

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Educational Leadership, Research and Technology PROPOSED EFFECTIVE SEMESTER: Fall, 2017

COLLEGE: Education and Human Development

PROPOSED IMPROVEMENTS

Academic Program

- Academic Program options: New degree*, New major*, New curriculum*, New concentration*, New certificate, New minor, Revised major, Revised minor, Admission requirements, Graduation requirements, Deletion, Transfer, Other (explain**)

Substantive Course Changes

- Substantive Course Changes options: X New course, Pre or Co-requisites, Deletion (required by others), Course #, different level, Credit hours, Enrollment restriction, Course-level restriction, Prefix Title and description, General education (select one), Not Applicable, Other (explain**)

Misc. Course Changes

- Misc. Course Changes options: Title, Description (attach current & proposed), Deletion (not required by others), Course #, same level, Variable credit, Credit/no credit, Cross-listing, COGE reapproval, Other (explain**)

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate:

Existing course prefix and #: Proposed course prefix and #: OCL 6792 Credit hours: 3

Existing course title:

Proposed course title: OCL 6792: Capstone Seminar in Organizational Change Leadership

Existing course prerequisite & co-requisite(s): All required courses for OCL major: OCL 6400, OCL 6410, OCL 6430, OCL 6440, EDT 6420, EMR 5400, EDLD 6020 & EDLD 6650.

Proposed course prerequisite(s) None

If there are multiple prerequisites, connect with "and" or "or". To remove prerequisites, enter "none."

Proposed course co-requisite(s) None

If there are multiple corequisites, they are always joined by "and."

Proposed course prerequisite(s) that can also be taken concurrently: None

Is there a minimum grade for the prerequisites or corequisites? C

The default grades are D for undergraduates and C for graduates.

Major/minor or classification restrictions:

List the Banner 4 character codes and whether they should be included or excluded.

For 5000 level prerequisites & corequisites: Do these apply to: (circle one) undergraduates graduates both

Specifications for University Schedule of Classes:

a. Course title (maximum of 30 spaces): Capstone Seminar in OCL

b. Multi-topic course: X No Yes

c. Repeatable for credit: X No Yes

d. Mandatory credit/no credit: X No Yes

e. Type of class and contact hours per week (check type and indicate hours as appropriate)

- 1. Lecture 2. Lab or discussion 3. X Lecture/lab/discussion 4. Seminar or studio 5. Independent study 6. Supervision or practicum

CIP Code (Registrar's use only):

Chair/Director: [Signature] Date: 9/22/16

Chair, College Curriculum Committee: [Signature] Date: 10/17/16

Dean: Mark K. Fetter Date: 10/20/16 Graduate Dean: Date:

Curriculum Manager: Return to dean Date Forward to: Date

Chair, COGE/ PEB / FS President Date

FOR PROPOSALS REQUIRING GSC/USC REVIEW:

* Approve Disapprove Chair, GSC/USC Date

* Approve Disapprove Provost Date

1. Explain briefly and clearly the proposed improvement.

The proposed improvement is the development of a new course, **OCL 6792: Capstone Seminar in Organizational Change Leadership**, for the new Organizational Change Leadership (OCL) Master's Program. The capstone is an action research project designed to increase one's individual capacity for leading and managing change. A cornerstone of the program and a key requirement for successfully completing the degree, the capstone seminar requires students to engage in an actual organizational consultation, either within their own organization or with a client organization, while receiving coaching and supervision from expert program faculty. Successfully fulfilling the requirements of the capstone seminar involves mastering both the key aspects of organizational consulting and the basic principles of applied and action research. All capstone projects are expected to be rigorous, theory-based and empirically driven.

2. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.)

The existing capstone project course is loosely structured: students have the freedom to develop, for example, a training program or an onboarding program with minimal course structure. The new course requires that students follow an action research process to complete their final capstone projects. With this new approach, students follow a prescribed development process and learn a methodology they can apply in various organizational contexts after graduating from the program.

3. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

This new course has no effect on other colleges, departments, or programs.

4. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This new course has no effect on ELRT programs.

5. Effects on enrolled students: Are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

Program conflicts will be avoided by substituting the new required course (OCL 6792 Capstone Seminar in Organizational Change Leadership) for the existing required course (OLP 6791 and OLP 6792 Capstone Seminar in Organizational Learning and Performance), which is being deleted in 2020 after all current students graduate from the program. The rate of graduation of students currently in the program will not be affected by the creation of the course.

6. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

The student audience for this new course includes graduate students in the OLP (soon to-be OCL master's program). The cap on this course will be 20-25 students per offering.

7. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

The new course will not affect current equipment, space, technology, and library holdings. The equipment, space, and technology required for this new course is adequate in all three WMU sites where the course may be offered: Grand Rapids, Metro-Detroit, and Kalamazoo. The course will not require any ongoing funding. The course will be offered each year in the fall and spring. The course will be taught by full-time OCL faculty, and supported as needed with part-time faculty who hold a doctorate in the field of organizational studies, or a related field, and who have experience leading master's students through a capstone process, particularly, action research.

8. **General education criteria.** For a general education course, indicate how this course will meet the criteria for the area or proficiency. (See the General Education Policy for descriptions of each area and proficiency and the criteria. Attach additional pages as necessary. Attach a syllabus if (a) proposing a new course, (b) requesting certification for baccalaureate-level writing, or (c) requesting re-approval of an existing course.)

Not applicable.

9. **List the learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.**

The learning outcomes for the course are as follows. After completing the course students should be able to (see attached syllabus):

- Identify and delimit an organizational problem in need of resolution
- Collect data, analyze data, report results, and take action on the identified problem
- Reflect on action and engage in continuous learning

10. **Describe how this curriculum change is a response to assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.**

This change is the result of informal assessment activities conducted between January and August 2016. An analysis of the current OLP program was conducted. The assessment evaluated the rigor, relevance, flexibility, and reach of the current program, and a competency model was developed based on an analysis of professional competency models of the intended student audiences for the program. The following professional competency models analyzed: Chief Learning Officer, Instructional Designer, Internal Consultant, OD Practitioner, Training Specialist, Management Consultant, Talent Management Specialist, HR Generalist and Executive Coach. The analysis indicated a need for a course on the topic of action research (See Appendix A of Proposal CEHD 714).

11. **(Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.**

The proposed new course is a graduate level course.

Proposed Catalog Copy:

OCL 6792 – Capstone Seminar in Organizational Change Leadership (3 credits)

The capstone seminar is an action research project designed to increase one's individual capacity for leading and managing change. A cornerstone of the program and a key requirement for successfully completing the degree, the capstone seminar requires students to engage in an actual organizational consultation, either within their own organization or with a client organization, while receiving coaching and supervision from expert program faculty. Successfully fulfilling the requirements of the capstone seminar involves mastering both the key aspects of organizational consulting and the basic principles of applied and action research. All capstone projects are expected to be rigorous, theory-based and empirically driven.

Prerequisites: OCL 6400, OCL 6410, OCL 6430, OCL 6440, EDT 6420, EMR 5400, EDLD 6020 & EDLD 6650

Graduate students only.

OCL Curriculum Change Explanation (ELRT Department):

We understand that this change is complicated but hoped to submit everything at one time. After several communications with David Reinhold, this is the packet/process we have "landed on."

The overall objective was to significantly modify the *Organizational Learning and Performance* master's program (explanations on forms). To best accomplish our objectives, we had to submit many forms which we understand will require different levels of review (and time to review).

- (1) All courses in the revised program will require a Prefix Change to be aligned with the new title (addressed later). **The prefix will change from OLP to OCL.** This is the first curriculum change form in the packet.
- (2) The second form in the packet addresses the "revised major." This form outlines the courses that are now to be included in the OLP (future OCL) master's program, and the rationale for these changes.
- (3) The next 6 curriculum change forms are to create individual "new courses" which will replace old courses in the OLP master's program (future OCL master's):
 - a. OCL 6400: Foundations in Organizational Change Leadership (3 cr.)
-includes printed detailed syllabus
 - b. OCL 6410: Organizational Culture and Globalization (3 cr.)
-includes printed detail syllabus
 - c. OCL 6430: Group Dynamics and Team Development in an Age of Globalization (3 cr.)
-detailed syllabus online only to save trees
 - d. OCL 6440: Large Scale Change and Organizational Design (3 cr.)
-detailed syllabus online only to save trees
 - e. OCL 6792: Capstone Seminar in Organizational Change Leadership (3 cr.)
-detailed syllabus online only to save trees
 - f. OCL 6890: Special Topics in Organizational Change and Leadership
-detailed syllabus online only to save trees

*We were asked to submit these as new courses since the content of the old OLP courses is redistributed in a different way in these courses, and then updated and a global focus incorporated; they also have new titles. Lest anyone worries that we are creating a lot of new courses, these "replace" 7 OLP courses which will be deleted in 2020 when we believe that all current students in that program will have completed.

