**INSTRUCTOR INFORMATION:**

**Name:**

**Office:**

**Office hours:**

**Telephone:**

**E-mail address**:

**Web site address:** www.donnelly.edu/academics/bachelor

**COURSE DESCRIPTION:**

Organizational Leadership/Information Systems 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

**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. It is **highly recommended** that you purchase the following text:

**Publication Manual of the American Psychological Association**

**By American Psychological Association**

ISBN:

9781433832154

**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 FOR BS IN INFORMATION SYSTEMS:**

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 Bachelor of Science in Information Systems degree, students will demonstrate:

1. An ability to communicate effectively on multidisciplinary teams with a wide range of people. 2. An ability to use the techniques, skills, and modern computing tools necessary for technological practice.

3. The aptitude to analyze qualitative and quantitative data to make informed decisions.

4. An ability to ethically design a system, component, or process to meet desired needs within realistic constraints.

5. The capacity to function effectively on teams that understand the impact technology has in a local, national, and global context.

6. Recognition of the need for, and willingness to engage in life-long learning through a continuous investigation of contemporary issues.

7. The capacity to make informed decisions in computing practice based on an understanding of professional, legal, and ethical responsibilities

**PROGRAM LEARNING OUTCOMES FOR BA IN BUSINESS LEADERSHIP:**

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 Bachelor of Arts in Organizational Leadership degree, students will demonstrate:

1. Professional/technical oral and written communication skills.

2. Ethical consideration in business and leadership practice.

3. Critical thinking to make informed leadership decisions.

4. Analysis and application of essential business practices.

**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.

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| **Donnelly College****Learning Outcomes** | **Program Learning Outcomes1** | **Student Learning Outcomes2** | **Application and Assessment3** |
| Students will communicate effectively in writing and speaking. | The student will demonstrate a scholarly approach to oral and written communications. | Students will demonstrate an ability to complete a capstone project through an oral and written presentation  | Students will display mastery skills in communication through a final presentation on a research, project or internship initiative. Achieve a passing grade of 80% or higher. |
| 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 an ability to complete a capstone project through an oral and written presentation  | Students will display mastery skills in research using scholarly articles while constructing a Literature Review for final paper on a research, project or internship initiative. Achieve a passing grade of 80% or higher. |
| 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 demonstrate an ability to show mastery of qualitative and quantitative problem solving through scholarly research.  | Students will display mastery skills in research using scholarly articles containing qualitative and quantitative data while constructing a Literature Review for final paper on a research, project or internship initiative. Achieve a passing grade of 80% or higher. |
| 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 demonstrate an ability to show mastery of their decision-making process using applicable leadership theories.  | Students will display mastery skills in reflective thinking as they research and evaluate scholarly articles for construction of a Literature Review for a proposed topic. Achieve a passing grade of 80% or higher. |
| 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 demonstrate an ability to articulate and apply interpersonal, conceptual, technical skills of an effective leader.  | Students will display their leadership knowledge as it pertains to an understanding across cultural differences locally, nationally, and/or internationally through a final Capstone project or internship initiative. Achieve a passing grade of 80% or higher.  |
| 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 an ability to articulate and apply interpersonal, conceptual, technical skills of an effective leader. | Students will present a plan of lifelong learning that translates to topics of leadership in their final project and vision board. Achieve a passing grade of 80% or higher. |
| 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 demonstrate an ability to show compassion and care for others that might not otherwise be served.  |  |

**COURSE REQUIREMENTS:**

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| --- | --- |
| Activities (3 activities)  |  13% |
| Assignments (2 papers) & Final Presentation (PowerPoint & Oral presentation)  |  53% |
| Attendance/Discussions-Journal  |  34% |
| TOTAL  | 100% |

**ASSIGNMENTS**

**1. Project Planning Phase:**

ACTIVITY#1: Project Statement or Project Description (25 points) – Write a three to four-paragraph Project Statement detailing your concept for the project (use APA guidelines). The Project Statement is due within the first week of the semester (Sunday August, 22, 2021). This assignment should be a WORD document that includes the following:

* 1. Description – Summarize the project.

