
Asian - 4
Black/AA - 26
Hispanic - 2
White - 70
Int'l - 0
Other – 1

BAOL(109enrolled)
American-Indian - 1
Asian - 6
Black/AA - 18
Hispanic - 4
White - 79
Int'l - 1
Other – 0

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

Not applicable.

18. ACADEMIC PROGRAM REVIEW

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

Department of Professional Studies Annual Internal Assessment: Initiate Fall 2024

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

External Program Review: 2026-2027 End of Year 4

19. PROVIDE ADDITIONAL INFORMATION IF REQUESTED BY ADHE STAFF

20. INSTRUCTION BY DISTANCE TECHNOLOGY

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

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

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

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

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

Networking Resources

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

Computer Labs

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

Software

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

Computer Support Services

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

Distance Learning

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

Security

- All information pertaining to students and employees is stored in a secured database (Banner). Access to that information is granted to only those employees who need the information to complete responsibilities of their job position (least privileges methodology).
- ATU endeavors to 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 6 for a complete description of Blackboard's security practices.

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

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

ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Department of Curriculum and Instruction	6/21/22

Title	Signature	Date
Department Head Dr. Theresa Cullen	*Theresa A Cullen*	6/21/22
Dean Dr. Linda Bean	*Linda Bean*	6.21.2022
Assessment Dr. Christine Austin	*Christ Austin*	7/8/2022
Registrar	*Yammy McCann*	8/1/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title: Instructional Design & Technology

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

The change in program is proposed to offer more flexibility to students, to allow for the online teaching certificate classes to better stack towards a master's degree, and to allow students more degrees of freedom to graduate more quickly through more flexible offerings.
This is designed to change 3 required classes to a choice between two approved courses to fulfill the requirement

- EDFD 6313 Principles of Curriculum Development OR EDMD 5043 Foundations of Online Curriculum Design and Evaluation
- EDMD 6133 Production of Digital Instructional Materials OR EDMD 5053 Online Course Development with Multimedia
- EDMD 6303 Survey of Instructional Technology OR EDMD 6113 Emerging Technologies for Education and Training
- Electives (the following courses are possible approved electives)
- EDMD 5063 Advanced Curriculum Design for the Online Classroom

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

These changes have no impact on other programs and space allocation and will offer students more flexibility and freedom to graduate more quickly through more the course offerings. Therefore, the changes would possibility lead to increase the program enrollment.

Answer the following Assessment questions:
- How does the program change align with the university mission?

    The change to the IDT program aligns with the continuous efforts of Arkansas Tech University to be responsive to the need of the community, the market, and the nation by providing opportunities for progressive intellectual development and civic engagement, empowering members of the community to achieve their goals and striving for the betterment of Arkansas, the nation, and the world.

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

    Not applicable.

What is the rationale for this program change?

We have gotten a grant for an online teaching academy where the state sponsors 15 credit hours of graduate credit. We want to make it easier for students to continue and complete their masters.

How will the program change impact learning for students enrolled in this program?

The program will offer students more flexibility and freedom to graduate more quickly through more course offerings.

Provide an example or examples of student learning assessment evidence which supports the changes in the program.

Students are completing the State Online Teaching Assessment and their pass rate is a measure of these classes.

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

    In the post COVID-19 world, education technology became a very important tool for teachers, especially for remote learning. Therefore, the proposed changes would help our graduate to succeed in their future education settings. The proposed program change will allow Arkansas Tech University to become competitive with other higher educational institutions in Arkansas.

    Here are three examples of similar program in Arkansas
    - Master of Education in Educational Technology, University of Arkansas, Fayetteville (31 credit hours)
    -The Master of Science in Instructional Technology (ITEC), University of Central Arkansas, Conway (30 credit hours)
      -The Master of Education in learning systems technology education, University of Arkansas at Little Rock, (36 credit hours)

    There are 6 schools offering the online teaching certificate including John Brown, UCA, UALR, Henderson State, UA, and ATU (and hence have had to update course offerings).

Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

In the following courses students will show their ability to write curriculum by creating course content including instruction and assessment.

EDFD 6313 Principles of Curriculum Development OR EDMD 5043 Foundations of Online Curriculum Design and Evaluation

In these courses, the students will show their ability to create multimedia content for use in courses through the creation of projects that present course content with multimedia to address different learning needs.

EDMD 6133 Production of Digital Instructional Materials OR EDMD 5053 Online Course Development with Multimedia

In these courses students, will demonstrate fundamental knowledge of the field by creating projects to explain the theoretical reasoning for instructional choices.

EDMD 6303 Survey of Instructional Technology OR EDMD 6113 Emerging Technologies for Education and Training

For all of these courses they will still meet many general competencies of InTasc and TESS and ISTE such as:

- Demonstrate a sound understanding of the nature and operation of technology systems (1,2) (1,3, 4) [1, 3, 4] (2, 3, 4)
- Use technology tools and information resources to increase productivity, promote creativity, and facilitate academic learning (1,2) (1,3, 4) [1, 3, 4] (2, 3, 4)
- Develop appropriate assessment (testing) items that are parallel to and measure the learners ability to achieve the performance defined by, and based upon, the written objectives (1, 2, 4) (2, 3, 4) [1, 4] (2, 3, 4).
- Identify the strategy that will be used in the instruction and determine the desired media to be used to achieve the terminal objective(s) (1, 2) (1, 3, 4) [1, 3, 4] (2, 3, 4).
- Select and produce the required elements of a unit of instruction including a learner's manual, instructional materials, tests and an instructor's guide using the instructional strategy identified (2, 3, 4) (1,3, 4) [1, 2, 3, 4] (2, 3, 4).

