DONNELLY COLLEGE

Curriculum Revision ☒

Curriculum Addition ☐

Course Title: OL499 – CAPSTONE: An Academic Senior Level Integrative Experience

Recommended Course Level: Senior

Hours: 3 hours

Prerequisite(s): Senior level academic standing with a minimum of 105 credit hours completed

Originator(s): Ana M. Valdez – Chair, Business & Technology Depts.

Course Description: **OL 405 Senior Integrative Experience I - Planning** (1 Credit) This course is the first of two courses that make up the senior integrative experience. Through this experience, the learner will demonstrate program outcomes and synthesis of program learning objectives. Because Bachelor of Arts and Bachelor of Applied Science candidates will either complete an approved practicum experience, an approved project, or some other measurable means to demonstrate program outcomes and objectives, this course is designed to help explore those options that synthesize the learning experience of the Organizational Leadership program. Once a capstone project has been identified, the student will design the approach to be taken and develop the steps for implementation.

OL 406 Senior Integrative Experience II – Implementation (2 Credits) This is the second course that makes up the senior integrative experience. The student will complete their approved practicum experience or project and present findings that demonstrate program outcomes and synthesis of program learning objectives.

Revision:
OL499 - This CAPSTONE course is the senior level integrative experience. The Bachelor of Arts and Bachelor of Applied Science candidate(s) will complete one of the following: an internship, a practicum experience, a project, or some other measurable means initiative to demonstrate program outcomes and objectives. The candidate(s) identify the initiative by completing research or other acceptable means. The candidate(s) present their initiative proposal to the professor for approval. The candidate(s) will develop the design approach and steps for implementation of the approved initiative. The candidate(s) will implement, analyze, and present findings on their approved initiative. The course design is to show synthesis of the learning experience, and demonstrate program outcomes while emphasizing the program learning objectives.

Transferability: n/a

Rationale for Course/Comments: Create an opportunity to streamline the course offerings for students that are finalizing their course of study here at Donnelly College.

Departmental Approval: _____ Date: 9/7/17

Curriculum Review Committee: _____ Date: 9/20/17

Division 3 Approval: P. Leite Date: 10/25/17

President's Signature: _____ Date: 10/25/17

Filed with Registrar: (Assign course number) _____ Date: ___/___/___

OL499 – CAPSTONE: An Academic Senior Level Integrative Experience
DONNELLY COLLEGE
Spring 2018
Thursday 6:00PM – 8:30PM
[Enter Room]
3 Credit Hours

INSTRUCTOR INFORMATION:
Name: Ana M. Valdez
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Office hours: Monday, Tuesday, and Thursday: 11:00AM to 6:00PM, Wednesday: Noon – 6:00PM and Friday: 9:00 AM to 3:00PM
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COURSE DESCRIPTION:
Organizational Leadership 499 is the CAPSTONE course for the senior level integrative experience. The Bachelor of Arts and Bachelor of Applied Science candidate(s) will complete one of the following: an internship, a practicum experience, a project, or some other measurable means initiative to demonstrate program outcomes and objectives. The candidate(s) identify the initiative by completing research or other acceptable means. The candidate(s) present their initiative proposal to the professor for approval. The candidate(s) will develop the design approach and steps for implementation of the approved initiative. The candidate(s) will implement, analyze, and present findings on their approved initiative. The course design is to show synthesis of the learning experience, and demonstrate program outcomes while emphasizing the program learning objectives.

PREREQUISITES:
Senior level academic standing with a minimum of 105 hours completed

REQUIRED TEXTBOOK & SUPPLIES: Some projects or internships will necessitate specific reading, and therefore a text may be required. After approval of the initiative is given, the professor and student will choose the appropriate text.

PHILOSOPHY OF GENERAL EDUCATION:
Donnelly College has consistently maintained a strong commitment to the liberal arts and sciences as a foundation for a complete education. The faculty strongly believes that the liberal arts and sciences provide the context through which students can engage with the larger questions about students' place in the world and their pursuit of truth. Therefore, the College's general education requirements are designed to ensure that liberal arts and sciences graduates develop a breadth of content knowledge and the skills and abilities, which will enable them to become educated participants in a diverse global community.