ASSIGNMENT A: Project Proposal (100 points) – Write a six to eight-page (does not include the Cover/Title, Abstract, Reference, or Appendix pages) paper based on the Project Statement, include the following information:

* 1. Project – By utilizing the approved proposal write a six to eight-page (does not include the Cover/Title, Abstract, Reference, or Appendix pages) paper that details the proposal and guides the development and sustainability of your project (if it is intended to continue).
	2. **Cover page that includes the Project Title**- The project title makes it possible for everyone to refer to your project by name and to identify it from other projects. Give your project a *descriptive* title so that it is clear. The title of the project should tell the reader what you would be doing and address who benefits. If a company is involved, include the name of the company. If it is a community or industry, provide its identity.
	3. **Abstract**- In approximately 150-300 words, summarize the rationale for your project, the methodology, anticipated results, and conclusions you will draw from your work.
	4. **Project Description**-This section is similar to an *executive summary.* It establishes the *framework* for the rest of your project plan. It should be brief and clearly written telling the reader all about your project. This section is where you would insert your project statement that you developed. The remaining sections in the proposal will detail the points addressed in this section.
	5. **Problem Statement**-This section is where you would provide the reason or need for producing your project. You might include a needs assessment. This section is a key element of the proposal. It should be a clear, concise, well supported statement of the problem to be overcome by producing your project. Some background or history concerning your project could be discussed in this section.
	6. **Project Objectives**- *Objectives* define specific conditions to be accomplished. Ideally an objective is measurable, achievable. Explicit, clear, dated, and consistent with other objectives. Objectives are realized incrementally in the form of serial goals. Goals are what you would do to accomplish your objectives.
	7. **Project Design to include a Timeline** – Early in the planning process, you should list the tasks that would have to be completed to meet the goals of your project. You can then break these into smaller tasks and lay them out in a schedule over the required timeframe. It is helpful to structure your project as a time. This section would be an outline of the tasks that would be accomplished with the available resources. Such outline should list major tasks (or critical paths or milestones) and include immediate goals in your project if they have been defined. Record the key project tasks with scheduled dates. Revise the dates during the project if necessary and when you produce your final project report, record the actual date each task was reached. Provide a detailed timeline on each step of the project up to and including implementation.
	8. **Project Research** – The importance of research should not be underemphasized. The kind of research that this section should contain is preliminary in nature and futuristic in scope. This means that you would look into what research has already been done on your project through a literature review and you would discuss what additional research you would do to assist you in producing your project. List here the books, articles, journals, magazines, people, and other resources from which you would seek information in producing your project. Essentially, you would be including *assisting* research resources and *literature review* (you will write a complete Lit. Review later) resources in this section If completing an internship, include information about the organization served, and research about why they exist.
	9. **Risk Management** – Summarize the risk management analysis you performed for your project, including a description of each of the risk areas and associated mitigating activities. This is where you would incorporate the risks of your project in your contingency planning statement, which is an important inclusion in your plan, Without the contingency plan, your project can fail if all aspects of your proposal are not met.
	10. **Project Evaluation**-This section would discuss how mentors, experts, or users would assess your project progress or its completion. You might state that you instructor is one of your evaluators. You should develop evaluation criteria to evaluate progress toward project goals. It is important to define carefully and exactly how success would be determined. This section might include a discussion concerning how you would evidence the completion of your report. What evidence is acceptable should be approved by your instructor. Evidencing your project might include:
		1. Letters from management, users, or other stakeholders
		2. Annotated Web site screen shots
		3. Copies of manuals or other documents that were produced
		4. Presentation materials
		5. Surveys and findings
		6. Research results
		7. Feedback reports

The major objective is to provide testimonial evidence along with a sample of your work.