End of Assessment plan.

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

REQUEST FOR COURSE ADDITION

Department Initiating Proposal	Date
Health and Physical Education	02-09-2022

Title	Signature	Date
Department Head	Rockie Pederson	04/21/2022
Dean	Linda Bean	6.2.2022
Assessment		8.25.22
Registrar		8/25/22
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:
SCS	6003	☐ Spring ☑ Summer I

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

Sport Psychology

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

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.) It will be a Major course for the new Sport Sciences degree and an elective for the existing Strength and Conditioning degree.

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

every Fall

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

No, existing resources should be adequate.

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

No, existing resources should be adequate.

Answer the following Assessment questions:

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

   Not applicable. But justified.

b. If this course is required for the major or minor, complete the following.
   1. Provide the program level learning outcome(s) it addresses.

This will help address program learning outcome 1.1 Scientific knowledge which states "Students will demonstrate the necessary scientific knowledge to be effective strength coaches."

   2. Provide tool or measure directly linked to each program learning outcome. (How will student learning in this outcome be measured?)
   c. What is the rationale for adding this course? What evidence demonstrates this need?

The Sport Science degree is designed to prepare students to pass the National Strength and Conditioning Association's (NSCA) new Certified Performance and Sport Scientist exam. The NSCA scope of practice statement for individuals with this certification includes the domain of psychology.

"The Certified Performance and Sport Scientist™ (CPSS™) is a practitioner with training and applied experiences across the scientific disciplines applicable to sport science and athletic performance (i.e., generalist) or predominantly within a select few (i.e., specialist). These scientific disciplines, as related to sports performance, include, but are not limited to biomechanics, data science, nutrition, physiology, psychology, research methods, and strength and conditioning."

The Exam content description includes four domains: Training Theory and Process, Needs Analysis, Acute and Chronic Monitoring, and Communication and Education. Sport Psychology is an underlying component of each of these.

Additionally, the NSCA's Certified Strength and Conditioning Specialist (CSCS) exam includes a Sport Psychology domain. Students pursuing the Strength and Conditioning Studies degree would be able to take this course as an elective. Many of them pursue the CSCS certification upon graduation.

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) See Attachment**

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.

SCS 6003: Sport Psychology
Fall 2022

Instructor:	Gina Kraft, PhD, ATC, CSCS
Office:	Hull 118
Phone:	479-964-0583 ext. 4902
Email:	gkraft@atu.edu

Office Hours: Monday-Thursday from 10:00a.m. – 11:30a.m. or **by appointment**

Class Time: Tuesday 6:00p-9:00p

Class Location: online via Blackboard

Required Textbook:

Weinberg, R.S., & Gould, D. (2019). Foundations of Sport and Exercise Psychology. 7th ed. Champaign, IL: Human Kinetics.

Additional Materials:

Internet access

Prerequisites:

None (other than admission to the grad program)

Catalog Description:

Examines psychological concepts, research, and theories in relation to sport and exercise participation.

Course Description:

Examines psychological concepts, research, and theories in relation to sport and exercise participation. Studies individual and environmental factors affecting the performance and experience of athletes and exercisers. Familiarizes students with aspects of psychological skills training (goal setting, self-confidence, arousal regulation, imagery, and concentration), as well as knowledge concerning how motivation, cognition and affect influence psychological well-being in sport and exercise settings.

Competencies:

Upon successfully completing this course, students should be able to:

1. Describe how factors specific to individuals, such as personality characteristics, can influence individual's performances or their participation in sport and exercise.

2. Define motivation, compare and contrast theories of motivation, and describe methods to foster intrinsic motivation.

3. Understand, analyze, and compare relationships among arousal, stress, and anxiety on sport and exercise performance.

4. Define leadership and explain the process of group cohesion and team building.

5. Explain how to build an effective team and foster strong relationships among team members.

6. Describe common methods for building self-confidence in sport and exercise.

7. Discuss and apply key concepts of the mental skills training (e.g., relaxation, concentration, imagery, goal setting, self-talk, and cognitive restructuring) that can enhance performance, positively impacting rehabilitation,

8. Explain how sport can foster character development.

9. Understand unique needs of diverse populations regarding mental skills training.

10. Describe and explain psychological resilience and mental toughness theory and applications.

Class Format:

This class is fully online. All assignments will be completed through Blackboard. Lectures will be posted via Blackboard. You will get more out of these lectures if you have done the weekly reading prior to watching them. Additionally, there will be weekly discussion questions related to the topic of the week. The more you are engaged in the discussions, the more you are likely to enjoy and benefit from the course. Finally, videos will be used when appropriate to provide real world examples and divers perspectives.

Attendance:

University Policy states:

> "Regular class attendance is considered essential if students are to receive maximum benefit from any course. Control of class attendance is vested in the teacher, who has the responsibility of defining early in each course his/her standards and procedures. A student accumulating an excessive number of unjustifiable absences in a course may be dropped from the course by the instructor with a grade of 'FE.' A student who is dropped from three courses in a semester for unsatisfactory class attendance may be immediately suspended."

As this is an online course, students are expected to visit the course site in Blackboard several times (3+) each week and participate in class discussions. Additionally, the time spent in the course will be considered when determining final grades.

Academic Dishonesty:

Plagiarism or cheating will not be tolerated. Resources on academic integrity may be found at https://www.atu.edu/academic-integrity/. Unless permitted to work in groups, all assignments must be completed individually. Academic dishonesty includes cheating, plagiarism, collusion, impersonation, fabrication, and forgery. The university policy for academic dishonesty will be followed.