- (4) The longest review, requiring the most levels of approval, is the name change of the program from *Organizational Learning and Performance* to *Organizational Change Leadership*. This is the last document included in this packet.

OLP 6792 – Capstone Seminar in Organizational Change Leadership

Instructor Information

Instructor Name
Educational Leadership, Research, and Technology
College of Education
Western Michigan University
Kalamazoo, MI 49008
Instructor Email
Instructor Phone Number

Pre-requisites

OCL 6791 Introductory Seminar in Organizational Change Leadership and all other core OCL courses: OCL 6400, OCL 6410, OCL 6420, OCL 6430 and OCL 6440.

Course Description

The applied capstone project (ACP) is an action research project designed to increase one's individual capacity for leading and managing change. A cornerstone of the program and a key requirement for successfully completing the degree, the ACP requires students to engage in an actual organizational consultation, either within their own organization or with a client organization, while receiving coaching and supervision from expert program faculty. Successfully fulfilling the requirements of the ACP involves mastering both the key aspects of organizational consulting and the basic principles of applied and action research. All capstone projects are expected to be rigorous, theory-based and empirically driven.

Options include (but are not limited to) the following types of projects:

- **Individual Level Changes:** Recruitment, selection, and retention plans, training and development programs, and coaching and counseling interventions
- **Group Level Changes:** Team building and development, self-directed, and inter-group interventions
- **Organizational Level Changes:** Process, structure, strategy, and culture change interventions

Regardless of the type of project selected, students follow an action research process to complete their capstone projects.

Learning Outcomes

The aim of this course is to develop the knowledge, skills, and abilities necessary for carrying out change in organizations. At the end of this course students should be able to:

- ⇒ Identify and delimit an organizational problem in need of resolution
- ⇒ Collect data, analyze data, report results, and take action on the identified problem
- ⇒ Reflect on action and engage in continuous learning

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Textbook and Readings

- ⇒ Stringer, E. T. (2014). *Action Research*. (4th Edition). Los Angeles, CA: Sage Publications.
- ⇒ *Publication Manual of the American Psychological Association* (6th Edition). The American Psychological Association.

Assignments

Assignment 1: Applied Capstone Project (60 points)

Throughout the program you explored different types of organizational changes to carry out for your applied capstone project. Here in OCL 6792 you will carry out your change and develop a report that captures all of the components described below.

1. Introduction: Presents the problem and purpose on which the project focuses.
2. Review of the Literature: Provides an overview of current understandings or explanations of the issue investigated.
3. Methodology: Incorporates a rationale for the approach to research and describes the research procedures used.
4. Research Outcomes or Findings: Provides a narrative account of the processes and outcomes of the research—in effect the story of participant experiences and perspectives.
5. Conclusion: Compares and contrasts findings in the study to those presented in the academic and practice literature and discusses their implications.

Please Note: For a detailed description of each of the components above see Chapter 8 of the Action Research text.

This assignment is organized into 3 parts.

Part 1 – Report Outline – 10 Points (Due – Week 2)

In part 1, you will create an outline of your project that you will share with the professor and your colleagues during week 2 of this class. The outline should be no longer than 3 pages in length and cover three of the five sections presented above: (1) Introduction, (2) Review of the Literature, and (3) Methodology. Paper includes a minimum of 5 references supporting the content presented in the paper. References should be a mix of scholarly and professional publications.

Part 2 – Report Presentation – 10 Points (Due – Week 13)

In part 2, you will develop a fully narrated presentation that summarizes your capstone project to share with your colleagues. It should be organized into the following sections: (1) Introduction, (2) Review of the Literature, (3) Methodology, (4) Research Outcomes and Findings, and (5) Conclusion. This presentation should be no less than 12 and no more than 20 slides. It's critical that you follow best presentation design practices when creating your presentation. Review the slide share presentation below and be sure to review the content behind the Helpful Links on slides 15 and 16.