* 1. **References**-Only include references for works cited within the document.
	2. **Appendixes**-The appendix is where you would typically attach content or visual aids that would disrupt the flow of the writing if it appeared in the body of the proposal document.

ACTIVITY #2: Vision Board – (25 Points)

* 1. Create a VISION BOARD for your future – Include any ideas that you have about what you want to pursue post-graduation. What are the next steps in your life, career, family, etc. Use graphical depictions for this item.
	2. Address the seven Learning Outcomes of the program listed above in Course Requirements.
	3. Be prepared to present the PowerPoint Slide in class to professor and classmates.

**2. Project Implementation Phase:**

ACTIVITY #3: Literature Review – (50 Points)

1. Write a three to four-page Literature Review not to include references or cover page, utilize APA style guidelines.
2. This will be a paper on a current topic relevant to leadership studies or leadership styles (or information technology/information systems) regarding your proposed topic in the current semester.

ASSIGNMENT B: Project Paper – (100 Points): In a written 15-25-page paper using APA guidelines:

* 1. 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.
1. Discuss the objectives or the problems you actually addressed with your project.
2. Discuss the actual outcomes (both measurable and intangibles).
3. Include any ethical issues or concerns that occurred.
4. Reflection - Describe current personal leadership style.

**3. Project Conclusion Phase:**

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

1. 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.
2. 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.

| **ASSIGNMENT** **– Criteria**  | **Excellent** **(90-100 pts)** | **Good****(80-89 pts)** | **Satisfactory****(70-79 pts)** |
| --- | --- | --- | --- |
| **Demonstrated understanding and application of their leadership style**  | Student displayed mastery of their comprehension of leadership theories | Student displayed a basic understanding but not mastery of leadership theories | Student did not display mastery or comprehension of leadership theories |
| **Displayed aptitude to analyze qualitative and quantitative data to make informed decisions** | Student articulated and applied interpersonal, conceptual, technical skills of a leader. | Student applied but did not fully articulate interpersonal, conceptual, technical skills of a leader. | Student did not articulate or apply interpersonal, conceptual, technical skills of a leader. |
| **Students demonstrated a scholarly approach to written communications** | The information provided is relevant to the topic | The information provided is somewhat relevant to the topic | The information provided is not relevant to the topic |
| **Leveraged personal leadership approach**  | Student reviewed research and incorporated it appropriately into the document | Student reviewed research and incorporated it into the document | Student did not review research and did not incorporate it appropriately into the document |
| **Control of Mechanics, Sentence Structure, Grammar, Spelling** | Is free from errors in mechanics, usage, spelling, and sentence structure | Has afew errors in mechanics, usage, spelling, and sentence structure | Has aseveral errors in mechanics, usage, spelling, and sentence structure |
| **Demonstrated capacity to differentiate and critique leadership theory and behavior**  | Students aptly differentiated between theories and application of leadership styles and behaviors. | Students was able to somewhat differentiate between theories and application of leadership styles and behaviors. | Students did not differentiate between theories and application of leadership styles and behaviors. |
| **Professionalism** | Paper could be shared with a “real-world” customer | Paper could be shared with a “real-world” customer with a few revisions | Paper could not be shared with a “real-world” customer |

RUBRIC for Final Presentation (200 points)