Grading:

Assignment	Points	Estimated Percent of Grade
Infographic Summaries	100	20%
Review of Literature	125	24%
Exam 1	100	20%
Injured Athlete Case Studies	40	4%
Psychological/Mental Skills Presentation	60	12%
Exam 2	100	20%
TOTAL	**525**	**100%**

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

ASSIGNMENT DESCRIPTIONS

InfoGraphic Article Summaries:

In this assignment, you will evaluate four (4) research articles and present the findings and important information into an info-graphic. Info-graphics are visual representations of information that enable the public to easily identify important information in a visually appealing way. One of the most pressing issues in an applied field, such as sport psychology, is connecting science and important information with important stakeholders in the sporting world- coaches, parents, trainers, etc. In this assignment, you will need to do the following steps:

1. Visit www.canva.com or www.piktochart.com and set up a free account. Here you will find easy to use infographic makers with free templates. The free templates are limited, but useful. If you want to buy an account you can ($40/ year) and you can use all templates.
2. You will take the following readings from class and summarize them in an infographic:
   - Woodman & Hardy (2003).
   - Paradis & Martin (2012)
   - Hays, Maynard, Thomas, & Bawden (2007).
   - Watson, Cannole, & Kadushin (2011)
3. Make sure the infographic has easy to read and understand stats and take home steps to help improve the public knowledge on sport psychology.

Review of Literature:

In this assignment, you will choose a topic from class that you are interested in and write a review of the literature regarding that topic. This paper should include no lass than 15 citations and be at least 12 pages in length (before references). What you will need to do for this assignment:

1. Introduce the topic
2. Define the topic
3. Present models and theories of the topic
4. Present the predictors or antecedents of the topic

5. Present correlates or related topics to your topic
6. Describe interventions done on this topic (ie How is this applied?)
7. Conclusion and future research areas.

Successful reviews are well written, display a mastery and understanding of the material related to your topic, demonstrate the ability to link scientific papers cohesively, and offer critique and insights.

Injured Athlete Case Studies:

In this assignment, you will be given a couple of different case studies to choose from that involve an injured athlete for you to think about and apply mental skills training to help this athlete. You will chose 1 case study that interests you and you will conduct the following analysis:

1. What do you believe is the biggest concern or obstacle preventing this athlete from overcoming his or her injury?
2. What specific mental skills do you think would help this athlete? Provide you reasoning as to why these skills are the best to use.
3. What goals would you want to set with this athlete? Be specific and remember good goal setting principles.
4. Do you think this athlete did not have enough social support and or too much life stress? If so, what kind of ideas would you propose to reduce stress or increase social support?

Psychological/Mental Skills Presentation:

You and three classmates will create a 15 minute verbal presentation on your favorite mental skill and how you will apply that skill to a specific sport or population- such as exercisers, dancers, football players, cyclists, etc. So what you will need to do is:

1. Choose your audience (e.g., skiers, football players, dancers, exerciser)
2. Choose a PST skill or skills (e.g., goal setting, imagery)
3. Create an informational workshop using handouts, PowerPoint, Chalkboards/ Whiteboards, or an applied activity
4. Be sure your presentation does the following:

*defines the PST skill (10 pts.)

*captures the attention of the audience and is visually attractive (7 pts.)

*explains why this particular skill might be useful (15 pts.)

*proposes some form of 'how to' utilize the PST skill (25 pts,)

*provides references (3 pts.)

Exams:

In order to assess your knowledge of the readings and important concepts in research, you will complete two in-class exams. Exams will pertain to articles and book chapters, as well as information available in our class presentations. All exams will be administered in class and will be closed book. You will have half of the class period to complete the exams. Exams will be essay and short answer questions and non-cumulative. *If you are late for the exams you will not be given more time!*

Assignment Format:

All assignments are to be typed and submitted in Blackboard. Please use 1-inch margins, 11-point font, and a standard font such as Calibri, Times New Roman or Arial. Upload one of the following file types to Blackboard: .pdf, .doc, .docx, or .txt.

All assignments are due by class time on the due date.

Tentative Schedule

Week	Date	Topic & Reading	Assignment/ Exams
1	**Aug 17**	*Topic:* Introduction & History *Topic:* Personality *Reading:* Allen, Greenless, & Jones (2013). Allen & Laborde (2014)	
2	**Aug 24**	*Topic:* Personality *Reading:* Allen, Greenless, & Jones (2013). Allen & Laborde (2014) *Topic:* Anxiety, Arousal, & Stress *Reading:* Hanin & Stambulova (2002). Woodman & Hardy (2003). Robazza, Pellizzari, & Hanin (2004).	
3	**Aug 31**	*Topic:* Anxiety, Arousal, & Stress *Reading:* Hanin & Stambulova (2002). Woodman & Hardy (2003). Robazza, Pellizzari, & Hanin (2004). *Topic:* Motivation *Reading:* Conroy & Elliot (2004) Reinboth & Duda (2006) Smoll, Smith, & Cumming (2007)	Infographic #1 Due
4	**Sept 7**	*Topic:* Motivation *Reading:* Conroy & Elliot (2004) Reinboth & Duda (2006) Smoll, Smith, & Cumming (2007) *Topic:* Exercise & Motivation *Reading:* Ryan, Frederick, et al (1997). Kilpatrick, Heber, & Bartholomew (2005)	
5	**Sept 14**	*Topic:* Group Dynamics *Reading:* Eccles & Tran (2012) Paradis & Martin (2012) *Topic:* Cohesion *Reading:* Senecal, Loughead, & Bloom (2008).	Infographic #2 Due