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<http://www.slideshare.net/slharlow/powerpoint-design-best-practr>

Part 3 – Complete Report – 40 points (Due – Week 14)

In part 3, you will develop a full report that covers in detail all of the sections above: (1) Introduction, (2) Review of the Literature, (3) Methodology, (4) Research Outcomes and Findings, and (5) Conclusion. This assignment should be 15-20 pages in length, use 12-pt Times Roman font, has one-inch top, bottom, left, and right margins, and adhere to the standards presented in the *Publication Manual of the American Psychological Association* (Sixth Edition). Paper includes a minimum of 20 references supporting the content and arguments presented in the paper. References should be a mix of scholarly and professional publications.

Assignment 2: Book Review and Presentation – 15 Points (Due – Week 11)

Your learning as an organizational performance practitioner does not stop with this final capstone course. It continues on. With this assignment, you will develop a book report and a supporting presentation on a topic of interest to you in the field of organizational performance. Your task is to reflect on the content of the OLP program and identify an area of interest to you that you would like to investigate at a deeper level. It could center on leadership, change, organizational diagnosis, coaching, consulting, any topic related to the program. Your task is to review the book, develop a written report, and create a summary presentation to share with your colleagues.

Your report should include 3 parts: (1) a review of the book, (2) a discussion about how it builds on the content of the OLP program and contributes to the field, and (3) a discussion on how you will apply what you learned from the book to real-world practice. With your review of the book (Part 1) be sure to discuss the perspective of the author, what s/he does well, the book's strengths and weaknesses, and who benefits from reading the book. This assignment should be 5-7 pages in length, use 12-pt Times Roman font, has one-inch top, bottom, left, and right margins, and adhere to the standards presented in the *Publication Manual of the American Psychological Association* (Sixth Edition).

Your narrated PowerPoint presentation should summarize the content of your written report and be organized into the 3 parts described above: (1) a review of the book, (2) a discussion about how it builds on the content of the OLP program and contributes to the field, and (3) a discussion on how you will apply what you learned from the book to real-world practice. Your presentation should be a minimum of 10 slides.

It's important to note that the instructor of this course must approve the book you select. During week 2, you will have an opportunity to share your choice online and gain approval from the instructor.

Assignment 3: Applied Capstone Project Peer Review – 5 Points (Due – Week 12)

During the final weeks of the course you will be partnered with one of your colleagues for a peer review activity that assesses your formal capstone reports before final submission. With this assignment, you will have the opportunity to review the capstone project of one of your colleagues and provide constructive feedback. Your review should include a complete analysis of your partner's capstone project using the rubric established for the assignment. Capture your constructive feedback using the Track Changes tool in MS Word.

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Assignment 4: Online Participation (20 points) – (Ongoing)

The discussion board and your participation therein is a critical element of this course. Demonstrating leadership in the online discussions is your ultimate goal. You can do this by following the 10 guiding principles below when sharing and exchanging ideas on the discussion board.

- 1. Post early in the week.** Be sure to post early in the week by Tuesday evening or Wednesday evening at the latest. This will allow your colleagues time to read your ideas and prompt a greater number of responses and questions, which can lead to a deeper discussion of the topics being examined.
- 2. Respond promptly.** After you have posted your initial response, read and react to those postings submitted by your colleagues Wednesdays through Fridays. Waiting until the end of the week to post for the very first time and respond to the postings of your colleagues will lead to a poor grade. Please do not ask questions of your colleagues and professor late in the week, for example, on Saturdays or Sundays when most of the discussion has already occurred. You may respond to questions posted by peers at this time, but please avoid posting your initial responses or questions after Friday. Most working adults require weekend time to complete major course assignments, so posting and responding early in the week allows both you and your peers to maximize your time on the weekends for major assignments.
- 3. Answer the discussion question.** Make sure you answer the question posed in the topic thread and do not go off on tangents. If you want to interact with one of your colleagues about a topic different than the one under discussion, please do it offline.
- 4. Extend and expand the discussion.** Ask questions or seek clarification, elaboration, or examples. Do your part to extend and expand the online exchange of ideas to greater depths and higher levels of thought. Play the devil's advocate, integrate multiple perspectives, and compare and contrast your classmates' ideas.
- 5. Respond to all questions posed by your colleagues and professor.** Be sure to respond to those questions that have been posted in response to your initial comments and responses. Don't leave a single question unanswered presented to you by your colleagues and professor.
- 6. Be brief.** Please be sure that your entries are relatively brief, i.e. one to two paragraphs. This requires that you distill and organize your thoughts rather than write in a stream-of-consciousness fashion. Remember that you will be trying to simulate a dialogue or discussion, not a lecture or dissertation. When reading the assigned material, please try to understand the fundamental ideas presented in readings without getting caught up in too much detail.
- 7. Link the Theory to Practice.** Once you extract the fundamental ideas from the articles, try to link them to your existing experiences in life to create new meanings from these experiences and interpret the world around you within that framework.
- 8. Spread the conversation around.** Do not try to react to every single posting in a weekly thread. Instead, select two to three postings to which you can make meaningful contributions and converse under those few select threads, and try to spread the conversation around making sure that no thread is left silent.

