

REQUEST TO COLLEGE CURRICULUM COMMITTEE FOR CURRICULAR IMPROVEMENTS

DEPARTMENT: FCS PROPOSED EFFECTIVE SEMESTER: Fall 2018 COLLEGE: CEHD

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: Accelerated Graduate Degree Program

Title of degree, curriculum, major, minor, concentration, or certificate: MA in Organizational Change Leadership

Existing course prefix and #: Proposed course prefix and #: Credit hours: 33

Existing course title:

Proposed course title:

Existing course prerequisite & co-requisite(s):

Proposed course prerequisite(s)

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

Proposed course co-requisite(s)

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

Proposed course prerequisite(s) that can also be taken concurrently:

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):

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. ☐ Lecture
 2. ☐ Lab or discussion
 3. ☐ Lecture/lab/discussion
 4. ☐ Seminar or ☐ studio
 5. ☐ Independent study
 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

WFED 6160 Occupational Selection and Training
WFED 6430 Measurement and Evaluation in WFED
WFED 6450 Organization of Employment/Training Systems
WFED 6480 Adult Teaching Methods

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.**

The OCL courses required to complete the AGDP (OCL 6400, OCL 6410, OCL 6430, OCL 6440, EDLD 6020, EMR 5400, and OCL 6892) are all offered every spring and fall semester. EMR 5400 and EDLD 6020 are also offered over the summers. This schedule will not change and will not be affected by the AGDP. Therefore, there will be no impact on current students, but the new program will make it easier for students to be admitted to, and complete, their MA.

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?**

Prospective AGDP students will be WMU students majoring in WFED. The AGDP may be an incentive for community college students looking to transfer to a university to complete their bachelor's degree, and then achieve a master's degree. Conversations with undergraduate students who are interested in pursuing a graduate degree suggest that cost and the time required for completion are factors in their decision. The AGDP would make a graduate degree more financially possible and require significantly less time. We expect 1 to 3 additional students per year initially.

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 AGDP should have minimal effect on resources (e.g., equipment, space, technology, and library). We have space available in OCL 6400, OCL 6410, OCL 6430, OCL 6440, EDLD 6020, EMR 5400, OCL 6892 and OCL 6890 elective courses to accommodate additional students. The AGDP will require undergraduate and graduate advisors to spend a bit more time explaining and assisting students with the AGDP application and advising those who are accepted into the program; however, the overall increase in advising hours should not be onerous.

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 reapproval of an existing course.)**

NA

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.**

Students in the MA in Organizational Change Leadership should be able to:

1. Debate theory and research (both seminal and contemporary) in the knowledge areas of organizational change, organizational leadership, organizational culture, organizational learning, group dynamics, and globalization
2. Debate current best practices for leading and developing individuals, groups and organizations in an age of globalization
3. Conduct organizational consulting engagements using established diagnostic models and current theory and research
4. Perform the role of the scholar practitioner, one who applies theory and research to organizational challenges

Current (2017-18) Catalog Copy

Advisor: David Szabla and Dr. Dae Seok Chai

The Master of Arts in Organizational Change Leadership is housed in the Department of Educational Leadership, Research and Technology (ELRT). It designed to address one of the most critical and sought after competencies needed in today's organizations- the ability to lead effective change in an age of globalization. Designed for a diverse assemblage of individuals working in a variety of industry sectors (e.g., education, government, health care, military, not-for-profit, for-profit, and management consulting organizations), this competency-grounded program combines research, theory and practice to build the capacity to effectively lead and develop individuals, groups, and organizations in an age of globalization. Substantiated in project-based, experiential and peer-to-peer learning, evidence-based practice, and immediate applicability of concepts, theories, and models to the workplace, this interdisciplinary curriculum offers a strong foundation in organizational change, leadership, culture, learning, group dynamics, and organization diagnosis and consulting. The overarching goal of the program is the development of scholar-practitioners who have the ability to apply scholarly knowledge to lead change in diverse contexts, including domestic and cross-cultural settings. The global emphasis on developing ethical professionals who lead effective change at multiple organizational levels to increase the capacities of their employees and organizations make this a unique and desirable master's program.

The program requires a minimum of 33 credit hours, including 6 credits of elective courses and one individually designed Capstone experience and seminar. Individuals who wish to apply for this program are encouraged to review the application requirements listed on the web page.

Required OCL Courses (15 hours)

OCL 6400 – Foundations in Organizational Change Leadership **Credits: 3 hours**
OCL 6410 – Organizational Culture and Globalization **Credits: 3 hours**
OCL 6430 – Group Dynamics and Team Development **Credits: 3 hours**
OCL 6440 – Large Scale Change and Organization Design **Credits: 3 hours**
OCL 6792 – Capstone Seminar in Organizational Change Leadership **Credits: 3 hours**

Required ELRT Inter Program Courses

EDLD 6020 – Educational Leadership, Systems, and Change **Credits: 3 hours**
EDLD 6650 – Principles and Practices of Adult Learning **Credits: 3 hours**
EDT 6420 – Instructional Design **Credits: 3 hours**
EMR 5400 – Fundamentals of Evaluation, Measurement and Research **Credits: 3 hours**

OCL Elective Courses (6 credits)

Choose 2 courses from the list below:

OCL 6890 – Special Topics: Great Thinkers of Organizational Change **Credits: 3 hours**
EDT 6430 – Fundamentals of Online Learning **Credits: 3 hours**
EDT 6440 – Instructional Technology Tools and Development **Credits: 3 hours**
EMR 6420 – Evaluation I: Theory, Methods and Program Evaluation **Credits: 3 hours**
EMR 6430 – Evaluation II: Evaluating Products, Personnel and Policy **Credits: 3 hours**

2. In order to progress automatically into the graduate program, students must achieve a grade of "B" or better in each of the graduate courses being counted for the undergraduate degree, as well as maintain a 3.0 GPA overall and a 3.5 GPA in their major. Students will be admitted as graduate students (with the relevant graduate credit) in the next semester or session after receiving the bachelor's degree. Students who do not meet these requirements will have the earned grade applied to their undergraduate degree only and must apply for readmission into the graduate program.
3. Students in the AGDP must follow the program of study developed with the graduate director and the undergraduate advisor. Failure to follow this program of study may result in ineligibility for the AGDP.
4. Both undergraduate and graduate transcripts will show that the student completed the Accelerated Graduate Degree Program.

Withdrawal

A student may withdraw from an approved AGDP at any time by informing the director of the undergraduate program and the graduate advisor in writing. A copy of this withdrawal statement will be forwarded to the Graduate College and the Registrar's Office.

Designated Accelerated Degree Program Eligible Workforce Education and Development Courses (3 credit hours):

WFED 5100 Special Populations in WFED
WFED 5120 Principles of WFED
WFED 5130 Teaching Methods in WFED
WFED 5240 Curriculum Development in WFED
WFED 5150 Grant Writing in WFED
WFED 5430 Work-site Based Education Programs
WFED 6120 Studies in Technology
WFED 6160 Occupational Selection and Training
WFED 6430 Measurement and Evaluation in WFED
WFED 6450 Organization of Employment/Training Systems
WFED 6480 Adult Teaching Methods