6	**Sept 21**	*Topic:* Leadership *Reading:* Newland, Newton, Podlog, Legg, & Tanner (2015). Voight (2012). *Topic:* Introduction to Psychological Skills Training *Reading*: McCalla & Fitzpatrick (2016)	
7	**Sept 28**	**EXAM 1** *Topic:* Arousal Regulation *Reading:* Hanton, Neil, & Mellaileu (2008) Pineschi & Pietro (2013) *Topic:* Attention *Reading:* Janelle & Hatfield (2008) Cutton & Hearon (2013)	Exam #1 in Class
8	**Oct 5**	*Topic:* Goal Setting *Reading:* Gollwitzer (1999) Weinberg (2013) *Topic:* Self-Talk/ Confidence *Reading:* Hays, Maynard, Thomas, & Bawden (2007). Hays, Thomas, Maynard, & Bawden (2009).	Infographic #3 Due
9	**Oct 12**	*Topic:* Imagery *Reading:* Vealey & Greenleaf (2006). Smith, Wright, et al (2007) *Topic:* Routines *Reading:* Catterill, 1999 **Fall Break**	
10	**Oct 24**	*Topic:* Mental Toughness & Resilience *Reading:* Connaughton, Hanton, & Jones (2010). Galli & Gonzalez, 2014 Gonzalez, Detling, & Galli, 2015	
11	**Oct 31**	*Topic:* Psychology of Injury *Reading:* Kiecolt, Glaser, et al (1998). Podlog & Eklund (2010). *Topic:* Exercise and Well-being *Reading:* TBD	Review of Literature Due
12	**Nov 7**	*Topic:* Children & Sport *Reading:* Gould, Flett, & Lauer (2012). Watson, Cannole, & Kadushin (2011)	
13	**Nov 14**	*Topic:* Consulting with Diverse Populations *Reading:* Gonzalez, Machin, & Cogan, 2013.	Infographic #4 Due

		Catch-Up/ Topic of Choice	
14	**Nov 21**	**Group Projects**	Group Projects Due- Present in Class
15	**Nov 28**	**Group Projects**	Finish in class presentations
16		*FINAL EXAM WEEK*	Exam #2

Bibliography:

Association for Applied Sport Psychology (n.d.). Resources. Retrieved from
https://appliedsportpsych.org/resources/

Cox, R. (2012). Sport Psychology: Concepts and Applications (7th ed.). New York, NY: McGraw-Hill.

French, D. and Ronda, L. (Eds.) (2022). NSCA's Essentials of Sport Science. Champaign, IL: Human Kinetics.

Haff, G. G & Triplett, N. T. (Eds.) (2016). Essentials of Strength Training and Conditioning (4th ed.). Champaign, IL: Human Kinetics.

Williams, J. and Krane, V. (2021). Applied Sport Psychology: Personal Growth to Peak Performance (8th ed.). New York, NY: McGraw-Hill.

Safety Statement:

Students are required to follow instructor rules, comply with instructions given, and utilize correctly all safety equipment or procedures provided or indicated.

Title IX:

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.

COVID-19 Considerations

In order to help keep our ATU community safe, healthy, and to prevent the spread of COVID-19, students must follow several steps:

1. Until further notice, masks must be worn by all individuals in indoor public spaces, including classrooms and laboratories. Any student showing up for class without a mask will be given the opportunity to retrieve one. Entry into classrooms and laboratories without a mask will be prohibited. Please refer to the guidance from CDC as to the proper use of cloth masks (https://www.cdc.gov/coronavirus/2019-ncov/prevent-getting-sick/how-to-wear-cloth-face-coverings.html).

2. All students are required to participate in a daily health self-screening (https://www.atu.edu/pandemicrecovery/student-health-screening.php). For students commuting to campus, please complete before coming to campus. For residential students, please complete each day before leaving your residence hall. If you do not own a thermometer, please have your temperature taken at one of the temperature testing sites listed on the student health screening webpage.

3. Any student who tests positive for COVID-19 must self-report to the ATU Health and Wellness Center by completing the COVID-19 Reporting Form at https://atu.medicatconnect.com. If you are unable to complete this form, please call the ATU Health and Wellness Center at 479-968-0329 or email hwc@atu.edu to report your positive test. Doing so will allow the university to communicate with you about isolation instructions and with others who might have been exposed to the virus.

4. If required by your instructor, students must sit in the same seat in the classroom each day. A seating chart may be used to determine close contacts for contract tracing should you or a classmate test positive for COVID-19.

Students are expected to abide by the above steps in accordance with the Student Handbook section on Classroom Behavior.

To decrease the spread of COVID-19 in our community and to protect students, faculty, staff, and visitors, students are highly encouraged, when possible, to maintain at least 6 feet of distance from every person indoors. We understand that this may not be possible in all campus locations.

For more information about ATU COVID-19 policies, please refer to the University's Pandemic Recovery webpage (https://www.atu.edu/pandemicrecovery/).