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| --- | --- | --- | --- | --- |
| **Item Being Assessed** | **Excellent****(A – 180-200)** | **Good****(B –160-179)** | **Satisfactory****(C – 140-159)** | **Unsatisfactory****(≤ 139)** |
| **Define Problem** | Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. | Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, and problem statement is adequately detailed. | Begins to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. | Demonstrates a limited ability in identifying a problem statement or related contextual factors. |
| **Identify Strategies** | Identifies multiple approaches for solving the problem that apply within a specific context. | Identifies multiple approaches for solving the problem, only some of which apply within a specific context. | Identifies only a single approach for solving the problem that does apply within a specific context. | Identifies one or more approaches for solving the problem that do not apply within a specific context. |
| **Propose Solutions/ Hypotheses** | Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. | Proposes one or more solutions/hypotheses that indicates comprehension of the problem. Solutions/hypotheses are sensitive to contextual factors as well as the one of the following: ethical, logical, or cultural dimensions of the problem. | Proposes one solution/hypothesis that is “off the shelf” rather than individually designed to address the specific contextual factors of the problem. | Proposes a solution/hypothesis that is difficult to evaluate because it is vague or only indirectly addresses the problem statement. |
| **Evaluate Potential Solutions** | Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, all of the following: considers history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is adequate (for example, contains detailed explanation) and includes the following: history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is brief (for example, explanation lacks depth) and includes the following: history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. | Evaluation of solutions is superficial (for example, contains cursory, surface level explanation) and includes the following: history of problem, reviews logic/reasoning, examines feasibility of solution, and weighs impacts of solution. |
| **Implement Solution** | Implements the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem. | Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner. | Implements the solution in a manner that addresses the problem statement but ignores relevant contextual factors. | Implements the solution in a manner that does not directly address the problem statement. |
| **Scholarly Approach to Oral Communications**  | Students showed mastery in their communication skills as they discussed the topic during the presentation. | Students had good communication skills as they discussed the topic during the presentation. | Students had average communication skills as they discussed the topic during the presentation.. | Students had poor communication skills as they discussed the topic during the presentation.. |
| **Evaluate Outcomes** | Reviewed results relative to the problem defined with thorough, specific considerations of need for further work. | Reviewed results relative to the problem defined with some consideration of need for further work. | Reviewed results in terms of the problem defined with little, if any, consideration of need for further work. | Reviewed results superficially in terms of the problem defined with no consideration of need for further work |
| **Professionalism** | Presentation is of a quality demonstrating mastery skill in written communication  | Presentation is of a quality demonstrating good skill in written communication | Presentation is of a quality demonstrating average skill in written communication | Presentation is of a quality demonstrating poor skill in written communication |

**GRADING POLICY:**

|  |  |
| --- | --- |
| 1. **Project Planning Phase**
 | **125**  |
| Project Statement (25 points) Project Proposal Paper (100 points) |
| 1. **Project Implementation Phase**
 | **150**  |
| Literature Review (50 points) Project Paper (100 points)  |
| 1. **Project Conclusion Phase**
 | **200**  |
| Written (100 points)  |
| Oral (100 points)  |
|  |
| 1. **Vision Board (25 points)**
2. **Attendance/Discussion-Journal**
 | **25****260****760** |

* Students are expected to check Donnelly College e-mail and Canvas postings on a regular basis.
* Attendance is assessed by your participation in classroom discussions.
* All assignments are due on the scheduled due date posted on Canvas.
* Late work will automatically be assessed a 20% deduction.
* After one-week late work will not be accepted and student will receive zero (0) points.
* Students will be given specific criteria to follow on the final presentation, to receive full credit directions are to be followed.
* Following Donnelly College’s policy children are not allowed in the classroom.

**Additional Assistance:**

Please feel free to email me directly with your questions regarding: grading, advising, etc. or which you may not want the rest of the class to read. I check my email regularly and will respond to all emails within 24 hours during the work week.

If you have questions about using Canvas, check the Online Student Guide available at <https://community.canvaslms.com/docs/DOC-10701-canvas-student-guide-table-of-contents>

For any technical problems, call the assistance line at 1-855-593-5537. This line is available 24/7.

**CANVAS:** All course materials, grades, and communication with the instructor will be conducted in the Canvas online learning platform. Students are expected to check their accounts on a regular basis (i.e., 2X a week minimum).

***Note:*** All communications regarding this course will be made via your Donnelly College email account.

**GRADING SCALE:**

A = 684 – 760 Points

B = 608 – 683 Points

C = 532 – 607 Points

D = 456 – 531 Points

F = ≤ 455 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.

