REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: Educational Leadership, Research and Technology **PROPOSED EFFECTIVE SEMESTER:** Spring, 2018
COLLEGE: Education and Human Development

PROPOSED IMPROVEMENTS

Academic Program	Substantive Course Changes	Misc. Course Changes
☐ New degree*	☐ New course	☐ Title
☐ New major*	**X Pre or Co-requisites**	☐ Description (attach current & proposed)
☐ New curriculum*	☐ Deletion (required by others)	☐ Deletion (not required by others)
☐ New concentration*	☐ Course #, different level	☐ Course #, same level
☐ New certificate	☐ Credit hours	☐ Variable credit
☐ New minor	☐ Enrollment restriction	☐ Credit/no credit
☐ Revised major	☐ Course-level restriction	☐ Cross-listing
☐ Revised minor	☐ Prefix ☐ Title and description	☐ COGE reapproval
☐ Admission requirements	(attach current & proposed)	☐ Other (explain**)
☐ Graduation requirements	☐ General education (select one)	
☐ Deletion ☐ Transfer	Not Applicable	
☐ Other (explain**)	☐ Other (explain**)	

** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: M. A. in Organizational Change Leadership (code: OCL)

Existing course prefix and #: OCL6410 **Proposed course prefix and #:** Same – no Change **Credit hours:** 3

Existing course title: Organizational Culture and Globalization

Proposed course title: Same- No Change
Existing course prerequisite & co-requisite(s): OCL6400
Proposed course prerequisite(s) None- We propose to remove the pre-requisite.
    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?
    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): Organizational Culture and Globalization
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   3. **X Lecture/lab/discussion**   5. ☐ Independent study
    2. ☐ Lab or discussion   4. ☐ Seminar or ☐ studio   6. ☐ Supervision or practicum

CIP Code (Registrar's use only): _____

Chair/Director	Date
Chair, College Curriculum Committee	Date
Dean Date: 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

Revised May 2007. All previous forms are obsolete and should not be used.

1. **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.

2. **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.

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.**

   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.

4. **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.

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.**

   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.

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?**

   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.

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.)**

   This change will have no effect on resources.

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:

   - Define, give illustrations of, and critique the OCD model for international business involvement: ethnocentric, polycentric, regioncentric, and geocentric.
   - Identify ways in which cultural expectations are violated in international OCD with examples of each.
   - Compare and evaluate popular models for describing cultural variations.
   - Compare OCD as conducted in various international settings.
   - Describe the benefits and challenges of organizational and personal involvement in international OCD.
   - Identify models and content used for preparing OCD professionals for international settings with the advantages and disadvantages of each.
   - Describe some of the difficulties encountered in cross-cultural communications and ways to improve such communications.
   - Discuss the ethical considerations in international OCD, including the concept of globalization, and apply ethical principles to case studies.
   - Describe the adjustments needed in home country re-entry and ways of making that process as easy as possible.
   - Describe the opportunities and barriers facing women in international assignments.
   - Critique programs currently being operated by organizations and individuals internationally.

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.**

    Not applicable.

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.**

    Not applicable.