™ARKANSAS TECH UNIVERSITY

REQUEST FOR PROGRAM CHANGE

Department Initiating Proposal	Date
Health and Physical Education	1/21/2022

Title	Signature	Date
Department Head	*Rockie Pederson*	04/21/2022
Dean	*Linda Bean*	6.2.2022
Assessment	*(signature)*	8.25.22
Registrar	*(signature)*	8/25/22
Graduate Dean (Graduate Proposals Only)		
Vice President for Academic Affairs		

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

Program Title:
Master of Science Strength and Conditioning Studies

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

1) a) Change the name of the degree to Master of Science in Kinesiology Strength and Conditioning Studies Option; and b) Add an option for completion of the Research requirement. The degree should read PE 6083: Research Design and Statistics, or EDFD 6003: Educational Research; and

2) Add an **online option** under the Master of Science in Kinesiology Sport Sciences Option. (See curriculum outline below)

What impact will the change have on staffing, on other programs and space allocation?
We will need to hire an adjunct to teach a graduate level Sport Psychology class. Otherwise, the courses will all come from the same pool as the existing Strength and Conditioning Studies courses. There will be a greater need to teach elective courses. Currently, the Strength and Conditioning Studies has only been offering one elective per semester, if that. The online degree will have more electives and, thus, will increase the need for electives to be taught at least every semester.

Answer the following Assessment questions:
   a. How does the program change align with the university mission?
The addition of an online concentration to the degree focuses on the element of student success and excellence, but particularly emphasizes student access. This will additionally allow Tech to reach beyond Arkansas to impact the nation more broadly, as students may come to ATU from outside state borders.
   b. If this change in the program is mandated by an accrediting or certifying agency, include the directive. If not, state not applicable.
Not applicable, but the Graduate College (or at least the Graduate Dean) was encouraging a general research course across disciplines. This change is a step in that direction. It allows SCS students to take a more general research course that approaches research from the same philosophical approach commonly found in the field.

   c. What is the rationale for this program change?
      1. How will the program change impact learning for students enrolled in this program?
         1) A) No change. This will better clarify the difference between the existing degree and the new proposed degree option.
            B) This change will impact students in that some of the class examples will be more generic. However, this is typical of research classes at many universities.
         2) This will not impact students currently in the program. The existing Strength and Conditioning Studies degree will not change. It will become the Strength and Conditioning option under the MS in Kinesiology. It will be taught fully online.

The rationale for the change is that numerous inquiries have been fielded by the SCS Program Director from prospective students seeking an online degree program. Upon learning that our program is face to face, they pursue other learning opportunities. The Sport Studies concentration provides a fully online degree that would accommodate these students. Several of these prospective students are current coaches in the state of Arkansas who would really like to attend ATU but are unable to attend face to face classes due to their coaching/teaching schedule and the duration of their commute. The online program would make a master's degree attainable for these students.

Additionally, the National Strength and Conditioning Association (NSCA) has recently added a certification called the Certified Performance and Sport Scientist (CPSS). In order to be eligible to take the certification exam, student need at least a master's degree (see Appendix A for the NSCA's requirements). The Sport Sciences concentration would prepare students to take this certification exam, provided they can complete the necessary applied experience during their internship.

2. Provide an example or examples of student learning assessment evidence which supports the changes in the program.
   1) A) None.
      B) None. This was done to accommodate a request by the Graduate College.
   2) There is no student learning assessment evidence. The evidence comes from inquiries from prospective students as mentioned in c.1.

b. How does this program fit in the current state of the discipline? Include Arkansas institutional comparisons. If Arkansas educational institutions do not have the course or program provide comparative examples from regional educational institutions.
   1) A) This change does not really compare to other universities in the state as none of them have a multiple degrees in the area of Kinesiology or Exercise Science. UofA, UCA, and ASU have degrees in Exercise Science. UALR has a degree entitled Health Education and Promotion. All of these universities have only 1 track.
      B) No universities in the state seem to have a generic research course in their degree program. However, this is common in other degree programs at universities such as the University of Oklahoma and Oklahoma State University.
   2) This program would prepare students to take the new Certified Performance and Sport Scientist (CPSS) exam through the National Strength and Conditioning Association (NSCA).

Additionally, there are 2 graduate degrees other than Tech's in the state. One of those is face to face at UCA while the other is online at the University of Sothern Arkansas. UCA's degree is a generic exercise science degree, while our degrees are more focused in nature. The SAU degree is focused primarily on coaching sport. As such, it is not heavily focused on science courses or on strength and conditioning. The degrees at ATU are heavy in sciences and application to strength and conditioning coaching. This sets them apart from other degrees in the state.

c. Attach a detailed assessment plan including three to five specific program student learning outcomes, means or instructional measures to assess each outcome, identify program courses where learning will be assessed, and performance standards or criteria for success which demonstrate student learning for each outcome. (Examples for assessment plans/curriculum mapping can be found at the Office of Assessment and Institutional Effectiveness web page.)

None of these changes will significantly impact the assessment plan. The existing SCS assessment plan will be used.

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.

1. Thirty-three credit hours are required for completion of the Master of Science in Kinesiology Strength and Conditioning Studies option.

   Required Core Courses (27 hours)

   PE 6033 Exercise Physiology
   PE 6043 Motor Learning & Control
   PE 6053 Biomechanics
   PE 6083 Research Methods and Statistics or EDFD 6003 Educational Research
   SCS 6013 Measurement and Evaluation in Strength and Conditioning
   SCS 6033 Strength & Conditioning Program Design & Development
   SCS 6043 Techniques for Development of Hypertrophy, Strength & Power
   SCS 6053 Techniques for Development of Speed, Agility, Reaction Time & Endurance
   SCS 6063 Trends in Sports Nutrition & Metabolism

   Electives (3 hours)

   MATH 5173 Advanced Biostatistics
   PE 6063 Current Issues in Coaching & Athletics
   PE 6073 Exercise & Sport Behavior
   PE 6891-3 Independent Study
   SCS 6023 Scientific Foundations of Strength & Conditioning
   SCS 6083 Instructional Strategies for Strength Coaches
   SCS 6093 Exercise Science Seminar

   Culminating Experience (3 hours)

   SCS 6103 Professional Project (could be research, internship, or other approved project)

2. Thirty-three credit hours are required for completion of the Master of Science in Kinesiology Sport Science Option. This program is fully online.