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9. Be respectful. Communicate your ideas in a way that shows regard for others. One way that you can demonstrate respect for all who will be reading your discussion posts and written assignments is to take the time to proofread your work to ensure it is well-organized and free from spelling and grammatical errors. Another way to demonstrate respect is to post your comments early in the week so others have the chance to read and respond without having to access the discussion board on the weekends.

10. Be an active participant. In order to be a leader in the online classroom, you must be a full and active participant. This means posting early and interacting Wednesday through Saturday. A grade for participation will be assigned at the end of the semester. If you have any questions or concerns during the semester about your performance in this area, please do not hesitate to ask.

Your professor will be visiting your conversations and asking questions for further reflection along the way. Remember this is a forum for reflection and discussion, not a medium in which you are expected to display your writing prowess. Avoid lengthy postings and ask each other meaningful questions to help elevate the collective thinking to new levels. When doing so, challenge one another, but do not be harsh with your words. Use a collegial tone and be supportive, while helping your peers expand the boundaries of their thinking. If you feel the need to carry a side conversation on the topic with a colleague (or two) you may also use email to exchange ideas - but, when doing so, please continue using the same collegial tone and always remain supportive.

Assignments Summary			
#	Title	Due Date	Points
1	Capstone Project – Part 1: Outline	Week 2	10
	Capstone Project – Part 2: Presentation	Week 13	10
	Capstone Project – Part 3: Report	Week 14	40
2	Book Review and Presentation	Week 11	15
3	Peer Review	Week 12	5
4	Online Participation	Ongoing	20
Total			100

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Schedule

WEEK	TOPIC	READINGS	ASSIGNMENTS
1 09/06	Welcome and Introductions		Discussion Board
2	Action Research: Definition, Theory, and Planning	Stringer: Chapters 1, 2 and 3	Discussion Board A1 Part 1 Outline Due
3	Look: Gathering Data	Stringer: Chapter 4	Discussion Board
4			
5	Think: Reflection and Analysis	Stringer: Chapter 5	Discussion Board
6			
7/ 8	Act: Action Plans – Implementing Sustainable Solutions	Stringer: Chapter 6	Discussion Board
8			
9	Reporting – Informing Stakeholders	Stringer: Chapter 7	Discussion Board
10			
11	Book Reviews and Presentations		Discussion Board A2 Book Reports and Presentations
12	Peer Reviews		Discussion Board A3 Peer Reviews Due
13	Capstone Presentations		A1 Part 2 Presentations Due 11/28
14	Capstone Final Reports		A1 Part 3 Formal Reports Due 12/05
15	Final Exam Week		

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Grading Procedures and Rubrics

Each assignment is worth a specific number of points as presented in the table below.

Assignments Summary			
#	Title	Due Date	Points
1	Capstone Project – Part 1: Outline	Week 2	10
	Capstone Project – Part 2: Presentation	Week 13	10
	Capstone Project – Part 3: Report	Week 14	40
2	Book Review and Presentation	Week 11	15
3	Peer Review	Week 12	5
4	Online Participation	Ongoing	20
Total			100

The total points for each assignment are specified above and in the rubrics presented in this section of the syllabus. Your total number of points in the course will determine your letter grade for the course. Final grades will be assessed using the following scale:

Grade	GPA	Points	Significance
A	4.0	95-100	Outstanding, exceptional, extraordinary
BA	3.5	87-94	
B	3.0	81-86	Very good, high pass
CB	2.5	76-80	
C	2.0	70-75	Satisfactory, acceptable, adequate
E		Below 70	Failure

Credit toward a degree program will be granted only for courses in which a grade of C or better is earned.