DONNELLY COLLEGE LEARNING OUTCOMES:

1. **Communication Skills:** Students will communicate effectively in writing and speaking.
2. **Technology and Information Literacy Skills:** Students will demonstrate proficiency in information literacy skills.
3. **Symbolic Problem Solving:** Students will demonstrate competency in qualitative and quantitative problem solving.
4. **Analytical Thinking:** Students will employ reflective thinking to evaluate diverse ideas in the search for truth.
5. **Personal and Interpersonal Skills:** Students will develop an understanding across cultural differences locally, nationally, and internationally.
6. **Academic Inquiry:** Students will engage independently and effectively in lifelong learning.
7. **Values:** Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.

PROGRAM LEARNING OUTCOMES:

In addition to the general education learning outcomes – communication skills, technology and information literacy skills, symbolic problem solving, analytical thinking, personal and interpersonal skills, academic inquiry, and values – upon successful completion of the Organizational Leadership program students should be able to demonstrate:

1. An understanding of their leadership style and application of that style to various situations;
2. The capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations;
3. The capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities;
4. The aptitude to analyze qualitative and quantitative data to make informed decisions;
5. The ability to engage in self-evaluation in order to create an effective personal leadership approach;
6. A scholarly approach to oral and written communications;
7. Service leadership to others by developing a service-leadership plan that integrates theory and practice.

STUDENT LEARNING OUTCOMES:

1. Students will demonstrate an ability to show mastery of their decision-making process using applicable leadership theories.
2. Students will demonstrate an ability to articulate and apply interpersonal, conceptual, technical skills of an effective leader.
3. Students will demonstrate an ability to show compassion and care for others that might not otherwise be served.
4. Students will demonstrate an ability to complete a capstone project through an oral and written presentation.

Donnelly College Learning Outcomes	Program Learning Outcomes[1]	Student Learning Outcomes[2]	Application and Assessment[3]
Students will communicate effectively in writing and speaking.	The student will demonstrate a scholarly approach to oral and written communications.	Students will have the ability to complete a capstone project through an oral and written presentation.	Students will synthesize information in a final written and oral presentation
Students will demonstrate proficiency in information literacy skills.	The student will demonstrate the capacity to differentiate and critique leadership theory and behavior as it applies to groups and organizations.		
Students will demonstrate competency in qualitative and quantitative problem solving.	The student will demonstrate the aptitude to analyze qualitative and quantitative data to make informed decisions.		
Students will employ reflective thinking to evaluate diverse ideas in the search for truth.	The student will demonstrate the ability to engage in self-evaluation in order to create an effective personal leadership approach.	Students will have the ability to show mastery of their decision-making process using applicable leadership theories.	
Students will develop an understanding across cultural differences locally, nationally, and internationally.	The student will demonstrate the capability to evaluate and apply ethical considerations as they relate to leadership theories and social responsibilities.	Students will have the ability to articulate and apply interpersonal, conceptual, technical skills of an effective leader.	
Students will engage independently and effectively in lifelong learning.	The student will demonstrate an understanding of their leadership style and application of that style to various situations.		
Students will demonstrate moral and ethical behavior in keeping with our Catholic identity.	The student will demonstrate service leadership to others by developing a service-leadership plan that integrates theory and practice.	Students will have the ability to show compassion and care for others that might not otherwise be served.	