   Required Core Courses (24 hours)

   PE 6033 Exercise Physiology
   PE 6043 Motor Learning & Control
   PE 6053 Biomechanics
   PE 6083 Research Methods and Statistics or EDFD 6003 Educational Research
   SCS 6013 Measurement and Evaluation in Strength and Conditioning
   SCS 6033 Strength & Conditioning Program Design & Development
   SCS 6063 Trends in Sports Nutrition & Metabolism
   SCS 6003 Sport Psychology (new course to be added)

   Electives (6 hours)

   MATH 5173 Advanced Biostatistics
   PE 6063 Current Issues in Coaching & Athletics
   PE 6073 Exercise & Sport Behavior
   PE 6891-3 Independent Study
   SCS 6023 Scientific Foundations of Strength & Conditioning

SCS 6083 Instructional Strategies for Strength Coaches
SCS 6093 Exercise Science Seminar

Culminating Experience (3 hours)

SCS 6103 Professional Project (could be research, internship, or other approved project)

Appendix A

CPSS Eligibility Requirements

The Certified Performance and Sport Scientist™ (CPSS™) is the NSCA's most advanced certification. Eligibility depends on your level of formal education along with certain professional experience. Registration for the CPSS exam requires qualifying candidates to first apply for and then receive approval to test.

ELIGIBILITY ROUTES

To apply for the CPSS, you must first choose one of the following routes:

Bachelor's Degree Route

Bachelor's degree in Sport Science or a closely related field

AND

Three years of documented full-time professional experience beyond the internship level.

Master's Degree Route

Master's degree in Sport Science or a closely related field

AND

Twelve weeks of applied experience (480 hours), including internships, fellowships, graduate assistantships, or full-time professional roles.

Doctoral Degree Route

Doctoral degree in Sport Science or a closely related field.

—

No additional professional experience is required.

QUALIFYING DEGREES

Accepted sport science related degrees include the following academic majors and underpinning major fields from regionally accredited institutions. If you do not see your degree listed, you may still be able to receive eligibility for a non-qualifying degree.

Majors:		*Underpinning Major Fields:*
• Allied Health Sciences	• Sport and Performance Analytics	• Bioenergetics
• Athletic Training	• Strength and Conditioning	• Biology
• Bioengineering Sciences	• Therapeutic Exercise and Fitness	• Chemistry (General, Molecular, Biochemistry)
• Biomedical Sciences		• Neuroscience
• Chiropractic		• Physics

- Exercise Science
- Health Education and Promotion
- Physiology
- Psychology

Required Documentation for Qualifying Degrees

	Candidate Application	Academic Transcripts	Proof of CPR/AED	12 Weeks (480 Hours) Experience	3 Years Full-time Experience	Verification of Qualifying Academic Courses
Qualifying Doctoral Degree (e.g., PhD, EdD, DPT)	✓	✓	✓			
Qualifying Master's Degree (e.g., MS, MSc, MA, MEd)	✓	✓	✓	✓	Also Accepted	
Qualifying Bachelor's Degree (e.g., BS, BSc, BA)	✓	✓	✓		✓	

NON-QUALIFYING DEGREES

Non-qualifying degrees are degrees in field areas not listed as qualifying CPSS disciplines. Applicants with such degrees must submit additional documentation for approval. The submitted degree coursework must include an underlying sport science theory or practice in specific areas including four of the following course areas. Example course names are included to help expand on each course area but are not a comprehensive or exclusive list of acceptable coursework.

Acceptable Coursework Areas:

- BIOMECHANICS AND HUMAN MOVEMENT

For example: Biomechanics, Functional Anatomy, Human Motor Learning and Control, or Lifespan Motor Development

- PHYSIOLOGICAL DISCIPLINES

For example: Anatomy and Physiology, Endocrinology, Exercise Physiology, or Neuroscience

- COACHING, PSYCHOLOGY, AND SOCIOCULTURAL ELEMENTS OF SPORT

For example: Athlete Counseling, Child and Adolescent Psychology, Coaching Theory, Philosophy, Principles, or Ethics of Sport Coaching, Philosophical or Sociological Perspectives of Sport, Psychology of the College-Aged Adult, or Performance Psychology

- NUTRITION

For example: General Nutrition and Health, Nutritional Biochemistry, or Sport and Performance Nutrition

- STRENGTH AND CONDITIONING AND TRAINING THEORY

For example: Exercise Programming, Exercise Testing and Prescription, Graded Exercise Testing, Program Design for Injury Prevention, or Strength and Conditioning

- RESEARCH METHODS AND STATISTICS

For example: Research Methods, Research Design, Understanding Sport or Performance Research, Data Collection and Analysis, Statistics, Quantitative or Qualitative Research, Data Science and Analytics, or Sport Technology

Required Documentation for Non-qualifying Degrees

	Candidate Application	Academic Transcripts	Proof of CPR/AED	12 Weeks (480 Hours) Experience	3 Years Full-time Experience	Verification of Qualifying Academic Courses
Other Graduate Degree (e.g., Master's or Doctoral)	✓	✓	✓	✓	**Also Accepted**	✓
Other Bachelor's Degree (e.g., BS, BSc, BA)	✓	✓	✓	—	✓	✓

CPR/AED CERTIFICATION REQUIREMENT

Candidates must have a current CPR/AED certification at the time of their application. Refer to <u>Certification Handbook</u> for acceptable CPR/AED certifications.