**TURNITIN:**Turnitin is a plagiarism checking tool designed to check a student’s paper against its database of resources. The Turnitin database includes websites, articles, theses, college essays from other institutions, and Donnelly College essays. Once an essay is submitted, Turnitin creates a report with a list of sentences/paragraphs that are comparable tofindings in its database, and then it gives an overall percentage in relation to how similar this essay is to its database. The score is broken down into percentages with links to the original source. Once this is done, the professor and the student may review the report for potential plagiarism issues.

All writing assignments in this course will be submitted to Turnitin via the Assignments folder in Canvas. Turnitin generates a report on the originality of your writing by comparing it with a database of periodicals, books, online content, student papers, and other published work. This report can help you discern when you are using sources fairly, citing properly, and paraphrasing effectively—skills essential to all academic work. You should start worrying if the score is higher than 10%.

**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:** 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. Lack of attendance or poor attendance will be considered in arriving at the final grade. This course has 16 scheduled weeks. Any student with more than two (2) absences may have his/her grade reduced by one letter grade.

**ATTENDANCE AND ASSIGNMENTS DUE POLICIES:** Experience and research have shown that students who do not attend class tend to have lower grades. Communication involves collaboration with peers. Learning is cumulative. Every lesson builds on those that precede it.

**The student will be expected to demonstrate maturity and responsibility in attendance and in submission of assignments.**

1. Attendance will be taken each day by the instructor.
2. Avoid absences—schedule appointments outside of class time.
3. If you must be absent for Donnelly-sponsored events, you may **turn in assignments early,** if sponsors (Student Senate, TRIO, etc…) notify me.
4. Late assignments will **automatically receive a 20% deduction in points**, unless you have proper documentation i.e. doctors excuse.
5. **Missing a test, will require you to show me documentation of verified illness (NO EXCEPTIONS).** Contact me, outside of class time, to discuss your reasons for the absence. Talk to me so that we can arrange a schedule for you to catch up.
6. Keep a schedule of assignments with your text or check Canvas for due dates. Some of those will change as semester progresses. Keep your schedule revisions up-to-date.
7. Making up pop quizzes or in class assignments **will be impossible.**
8. Make up tests **(for those with proper documentation ONLY),** will be coordinated with the instructor, but **any exam taken late, for ANY reason, will be worth 20% LESS.** **No one will be permitted to make up more than one late exam.**
9. I will not use class time to review material missed because of absences. Use your textbook. Ask other students or me for help and explanations outside of class time.
10. If, for any reason, you are unable to complete this course, **YOU must officially withdraw**. Students who stop attending or who are **absent** **more than 6 courses total (two weeks of classes), may be administratively withdrawn from the course.** Check the Donnelly College Calendar for **last date to withdraw (see policy below).**
11. The schedules for finals will be posted. Check the calendar for dates and times. **All students must take the final.**

**Exceptions to the above policies will be rare and at the instructor’s discretion.**

**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, s/he 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:

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| --- | --- |
| 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.

**CONTACT PERSONS:** It is recommended that you record the names, e-mail addresses, and phone numbers of at least 2 other classmates so that you can contact someone if you have questions.

**CLASSROOM COURTESY:** Turn off all cell phones while in the classroom (if you are expecting an important call, please set your phone to vibrate and excuse yourself from the classroom to take the call). Texting in class will not be tolerated. Anyone caught texting during class/lecture will be asked to leave the classroom for that day.

**GROUP WORK:** Working with other students in study groups is an extremely effective means of studying. Not everyone in the study group needs to be at the same proficiency level: teaching others is a very powerful way to learn material for yourself. Make sure, however, that you do not simply copy another’s homework and turn it in as your own. When working in groups all participants must vary their work so that each assignment reflects individual work.