COURSE REQUIREMENTS:

Activities (3 activities)	25%
Assignments (2 papers)	25%
Final presentation (PowerPoint & Oral presentation)	40%
Attendance	10%
	100%

GRADING POLICY:

1.	**Project Planning Phase**	**150**
	Proposal (50 points)	
	Project Proposal Paper (50 points)	
	Vision Board (50 points)	
2.	**Project Implementation Phase**	**100**
	Project Paper (75 points)	
	Project Portfolio (25 points)	
3.	**Project Conclusion Phase**	**200**
	Written (100 points)	
	Oral (100 points)	
4.	**Attendance (5 points per meeting)**	**50**
		500

1. Project Planning Phase:

ACTIVITY#1: Project Proposal (50 points) – Write a three-page Project Proposal detailing your concept for the project (use APA guidelines). The proposal is due within the first two weeks of the semester. Proposal should be a WORD document that includes the following:

a. Description – Summarize the project.
b. Purpose – What is the purpose of proposed project and how will it be accomplished.
c. Expected Outcomes – How will the project be measured and potential actions.
d. Leadership Knowledge - How will leadership skills learned, and theoretical knowledge gained will be utilized or displayed through the project.
e. Financial – Needs or estimated project budget (if applicable or known).

ASSIGNMENT A: Project Paper (50 points) – Write a five-page paper based on the Project Proposal, include the following information:

a. Project – By utilizing the approved proposal write a five-page paper that details the proposal and addresses the sustainability of the project (if it is intended to continue).
b. Timeline – Provide a detailed timeline on each step of the project up to and including implementation.
c. Research – Include any research on the impact of implementing this project (i.e., why this is important, how it influences the target market, etc.). If completing an internship, include information about the organization served, and research about why they exist.
d. Process – Detail the planning process including any barriers encountered (i.e., in the planning stage or obtaining the permission to do the project).
e. Reflection – Describe what your personal leadership style or philosophy was when you started the Baccalaureate program and how (if it has) that leadership style has evolved throughout the course of the program. This section should also address in more detail how you will use your leadership skills to accomplish the project.

ACTIVITY #2: Vision Board – (50 Points)

a. Create a VISION BOARD for the project – Include any ideas that you have about the project or work that is planned or sources that inspire the project. Use graphical depictions for this item.
b. Address the seven Learning Outcomes of the program listed above in Course Requirements.

2. **Project Implementation Phase:**

ASSIGNMENT B: Project Paper – (75 Points): In a written 5-page paper using APA guidelines:

a. Detail the process used to implement the project/internship, include challenges that arose that changed or affected original course of action; address how the obstacles were managed.
b. Discuss the objectives or the problems you actually addressed with your project.
c. Discuss the actual outcomes (both measurable and intangibles).
d. Include any ethical issues or concerns that occurred.
e. Reflection - Describe current personal leadership style.

ACTIVITY #3: Project Portfolio – (25 Points)

a. Create a portfolio for the project – Include any work accomplished, reference documents, photos and the approved Proposal and Paper. This paper should include:
b. The portfolio should address the seven Learning Outcomes of the program listed above in Course Requirements.

3. **Project Conclusion Phase:**

ASSIGNMENT C & D: Presentation – Oral & Written (200 points)

a. ASGNC: Create a formal presentation using PowerPoint illustrating the projects findings. Include the following: highlights of the project; the impact of the project on the target market; leadership skills used; and how the learnings from the OL program helped accomplish the project.
b. ASGND: Oral presentation to include the following: highlights of the project; the impact of the project on the target market; leadership skills used; and how the learnings from the OL program helped accomplish the project.

Rubric for Written & Oral Presentation (FINAL – 200 points)

ASSIGNMENT C – Criteria	WRITTEN PRESENTATION	Pts
Demonstrated understanding and application of their leadership style	*Displayed mastery of their decision making process using applicable leadership theories*	25 pts
Displayed aptitude to analyze qualitative and quantitative data to make informed decisions	*Articulated and applied interpersonal, conceptual, technical skills of an effective leader*	25 pts
Students demonstrated a scholarly approach to written communications	*The information provided is relevant to the topic*	25 pts
Leveraged personal leadership approach for project	*Did the student review research and incorporate it appropriately into the document?*	25 pts
		100 POINTS

ASSIGNMENT D – Criteria	ORAL PRESENTATION	Pts
Appropriately applied leadership theory and behavior in project	*Displayed mastery of their decision making process using applicable leadership theories*	25 pts
Appropriately applied leadership style in project	*Articulated and applied interpersonal, conceptual, technical skills of an effective leader*	25 pts
Demonstrated a scholarly approach to oral communications	*The information provided was relevant to the topic*	25 pts
Service leadership to others was displayed in project	*Displayed compassion and care for others that might not otherwise be served*	25 pts
		100 POINTS