Incomplete

This is a temporary grade that the instructor may give to a student when illness, necessary absence, or other reasons beyond the control of the student prevent completion of course requirements by the end of the semester or session. The grade of "I" (Incomplete) may not be given as a substitute for a failing grade. A grade of "I" must be removed by the instructor who gave it or, in exceptional circumstances, by the department chairperson. Incomplete grades will convert to an "X" if not removed within one calendar year, or sooner if so stipulated by the instructor. Students who receive an incomplete grade in a course must not re-register for the course in order to remove the "I". An instructor who assigns a grade of "I" will submit a Report of Incomplete Grade Form located on the faculty menu in GoWMU indicating the remaining requirement for removal of the incomplete grade and indicating the time allowed, if less than one full year. An e-mail will be automatically generated to the student, the Registrar's Office as well as an e-mail confirmation sent to the instructor.

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**Assignment 1: Capstone Project
Part 1: Outline (10 points) – Due – Week 2**

The following criteria will be considered when evaluating this assignment.

____/1	Introduction and Conclusion	Paper opens with an introduction (1/2 page) that presents the purpose and outline of the paper. Paper includes a conclusion (1/2 page) that summarizes the key issues observed by students as a result of completing the assignment.
____/2	Substance	Paper includes a minimum of 5 references supporting the content presented in the paper. References should be a mix of scholarly and professional publications.
____/5	Analysis	Outline should be no longer than 2 pages in length and cover three of the five sections presented above: (1) Introduction, (2) Review of the Literature, and (3) Methodology.
____/1	Organization	Organization includes the definition of unfamiliar terms, a logical progression of ideas, appropriate transitions and paragraph structure and the use of headings following APA guidelines.
____/1	Format	The introduction and conclusion are both a minimum of ½ page in length each, and the analysis should be between 1-2 pages in length. Paper is double-spaced, uses 12-pt Times Roman font, has one-inch top, bottom, left, and right margins, and adheres to the standards presented in the <i>Publication Manual of the American Psychological Association</i> (Sixth Edition).
_____	/ 10 Total	

Note: Students are expected to use correct mechanics of written English. Errors in grammar, punctuation, and spelling are not acceptable. Papers containing such errors will be returned ungraded.

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**Assignment 1: Capstone Project
Part 2: Presentation (10 points) – Due – Week 13**

The following criteria will be considered when evaluating this assignment.

- ____/5 **Content** The presentation should be organized as follows and address the content stipulated in the assignment description: (1) Introduction, (2) Review of the Literature, (3) Methodology, (4) Research Outcomes and Findings, and (5) Conclusion. Presentation should be a minimum of 12 slides and no more than 20. It's critical that you follow best presentation design practices when creating your presentation.
- ____/2 **Organization** Presentation includes the definition of unfamiliar terms, a logical progression of ideas, and appropriate transitions. Presentation includes an agenda slide and a conclusion slide.
- ____/3 **Format** Presentation adheres to the principles of high-quality PowerPoint presentations, i.e., creative pictures, graphics and placement, attractiveness and professional, summarized versus detailed copy, easily viewed fonts, and no spelling or grammatical errors.
- _____ / 10 *Total*

Note: Students are expected to use correct mechanics of written English. Errors in grammar, punctuation, and spelling are not acceptable. Presentations containing such errors will be returned ungraded.

OLP 6792 – Capstone Seminar in Organizational Change Leadership

Assignment 1: Capstone Project
Part 3: Report (40 points) – (Due – Week 14)

The following criteria will be considered when evaluating this assignment.

____/2	Introduction and Conclusion	Paper opens with a discussion of the problem being investigated, the purpose of the project and a research question. Paper concludes with a summary that reviews what the student has learned about the problem from the literature.
____/8	Substance	Paper includes a minimum of 20 references directly related to the problem under investigation. References should be a mix of scholarly and professional publications.
____/25	Report	Report covers in detail the following section: (1) Introduction, (2) Review of the Literature, (3) Methodology, (4) Research Outcomes and Findings, and (5) Conclusion.
____/2	Organization	Organization includes the definition of unfamiliar terms, a logical progression of ideas, appropriate transitions and paragraph structure and the use of headings following APA guidelines.
____/3	Format	The introduction and conclusion are both a minimum of 1 page in length each, and the report should be between 15-20 pages. Paper is double-spaced, uses 12-pt Times Roman font, has one-inch top, bottom, left, and right margins, and adheres to the standards presented in the <i>Publication Manual of the American Psychological Association</i> (Sixth Edition).
____	/ 40 Total	

Note: Students are expected to use correct mechanics of written English. Errors in grammar, punctuation, and spelling are not acceptable. Papers containing such errors will be returned ungraded.