**CREDIT HOUR POLICY: EXPECTATION FOR STUDENTS:** Donnelly College’s assignment of credit hours shall conform to commonly accepted practices in higher education and the federal definition of a credit hour. For each credit hour, students should anticipate spending a minimum of 150 minutes per week based on a 16-week semester. The distribution of this time will vary based on the course and delivery method, but could include direct faculty instruction, classroom activities, web-based activities, laboratory work, research, writing papers and reports, reading text and articles, internship hours, clinical hours, studio work, or class and assessment preparation.

**VISITORS ON CAMPUS POLICY:** Only registered students, faculty, staff, and approved guests are allowed in areas of academic setting at Donnelly College. This includes but is not limited to: computer labs, classrooms, laboratories, and the library. The presence of children in classes is only permitted in unusual circumstances and requires the permission of the instructor. Children on campus must be under direct guardian/parental supervision and under control at all times.

**TENTATIVE COURSE CALENDAR:**

|  |  |
| --- | --- |
| The schedule is subject to change based on the progress or needs of the class. |  |
| **Class Meeting** | **Classroom Protocol** | **Assignments** | **DUE DATE** |
| ***Aug. 16***  | **Project Planning Phase** Introductions Overview of syllabus Discussion of expectations Review of all learning outcomes REVIEW OF CANVAS | Focus of project Reason for doing project Ethical concerns Leadership style reflection Potential issues Expected outcomes Project brainstorming **ACTIVITY#1:** **Project Statement (50 points) – Write a three to five-paragraph Project Statement detailing your concept for the project (use APA guidelines).** **The Project Statement is due within the first week of the semester. This activity should be a WORD document that includes the following:** * Description – Summarize the project