GRADING SCALE:

A = 450 – 500 Points
B = 400 – 449 Points
C = 350 – 399 Points
D = 300 – 349 Points
F = $\leq$ 299 Points

ACADEMIC INTEGRITY: "…Academic integrity is to be maintained at all times to insure genuine educational growth. Cheating and plagiarism in all forms, therefore, will be subject to disciplinary action. Serious infractions will be reviewed by an ad hoc committee, appointed by the appropriate dean. Appropriate sanctions will be imposed."

PLAGIARISM: Plagiarism – the appropriation or imitation of the language or ideas of another person and presenting them as one's original work – sometimes occurs through carelessness or ignorance. Students who are uncertain about proper documentation of sources should consult their instructors.

ACCOMMODATIONS: In compliance with the Americans with Disabilities Act, Donnelly College will make every attempt to provide equal access for persons with disabilities. Students in need of accommodations must request them in writing from the Vice President of Academic Affairs.

CIVILITY & DECORUM: As noted in its Code of Conduct, Donnelly College is committed to maintaining an overall atmosphere of civility and respect. Civility and decorum both inside and outside the classroom are fundamental foundations of the values at Donnelly College. Classroom discussions and interactions outside the classroom will at all times be focused on the learning process and should always be respectful of both students and faculty. In open discussions of ideas and issues, disagreements should focus on ideas and facts. Name calling and assaults (either in person or on-line) will not be tolerated. Should any problems occur, the instructor should be notified immediately. Those who do not comply with civility and decorum requirements may be subject to a grade reduction and/or other sanctions up to and including dismissal from Donnelly College.

ATTENDANCE POLICY: Attending class is **NOT** an option. Class participation and attendance is required. Class Participation: Students are expected to "hit the ground running" which means you need to be prepared and contribute in class from day one. Missing more than two sessions may cause a drop in your grade.

WITHDRAWAL FROM COURSES OR FROM SCHOOL: It is the responsibility of the student to withdraw from class. If a student decides to withdraw from a class, ideally, they should see an advisor and the financial aid staff before taking the withdrawal form to the Registrar's office for processing. However, any verifiable contact (e-mail, fax, phone, mail, etc.) with authorized college personnel expressing the student's intent to withdraw from a class will be honored.

If students withdraw before they have earned their financial aid, they will owe Donnelly College a debt for the unearned portion of the financial aid as well as for any unpaid balances (subject to the College's refund policy). Not attending class is not a withdrawal from class.

Donnelly College reserves the right to withdraw a student from class(es) if the student does not meet their financial obligations, including two missing or incomplete payments, or loss of financial aid. Faculty may initiate an administrative withdrawal on the basis of non-attendance. In extreme circumstances (i.e. a disciplinary problem), the Vice President of Academic Affairs may initiate an administrative withdrawal. The student remains responsible for the tuition owed in this instance.

The deadlines for withdrawing from classes are as follows:

14 to 16 weeks	3 weeks before the end of the class
6 to 8 weeks	7 weekdays before the end of class
4 to 5 weeks	4 weekdays before the end of class
Less than 4 weeks	Withdrawals are not allowed

Withdrawal deadline dates will be published in the academic calendar.

TENTATIVE COURSE CALENDAR:

The schedule is subject to change based on the progress or needs of the class.

