

Tina L Thompson

From: Donna M Talbot
Sent: Thursday, January 25, 2018 1:47 PM
To: Carol A Weideman
Cc: Tina L Thompson
Subject: Curriculum Course Request Change Course OCL6410 - E-2017-ELRT-36; effective term: 201910

Please verify your data for New Curriculum Course Request for department: ELRT; college: E.
 Go to the following URL to complete your worklist items: <https://bwfp1.cc.wmich.edu:7102/wfbprod>

Date of request: 24-OCT-2017

Request ID: E-2017-ELRT-36

College: E

Department: ELRT

Initiator name: Dae Chai

Initiator email: daeseok.chai@wmich.edu

Proposed effective term: 201910

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: G

Proposed course data:

Change Course OCL6410

Specific Course Change type selected: Pre or Co-requisites

1. Existing course prefix and number:
 OCL6410

2. Existing course prerequisites:
 OCL6400

3. Proposed course prerequisites:
 None- We propose to remove the pre-requisite.

4. Existing course corequisites:
 N/A

5. Proposed course corequisites:

N/A

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites:

None

8. Major and/or minor restrictions:

Not Applicable

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

None

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

None

12. Level restriction:

Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.

graduate

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please choose Yes or No to indicate if this class is a General Education class:

No

D. Explain briefly and clearly the proposed improvement.

This proposed improvement is the removal of the pre-requisite OCL 6400 (Foundations in Organizational Change Leadership) from OCL 6410 (Organizational Culture and Globalization). This improvement would allow students in both the OCL graduate program and students in other graduate programs throughout the university to enroll in this course without having to take OCL 6400.

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

The pre-requisite is causing a great deal of work for our office administrators because students who have not taken OCL 6400 and who want to take OCL 6410 have to be manually registered for the class. We would like to ease this burden and ensure that students can register themselves, even if they have not taken OCL 6400. This course is a parallel OCL core course.

F. List the student 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. By the end of this course, learners will be able to:

- Define organizational culture and its impact on an organization and its performance
- Define various levels of culture, how each is created, maintained and changed
- Identify skills and strategies needed to design and implement effective change
- Describe a framework for understanding planned cultural change and organizational effectiveness
- Describe an individual's cultural "fit" within an organization for optimal professional growth and satisfaction
- Describe the benefits and challenges of organizational and personal involvement in international OCD
- Describe some of the difficulties encountered in cross-cultural communications and ways to improve such communications

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

The removal of this pre-requisite will have no effect on student learning assessment outcomes.

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H. 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.

The removal of this pre-requisite will have no negative effect on other colleges, departments, or programs, but allow students in other departments and colleges the opportunity to register for the class by themselves without any obstructions.

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

The proposed removal of this pre-requisite will have a positive effect on our department support staff—they will no longer be asked with manually registering our students in OCL 6410. Otherwise, there are no effects.

J. 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.

This proposed improvement will make it easier for students to enroll themselves in their required courses according to their programs of study. The improvement will create no conflicts, and it will make it logistically easier for both our students and administrators. This proposal will actually save student and staff time:

K. 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?

We have found a demand for our new OCL courses from other graduate programs throughout the university. Currently, when students from other graduate programs attempt to register for OCL 6410, they are alerted of a pre-requisite, and as a result may pursue enrolling in another course. Removing the pre-requisite may increase enrollment in OCL 6410.

L. 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.) After this change, the enrollment could be possibly increased. Since the current number of students in OCL courses are around 10 on average. We are able to handle the increased enrollment. Other than the possible increase of the enrollment, this change will have no effect on resources.

M. 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 reapproval of an existing course.)

Not applicable.

N. (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.

N/A

O. Current course description:

The capability to understand and to interact with diverse societal cultures across the world, and the skill to build effective local organizational cultures, are prerequisites to effective organizational change leadership. This course examines organizational culture from an interdisciplinary and global perspective. Key models of organizational culture and current research studies and practice processes are examined, with an emphasis on how culture develops and evolves, and its relationship to leadership and organizational effectiveness. With a deep understanding of various organizational and national cultures, students become empowered to organize systems, symbols, and people in ways that influence planning, policies, and resource allocations in their organizations. Open to graduate students only.

Prerequisite: OCL 6400 3 hours

P. Proposed course description:

The capability to understand and to interact with diverse societal cultures across the world, and the skill to build effective local organizational cultures, are prerequisites to effective organizational change leadership. This course examines organizational culture from an interdisciplinary and global perspective. Key models of organizational culture and current research studies and practice processes are examined, with an emphasis on how culture develops and evolves, and its relationship to leadership and organizational effectiveness. With a deep understanding of various organizational and national cultures, students become empowered to organize systems, symbols, and people in ways that influence planning, policies, and resource allocations in their organizations. Open to graduate students only. 3 hours

Department Curriculum Chair approver: David Szabla

Department Curriculum Chair comment:

Date: 25-JAN-2018

Department approver: Donna Talbot

Chair comment:

Date: 25-JAN-2018