Due Aug.22, 2021 by 11:59 pm on Canvas.**Please use the Donnelly College Capstone Template when writing any paper**. **DISCUSSION-JOURNAL 1:** Initial post by 11:59pm Thursday 8/19/2021, Response to at least 1 other student by 11:59pm Sunday 8/22/2021 Biography – Post your biography a minimum of two paragraphs to the discussion board on Canvas and reply to at least one of your classmates.  | **Aug. 22** |
| ***Aug. 23*** | **Project Planning Phase** Discuss status of your plan and report with a focus on: Library Resources: DatabasesDiscuss 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  | **ASSIGNMENT A:** Project Proposal (100 points) – Write a six to eight-page (does not include the Cover/Title, Abstract, Reference, or Appendix pages) paper based on the Project Statement, include the information provided on the Donnelly College Capstone Proposal Format Guide. Due by 11:59pm on Aug 29, 2021.**Please use the Donnelly College Capstone Template when writing any paper.** **DISCUSSION-JOURNAL 2:** Does your selected project appear to be a simple enough task that it can be completed in the allotted time? Is it vast enough to be meaningful? Has no one else solved the problem meaning that it is original?Initial post by 11:59pm Thursday 8/26/2021, Response to at least 1 other student by 11:59pm Sunday 8/29/2021.  | **Aug. 29** |
| ***Aug. 30***  | **Project Planning Phase**  | **Discuss Project Proposals.** **DISCUSSION-JOURNAL 3:** What knowledge or skills have you gained from previous courses that helped with the development of your Project Proposal? How did the knowledge/skills guide your thinking? Were there any newly acquired knowledge or skills that guided the Project Proposal?Initial post by 11:59pm Thursday 9/2/2021, Response to at least 1 other student by 11:59pm Sunday 9/5/2021. | **Sept. 5** |
| ***Sept. 6******Labor Day******No classes*** | **Project Planning Phase** Final review of project/program proposals.Department Chair/Professor will provide feedback on the proposal. Final and approved proposal will be reviewed during this class.  | **ACTIVITY #2: Create a VISION BOARD** for your future – Include any ideas that you have about what you want to pursue post-graduation. What are the next steps in your life, career, family, etc. Use graphical depictions for this item. Due by 11:59pm Sunday 9/19/2021**DISCUSSION-JOURNAL 4:** You will need to post your research interests (this is not just pasting your Project Proposal into the discussion board) on the discussion board. State what your research interests are and why. What steps have you set out in your timeline to conduct this research and how long do you expect it to take?Initial post by 11:59pm Thursday 9/9/2021, Response to at least 1 other student by 11:59pm Sunday 9/12/2021. | Sept 12 |
| ***Sept 13*** | **Project Planning Phase** ACTIVITY #2: Vision Board – (25 Points)Be prepared to present the PowerPoint Slide in class to professor and classmates. | **DISCUSSION-JOURNAL 5:** How are you going to use appropriate referencing and bibliographic methods when conducting research? What experience do you have using databases for research? What do you consider “credible” sources and why?Initial post by 11:59pm Thursday 9/16/2021, Response to at least 1 other student by 11:59pm Sunday 9/19/2021.  | Sept 19 |
| ***Sept 20*** | **Project Implementation Phase:****Writing a Literature Review.** | ACTIVITY #3: Literature Review – (50 Points)a. Write a three to four-page Literature Review not to include references or cover page, utilize APA style guidelines.b. This will be a paper on a current topic relevant to leadership studies or leadership styles (or information technology/information systems) regarding your proposed topic in the current semester.**DISCUSSION-JOURNAL 6:** How do we recognize and define credibility in the research process? What types of research have blurred the lines (think Wikipedia) in our global age? How will you remain credible in your research pursuits? [you might want to interview Tyler Johnson in the Library]Initial post by 11:59pm Thursday 9/24/2021, Response to at least 1 other student by 11:59pm Sunday 9/26/2021.   | Sept. 26 |
| ***Sept. 27*** | **Project Implementation Phase:**Discussion of Literature Reviews.  | **DISCUSSION-JOURNAL 7:** Are you planning on using surveys in your research? What value do surveys have in the research process? When are they useful to us? How can we lessen the problems that sometimes arise from using surveys?Initial post by 11:59pm Thursday 10/1/2021, Response to at least 1 other student by 11:59pm Sunday 10/3/2021.**Begin thinking about Project Paper Due Apr. 18.** | **Oct. 3** |
| ***Oct. 4*** | **Project Implementation Phase:**Discussion of Final Presentations.  | **DISCUSSION-JOURNAL 8:** Thinking back on your risk analysis, are there any roadblocks or things that cropped up unexpectedly during the Project Planning or Project Implementation Phase? If so, how did you overcome these roadblocks and how will you implement these into the Project Paper?Initial post by 11:59pm Thursday 10/7/2021, Response to at least 1 other student by 11:59pm Sunday 10/10/2021. | Oct. 10 |
| ***Oct. 11***  | **Project Conclusion Phase:** Please use the template as presented, meaning do not create a different template. If you do not follow this direction you will lose points and be directed to following the instructions. We will cover the template during class. | ASGN C: 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.ASGN D: 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. | Oct 17 |
| ***Oct. 18*** | Please schedule your Proficiency Profile Test with Mary Pflanz. All graduating students must take the Proficiency Profile Test.  | Schedule your Proficiency Profile Test with Mary Pflanz BEFORE November 2. The test must be taken before the end of the semester and will take approximately two hours to complete.**DISCUSSION-JOURNAL 9:** Before you submit your Project Paper next week, I would like for you to reflect on you project and research. Identify three to five ideas that you have gleaned from your Capstone Project so far. Initial post by 11:59pm Thursday 10/21/2021, Response to at least 1 other student by 11:59pm Sunday 10/24/2021. | Oct. 24 |
| ***Oct. 25*** |  | **Project Implementation Phase:**ASSIGNMENT B: Project Paper – (100 Points): In a written 15-25-page paper using APA guidelines:* 1. 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.
1. Discuss the objectives or the problems you actually addressed with your project.
2. Discuss the actual outcomes (both measurable and intangibles).
3. Include any ethical issues or concerns that occurred.