Class Meeting	Classroom/Laboratory Protocol	Assignments
1	Discuss: • Introductions • Overview of syllabus • Discussion of expectations • Review of all learning outcomes • Project brainstorming	
2	Discuss approved projects / internships: • Focus of project • Reason for doing project • Ethical concerns • Leadership style reflection • Potential issues • Expected outcomes	
3	Discuss status of your plan and report with a focus on: • Issues encountered • Refining a focus • Utilizing personal network for support • Discovered research • Evolution of personal leadership style	**Project Planning Phase** **ACTIVITY#1: Project Proposal (50 points) – Write a three-page Project Proposal detailing your concept for the project (use APA guidelines). The proposal is due within the first two weeks of the semester. Proposal should be a WORD document that includes the following:** o Description – Summarize the project o Purpose – What is the purpose of proposed project and how will it be accomplished o Expected Outcomes – How will the project be measured and potential actions o Leadership Knowledge - How will leadership skills learned and theoretical knowledge gained will be utilized or displayed through the project o Financial – Needs or estimated project budget (if applicable or known) Due Date: 3rd week of class
4	Final version of planning phase paper: • Submit a final draft of paper and review with instructor	**Project Planning Phase** **Assignment: ASGNA: Project Paper (50 points) – Write a five-page paper based on the Project Proposal, include the following information:** o Project – By utilizing the approved proposal write a 5-page paper that details the proposal and addresses the sustainability of the project (if it is intended to continue). o Timeline – Provide a detailed timeline on each step of the project up to and including implementation. o Research – Include any research on the impact of implementing this project (i.e., why this is important, how it influences the target market, etc.). If completing an internship, include information about the organization served, and research about why they exist.

		o Process – Detail the planning process including any barriers encountered (i.e., in the planning stage or obtaining the permission to do the project). o Reflection – Describe what your personal leadership style or philosophy was when you started the Baccalaureate program and how (if it has) that leadership style has evolved throughout the course of the program. This section should also address in more detail how you will use your leadership skills to accomplish the project. Draft Due: 4th week of class Final Due: 6th week of class
5	Discuss status of your project/internship: • Issues encountered • Creative solutions • Measuring impact • Ethical issues	**Project Planning Phase** **ACTIVITY #2: Vision Board** a. Create a VISION BOARD for the project – Include any ideas that you have about the project or work that is planned or sources that inspire the project. Use graphical depictions for this item. b. Address the seven Learning Outcomes of the program listed above in Course Requirements. Due Date: 5th week of class
6	Preparing for your presentation: • Project, paper, and presentation status	**Project Planning Phase** **FINAL VERSION DUE OF Assignment A: Project Paper**
7	Implementing your project	**Project Implementation Phase**
8	Implementing your project	**Project Implementation Phase**
9	Implementing your project	**Project Implementation Phase**
10	Implementing your project	**Project Implementation Phase**
11	Implementing your project	**Project Implementation Phase**
12	Send Instructor first draft of paper and set feedback session Meet with instructor to review draft	**Project Conclusion Phase** **Assignment ASGNB: Project Paper –** In a written 5-page paper using APA guidelines o Detail the process used to implement the project/internship, include challenges that arose that changed or affected original course of action and address how the student managed obstacles. o Discuss the objectives or the problems you actually addressed with your project. o Discuss the actual outcomes (both measurable and intangibles). o Include any ethical issues or concerns that occurred. o Reflection - Describe current personal leadership style.

13	Meet with instructor to review round 2 of final paper	**<u>Project Conclusion Phase</u>** **ACTIVITY #3: Project Portfolio –** o Create a portfolio for the project – Include any work accomplished, reference documents, photos and the approved Proposal and Paper. This paper should include: o Address the seven Learning Outcomes of the program listed above in Course Requirements. Due date: 13th week of class
14	Submit Presentation Draft PowerPoint	**Project Conclusion Phase**
15	Presentation Prep	**<u>Project Conclusion Phase</u>** **Assignment C: Written PowerPoint Presentation –** o Create a formal presentation using PowerPoint illustrating the projects findings. o Include the following: highlights of the project; the impact of the project on the target market; the leadership skills you used, and how the OL program helped you accomplish the project. Due date: 15th week of class
16	Presentation	**<u>Project Conclusion Phase:</u>** **Assignment D: Oral Presentation –**include the following: highlights of the project; the impact of the project on the target market; leadership skills used; and how the learnings from the OL program helped accomplish the project findings. TENTATIVELY SCHEDULED FOR: MAY 3, 2018