DOWNLOAD PDF 📄

Master of Science in Strength & Conditioning Studies

**Dr. Gina Kraft
Program
Director**

Hull, Room 118
(479) 964-0538 ext 4901
gkraft@atu.edu

The Master of Science in Strength and Conditioning Studies is designed to provide graduate level instruction in the theory and science of strength and conditioning. The 33 hour program is designed to meet the needs of coaches, physical educators, physical therapists, athletic trainers, and others interested in the fitness profession. Upon completion of this degree, students may pursue certifications such as the Personal Trainer and Strength & Conditioning Specialist (CSCS) by the National Strength and Conditioning Association (NSCA). This degree is recognized by the NSCA, which recognizes fewer than 38 Graduate Studies Programs.

Unconditional Admission

Students are eligible to apply for unconditional admission to the Master of Science in Strength and Conditioning Studies if they meet the following requirements:

1. Applicants must meet the admission requirements for Graduate College.
2. Applicants must meet a minimum undergraduate cumulative grade point average of 2.85.
3. Applicants must have completed either undergraduate courses in PE 4033 Exercise Physiology and PE 3663 Kinesiology with grades of "B" or higher or the leveling courses PE 5013 Structural and Mechanical Kinesiology Concepts and PE 5023 Applied Physiology Concepts with grades of "B" or higher.
4. Approval from the Program Director.

Admission will be awarded on a competitive basis due to limited availability.

Conditional Admission

Applicants who fail to meet the above requirement will be considered for conditional admission on a case-by-case basis. Students admitted conditionally must achieve a cumulative grade point average of 3.00 at the completion of twelve (12) semester hours toward the degree with no grade lower than "C".

Degree Requirements

1. Thirty-three credit hours are required for completion of the Master of Science in Strength and Conditioning Studies degree.

Required Core Courses (27 hours)

PE 6033 Exercise Physiology
PE 6043 Motor Learning and Control
PE 6053 Biomechanics
PE 6083 Research Methods and Statistics
SCS 6013 Measurement and Evaluation in Strength and Conditioning
SCS 6033 Strength and Conditioning Program Design and Development
SCS 6043 Techniques for Development of Hypertrophy, Strength, and Power
SCS 6053 Techniques for Development of Speed, Agility, Reaction Time and Endurance
SCS 6063 Trends in Sports Nutrition and Metabolism

Electives (3 hours)

MATH 5173 Advanced Biostatistics
PE 6063 Current Issues in Coaching and Athletics
PE 6073 Exercise and Sport Behavior
PE 6891 Independent Study 1-3credit hours
SCS 6023 Scientific Foundations of Strength and Conditioning
SCS 6083 Instructional Strategies for Strength Coaches
SCS 6093 Exercise Science Seminar

Culminating Experience (3 hours)

SCS 6103 Professional Project (could be research, internship, or other approved project)

2. A minimum of 27 semester hours of graduate course work completed in residence at Arkansas Tech University.
3. A cumulative grade point average of a 3.00 or better must be achieved in all graduate work attempted at Arkansas Tech University, with a maximum of six (6) hours of "C" grades. A student receiving more than six (6) hours of "C" or grades lower than "C" should refer to the section of the catalog on Academic Probation and Dismissal.
4. Completion of all degree requirements within six (6) years from the time of unconditional or conditional admission into the program.

Degree Works

Degree Works is a software tool utilized by Arkansas Tech University designed to detail academic progression. It allows both students and advisors to monitor course progress towards degree completion and clearly indicates which course requirements have been met as well as how courses transfer into a program. Transfer courses must be approved through the use of a substitution/waiver form available via the Registrar for progress to display correctly within Degree Works.

Degree Works will display course progression based on the current program of study, but a "what-if" scenario can be generated for any program to see how progression looks with the courses currently completed and in progress. Note that if you have applied to and been admitted to a graduate program while still finishing your undergraduate program, Degree Works

will show your new program of study in the graduate program and you would have to generate a "what-if" query to see your undergraduate degree progress.

Application for Graduation

In addition to satisfying all degree requirements, a candidate for a degree must file an Application for Graduation 🗋 online or at the Graduate College. Students must apply for graduation upon completion of fifteen (15) graduate credit hours.

Special Conditions of Graduate Credit

Graduate Credit Taken Prior to Admission to Arkansas Tech University

A maximum of nine (9) semester hours of graduate credit with a grade point average of "B" or better may be transferred from an accredited graduate school if deemed appropriate to the graduate program by the head of the student's major department and the Graduate College Dean. Students must send a written request to the head of their major department to petition an acceptance of the transfer credit prior to requesting admission to candidacy to the graduate program. Graduate credit earned six (6) years prior to the completion date of all degree requirements may not be applied toward the degree without the approval of the appropriate program director and the Graduate College Dean. Credits earned by correspondence courses or for remedial purposes will not apply toward the graduate degree. No undergraduate course may be repeated for graduate credit.

Graduate Credit Taken After Admission to Arkansas Tech University

If after admission to graduate study, a student wishes to take a course at another institution to count toward degree requirements at Arkansas Tech University, the student must, in advance of enrollment, obtain written approval from the program director and the Graduate College Dean.

Table of Contents
Strength & Conditioning Studies Assessment Plan

Major-EH-KRS-Strength & Conditioning (MS) 2022

Institutional Mission

Arkansas Tech University 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.