Reflection - Describe current personal leadership style. | Oct 31 |
| ***Nov 1*** | **Project Conclusion Phase:** **Review of Draft Presentation****PRACTICE PRESENTATION**In-class presentations will be given. Final presentations for grade will be delivered (on Scholar Day) in the Event Center.Begin Venngage Poster Software in Lab. | Each student will have a practice session for the delivery of the presentation. This will be done for no grade. You will receive feedback on the verbal delivery to help for on the graded presentation to be given on Scholar Day.**DISCUSSION-JOURNAL 10:** Reflect upon your possible research interests and discuss who your audience would most likely be if you were to conduct research. Choose a contemporary issue that interests you and explain the audience for the research you might conduct. Why did you choose this audience? Why will they see you as credible?Initial post by 11:59pm Thursday 11/4/2021, Response to at least 1 other student by 11:59pm Sunday 11/7/2021. | Nov. 7 |
| ***Nov. 8*** | **Project Conclusion Phase:****PRACTICE PRESENTATION**In-class presentations will be given. Final presentations for grade will be delivered (on Scholar Day) in the Event Center. | Each student will have a practice session for the delivery of the presentation. This will be done for no grade. You will receive feedback on the verbal delivery to help for on the graded presentation to be given on Scholar Day.  | Nov. 14 |
| ***Nov. 15*** | **Project Conclusion Phase:** Student-Instructor Meetings (15 minutes with each student starting at 4:30, 4:45, 5:50, 5:15, etc.  | **DISCUSSION-JOURNAL 11:** You will complete a reflection outlining what you have learned in this course that you will be able to apply toward the better understanding of your own practices as a leader. Explain what parts of this course were valuable to you and where you would like to see more coverage of any given topic. Explain how you have grown in your understanding of research and its applications.Initial post by 11:59pm Thursday 11/18/2021, Response to at least 1 other student by 11:59pm Sunday 11/21/2021. | Nov. 21 |
| ***Nov. 22*** | **Project Conclusion Phase:** **Practice for Scholar Day.** **Thanksgiving Break 11/24, 11/25, 11/26.****Practice** | 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.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. **Please keep your oral presentation between 15 to 20 minutes**. | Nov. 28 |
| ***Nov 29 (tentative)*** | **Project Conclusion Phase:** (SCHOLAR DAY) | 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.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. **Please keep your oral presentation between 15 to 20 minutes**. |  |
| ***Dec. 8*** | **Project Conclusion Phase:** All Final Drafts due by 11:59 pm | **DISCUSSION-JOURNAL 12: Please respond to the discussion board by 11:59pm on Dec. 8, 2021. You will not need to respond to your classmates.**Please answer the following questions:1. What are some takeaways from the program that you would like to other students to know.2. What are your thoughts about the bachelor’s program at Donnelly College?3. What information were you able to glean from the Capstone Project?4. How will you use your research from the Capstone Project in the future?  |  |

**ASSIGNMENT DUE DATES**

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| 8/22/2021 | ACTIVITY #1: Project Statement |
| 8/29/2021 | ASSIGNMENT A: Project Proposal |
| 9/19/2021 | ACTIVITY #2: Vision Board - Power Point Presentation |
| 10/10/2021 | ACTIVITY #3: Lit Review |
| 10/24/2021 | DRAFT ASSIGNMENT C: Final Presentation Rubric – (Written) |
| 10/24/2021 | DRAFT ASSIGNMENT D: Final Presentation Rubric - (Oral) |
| 11/1/21 to 12/9/2021 | PROFICIENCY PROFILE TEST (for those graduating) |
| 11/7/2021 | ASSIGNMENT B: (Project Paper-First Draft) |
| 11/21/2021 | ASSIGNMENT C & D (Final Draft) |
| 11/29/2021  | SCHOLAR DAY (Student Presentations) |
| 12/8/2021 | ASSIGNMENT B: Project Final Paper |