

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

- ☐ 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

- ☐ New course
- ☒ **Pre or Co-requisites**
- ☐ Deletion (required by others)
- ☐ Course #, different level
- ☐ Credit hours
- ☐ Enrollment restriction
- ☐ Course-level restriction
- ☐ Prefix ☐ Title and description
(attach current & proposed)
- ☐ General education (select one)
Not Applicable
- ☐ Other (explain**)

Misc. Course Changes

- ☐ 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: M. A. in Organizational Change Leadership (code: OCL)

Existing course prefix and #: OCL6430 Proposed course prefix and #: Same – no Change Credit hours: 3

Existing course title: Group Dynamics and Team Development

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): Group Dynamics and Team Development

b. Multi-topic course: ☒ No ☐ Yes

c. Repeatable for credit: ☒ No ☐ Yes

d. Mandatory credit/no credit: ☒ No ☐ Yes

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

- | | | |
|---|--|--|
| 1. <input type="checkbox"/> Lecture | 3. <input checked="" type="checkbox"/> Lecture/lab/discussion | 5. <input type="checkbox"/> Independent study |
| 2. <input type="checkbox"/> Lab or discussion | 4. <input type="checkbox"/> Seminar or <input type="checkbox"/> studio | 6. <input type="checkbox"/> 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 _____

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:

- Debate the strengths, weaknesses, and criticisms of the small group theory discourse from its early functional perspectives to contemporary feminist and evolutionary approaches
- Apply small group theory to address group development and performance challenges
- Perform an assessment of small group using the traditional characteristics of groups: formation, cohesion and development, structure, influence, power, performance, decision-making, leadership, conflict and intergroup relations
- Conduct a small group development project adhering to the five phases of the consulting process: (1) entry and contracting, (2) study design, (3) data gathering, (4) analysis, and (5) feedback

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.