Program Mission

PLAN INFORMATION BLOCK

Point of Contact for this year's assessment (add additional names as needed):

1)

2)

APPROVALS

Department Head Approval: Date:

Dean Approval: Date:

Office of Assessment Review: Date:

Student Learning Outcomes assessed during the calendar year:

(Add more as necessary)

Outcome 1:

Outcome 2:

Program Level Context and Additional Comments:

1 **Calendar Year Assessment Information**
2022

1.1 Program Learning Outcomes
Scientific knowledge

Students will demonstrate the necessary scientific knowledge to be effective strength coaches.

1.1.1 Measures
Diet Analysis Assignment (SCS 6063)

Diet analysis assignment completed midway during the semester in SCS 6063 Trends in Sports Nutrition and Metabolism.

METHODOLOGY*

This will be assessed during the fall semester.

SOURCE OF EVIDENCE

1.1.1.1 Expectations/Target for this Outcome
80% or better Nothing Entered

EXPECTATIONS/TARGET All students will obtain 80% or better on this assignment.
FOR THIS OUTCOME

1.1.2 Measures
Lab Report (PE 6053)

Lab report from PE 6053 Biomechanics.

METHODOLOGY*

This will be assessed during the fall semester.

SOURCE OF EVIDENCE

1.1.2.1 Expectations/Target for this Outcome
80% or better Nothing Entered

EXPECTATIONS/TARGET All students will obtain 80% or better on this assignment.
FOR THIS OUTCOME

1.1.3 Measures
Lab Report (PE 6033)

Lab report from PE 6033 Exercise Physiology. This may be completed individually or as a group.

METHODOLOGY*

This will be assessed during the spring semester.

SOURCE OF EVIDENCE

1.1.3.1 Expectations/Target for this Outcome
80% or better `Nothing Entered`

EXPECTATIONS/TARGET FOR THIS OUTCOME — All students will obtain 80% or better on this assignment, regardless of whether it is completed individually or as a group.

1.1.4 Measures
Assignment from PE 6043

Select an assignment from PE 6043 Motor Learning to be used for assessment.

METHODOLOGY*

This will be assessed during the spring semester.

SOURCE OF EVIDENCE

1.1.4.1 Expectations/Target for this Outcome
80% or better `Nothing Entered`

EXPECTATIONS/TARGET FOR THIS OUTCOME — All students will obtain 80% or better on this assignment.

1.1.5 Measures
Final Presentation (PE 6083)

This is the final project presentation for PE 6083 Research Design and Statistics in Physical Education. This takes place at the end of the semester.

METHODOLOGY*

This will be assessed in the fall semester.

SOURCE OF EVIDENCE

1.1.5.1 Expectations/Target for this Outcome
80% or better `Nothing Entered`

EXPECTATIONS/TARGET FOR THIS OUTCOME — All students will score 80% or better

1.2 Program Learning Outcomes
Integrated Knowledge

Students will demonstrate integrated scientific knowledge & practical knowledge / skills in

a successful research or creative project or internship.

1.2.1 Measures
Final Program Project (SCS 6103)

This is the final project for the program. It is a pass/fail project and takes place in SCS 6103

Professional Project

METHODOLOGY*

This will be assessed as the course is offered (usually fall and spring semesters).

SOURCE OF EVIDENCE

1.2.1.1 Expectations/Target for this Outcome
100% pass `Nothing Entered`

EXPECTATIONS/TARGET   All students will pass the final project.
FOR THIS OUTCOME

1.3 Program Learning Outcomes
Practical knowledge and skills

Students will demonstrate the practical knowledge & skills to be effective strength

coaches.

1.3.1 Measures
52-week Annual S&C Planning Presentation (SCS 6033)

This is the 52-week annual S&C planning presentation for SCS 6033 Strength and Conditioning

Program Design & Development.

METHODOLOGY*

This will be assessed during the spring semester.

SOURCE OF EVIDENCE

1.3.1.1 Expectations/Target for this Outcome
80% or better `Nothing Entered`

EXPECTATIONS/TARGET   All students will obtain 80% or better on this assignment.
FOR THIS OUTCOME

1.3.2 Measures
Case Study Based Final Exam (SCS 6013)

This is a case study based final exam for SCS 6013 Measurement and Evaluation in Strength and Conditioning.

METHODOLOGY*

This will be assessed during the spring semester.

SOURCE OF EVIDENCE

1.3.2.1 Expectations/Target for this Outcome
80% or better Nothing Entered

EXPECTATIONS/TARGET
FOR THIS OUTCOME
All students will obtain 80% or better on this assignment.

1.3.3 Measures
Programming Exam and Hands-on Coaching (SCS 6043)

This is the programming exam and hands-on coaching experience in SCS 6043 Techniques for Development of Hypertrophy, Strength & Power.

METHODOLOGY*

This will be assessed during the summer.

SOURCE OF EVIDENCE

1.3.3.1 Expectations/Target for this Outcome
80% or better Nothing Entered

EXPECTATIONS/TARGET
FOR THIS OUTCOME
All students will obtain 80% or better on this assignment.

1.3.4 Measures
Programming Exam and Hands-on Coaching (SCS 6053)

This is the programming exam and hands-on coaching experience in SCS 6053 Techniques for Development of Speed, Agility, Reaction Time & Endurance.

METHODOLOGY*

This will be assessed during the summer.

SOURCE OF EVIDENCE

1.3.4.1 Expectations/Target for this Outcome
80% or better Nothing Entered

EXPECTATIONS/TARGET   All students will obtain 80% or better on this assignment.
FOR THIS OUTCOME