OLP 6792 – Capstone Seminar in Organizational Change Leadership

Assignment 2: Book Review and Presentation (15 points) – Week 11

The following criteria will be considered when evaluating this assignment.

____/10 **Report**

Report includes 3 parts: (1) a review of the book, (2) a discussion about how it builds on the content of the OLP program and contributes to the field, and (3) a discussion on how you will apply what you learned from the book to real-world practice. Report should be 5-7 pages in length, use 12-pt Times Roman font, has one-inch top, bottom, left, and right margins, and adhere to the standards presented in the *Publication Manual of the American Psychological Association* (Sixth Edition).

____/5 **Presentation**

Narrated PowerPoint presentation should summarize the content of written report and be organized as follows: (1) a review of the book, (2) a discussion about how it builds on the content of the OLP program and contributes to the field, and (3) a discussion on how you will apply what you learned from the book to real-world practice. Presentation should be a minimum of 10 slides and adhere to the principles of high-quality PowerPoint presentations, i.e., creative pictures, graphics and placement, attractiveness and professional, summarized versus detailed copy, easily viewed fonts, and no spelling or grammatical errors.

____/ 15 Total

Note: Students are expected to use correct mechanics of written English. Errors in grammar, punctuation, and spelling are not acceptable. Papers containing excessive errors will be returned ungraded.

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Assignment 3: Peer Review (5 points) – Due Week 12

The following criteria will be considered when evaluating this assignment.

____/5

Review

Using the Track Changes in MS Word,

1. The review provides constructive feedback on all sections of the report.
2. The review corrects any typos and grammatical issues.
3. The review corrects any APA formatting mistakes.

____/ 5 Total

Note: Students are expected to use correct mechanics of written English. Errors in grammar, punctuation, and spelling are not acceptable. Papers containing excessive errors will be returned ungraded.

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Assignment 5: Online Participation Rubric (20 points) – (Ongoing)

Category	F	C	B	A
Promptness and Initiative	Does not respond to most postings; rarely participates freely	Responds to most postings several days after initial discussion; limited initiative	Responds to most postings within a 24-hour period; requires occasional prompting to post	Consistently responds to posts in less than 24 hours; demonstrates good self-initiative
Delivery of Post	Utilizes poor spelling and grammar in most posts; posts appear “hasty”	Errors in spelling and grammar evidenced in several posts	Few grammatical or spelling errors are noted in posts	Consistently uses grammatically correct posts with rare misspellings
Relevance of Post	Posts topics which do not relate to the discussion content; makes short or irrelevant remarks	Occasionally posts off topic; most posts are short in length and offer no further insight into the topic	Frequently posts topics that are related to the discussion content; prompts further discussion of topics	Consistently posts topics related to the discussion topic; cites additional references related to the topic
Expression within the Post	Does not express opinions or ideas clearly; no connection to topic	Unclear connection to the topic evidenced in minimal expression of opinions and ideas	Opinions and ideas are stated clearly with occasional lack of connection to topic	Expresses ideas and opinions in a clear and concise manner with obvious connection to topic
Contribution to the Learning Community	Does not make effort to participate in learning community as it develops; seems indifferent	Occasionally makes meaningful reflection on group’s efforts; marginal effort to become involved with the group	Frequently attempts to direct the discussion and to present relevant viewpoints for consideration by group; interacts freely	Aware of needs of community; frequently attempts to motivate the group discussion; presents creative approaches to topic.

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Format and Procedures

Format

This course is delivered exclusively online in the fall and spring semesters.

Late Assignment and/or Discussion Posting Policy

It is extremely important that you let your instructor know if you will be late submitting assignments. Unforeseeable conflicts and crises arise, but you are expected to do your best to plan ahead and adhere to deadlines. WMU instructors are very reasonable in accommodating your needs, but you need to keep them informed. If you don't, you may receive a lower grade on a late assignment. The highest possible grade that can be earned on a late paper is a B. Not to follow this policy would be unfair to others who complete their work on time.

Writing Standards

Students are expected to use correct English in all course communications. Grades on all assignments will reflect the extent to which the student has correctly applied principles of grammar, mechanics, punctuation, spelling, and effective sentence structure. Any deficiencies in these areas will result in either a grade penalty or rewriting and resubmission of the assignment. All major assignments and papers submitted for credit in this course requires students to adhere to APA style formats and guidelines. If you do not have a copy of the APA manual, you should obtain one and begin to familiarize yourself with the requirements. Any papers that are returned for re-write and resubmission may only be granted a maximum of B+ grade. Students are expected to complete their assignments at a competent level with the first submission; however, if necessary, students will be asked to re-write papers that do not reflect "graduate level" work.

Attendance

Attendance each week is mandatory. Attendance in this online course is defined as active participation in the course as described in the course syllabus. This course has, at a minimum, weekly discussion forums in which students are required to participate throughout each week of the ten weeks of the course.

Academic Dishonesty

Plagiarism is defined as "literary theft" and consists of the unattributed quotation of the exact words of a published text or the unattributed borrowing of original ideas by paraphrase from a published text. On written papers for which the student employs information gathered from books, articles, or oral sources, each direct quotation, as well as ideas and facts that are not generally known to the public-at-large, must be attributed to its author by means of the appropriate citation procedure. Citations may be made in footnotes or within the body of the text. Plagiarism also consists of passing off as one's own, segments or the total of another person's work.

Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you

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believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test. In addition, students are encouraged to access the Code of Honor, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

Office of Student Conduct - www.wmich.edu/conduct

Division of Student Affairs - www.wmich.edu/students/diversity

Registrar's Office - www.wmich.edu/registrar and www.wmich.edu/registrar/policies/interfaith

Disability Services for Students - www.wmich.edu/disabilityservices.

Academic Policies

All academic policies and regulations posted in the *WMU Graduate Catalog* (2016-2017), apply to this course, including student conduct, academic integrity, disruption of academic process and academic grievance procedure. While advisors, program coordinators, directors, and administration are available to assist students in meeting academic regulations, policies and procedures, it is ultimately the student's responsibility to be acquainted with all academic regulations, policies and procedures, and to meet all requirements. The Graduate Catalog may be located at <http://wmich.edu/registrar/pdf/catalog/wmu-graduate-catalog.pdf>.

Academic Support and Accommodations for Students with Disabilities

Both in compliance with and in the spirit of the Americans with Disabilities Act (ADA), we would like to work with you if you have a disability that is relevant to your work in this course. If you have a documented disability and wish to discuss academic accommodations, please contact your instructor in a timely fashion at the beginning of the semester. You may also contact the Office of Disability Services for Students at 269-387-2116 (or at wmich.edu/disability_services).

WMU Policy on Religious Observances

WMU is a diverse, multicultural enterprise and, as a community, we jointly embrace both individual responsibility and dignified respect for our differences. It is our general policy to permit students to fulfill obligations set aside by their faith. It is our intent that students who must be absent from scheduled classes to fulfill religious obligations or observe practices associated with their faith not be disadvantaged. However, it is the student's responsibility to make arrangements with his/her instructors in advance. It is in the student's best interest to approach each instructor expeditiously and with sufficient notice that the rights and responsibilities of the instructor are not disrupted. Instructors should make it known to classes early in the term what they consider reasonable notice for anticipated absences. Without specifying a fixed notification time, we acknowledge in this policy joint responsibility: instructors will inform students of their requirements and students will make every effort to cause no disruption in the instructors' plans and duties. Instructors should assume that a claim of religious observance has veracity especially when students provide an advanced notice. Students likewise must recognize that it is their responsibility to meet all their course obligations. Instructors are not obligated to provide materials to students unless these materials would have normally been distributed to the entire class. For example, if an instructor does not normally post notes, a student cannot expect notes to be provided for lectures missed. If instructors choose to incorporate adjustments into the syllabus intended to cover student absences, it should be explicit that these apply to absences for religious observances, as well as, all other contingencies.

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Emergency Preparation

In the event of an emergency, it may be necessary for WMU to suspend normal operations. During this time, WMU may opt to continue delivery of instruction through methods that include, but are not limited to, eLearning, Skype, and email messaging and/or an alternate schedule. It is the responsibility of the student to monitor the GoWMU website for each class for course specific communication, and the main WMU, College, and department websites, emails, and WMU Alert messages for important general information.

