

ACU Dallas Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Advise & Respond

Course Number: LEAD 491

or Degree Plan(s):

Circle the number that corresponds to the requested change.

	Change to a Course	1	2	3	4	5
1.	Title (description unchanged)	A	A	I	I	I
2.	Description (not affecting content)	A	A	I	I	I
3.	Course term(s)	A	A	I	I	I
4.	Content (substantive change)	A	A	A	A	I
5.	Number of credit hours	A	A	A	A	I
6.	Course number within the hundred	A	A	I	I	I
7.	Course number beyond the hundred	A	A	A	A	I
8.	Prerequisites	A	A	A	A	I
9.	Course fee(s)	A	A	--	A	I
10.	From U to G or G to U	A	A	A	A	I
11.	Cross list with another program or department	A	A	A	A	I
12.	Program/department of record	A	A	A	A	I
13.	Open or close a course	A	A	A	A	I
14.	New course (application required)	A	A	A	A	I

	Change to a Degree Plan	1	2	3	4	5	6
1.	Major/Program — Revision	A	A	A	A	A	--
2.	Major/Program — Adopt or change admission requirements	A	A	A	A	A	--
3.	Major/Program — Add	A	A	A	A	A	--
4.	Major/Program — Offer existing university program on campus	--	A	A	A	A	--
5.	Major/Program — Discontinue (proposed by Program or College)	A	A	A	A	A	I
6.	Major/Program — Discontinue (proposed by Provost)	R	R	A	A	A	I

7.	GPA — Revise major/program or cumulative requirement	A	A	A	A	A	--
8.	Minor — Revise course selection	A	A	I	I	I	--
9.	Minor — Add	A	A	A	A	A	--
10.	Minor — Discontinue (proposed by Program or College)	A	A	A	A	A	--
11.	Minor — Discontinue (proposed by Provost)	R	R	A	A	A	--
12.	Degree — Add	A	A	A	A	A	I
13.	Degree — Discontinue (proposed by Program or College)	A	A	A	A	A	I
14.	Degree — Discontinue (proposed by Provost)	R	R	A	A	A	I

	Change to Undergraduate University Requirements	g	a	A	r	U	O	C	S
15.	University Requirements — Change in approved course content	A	A	A	A	A	A	--	A
16.	University Requirements — Add or drop a required course from the University Requirements chart	A	A	A	A	A	A	A	A
17.	University Requirements — Add or drop a course from a menu within the University Requirements chart	A	--	--	A	A	A	--	A
18.	University Requirements — Change hours within a menu on the University Requirements chart	A	A	A	A	A	A	A	A
	Change to Catalog Information								
1.	General requirements for graduation including course requirements that are common to all majors for all degrees	--	--	A	--	A	A	A	A
2.	Admission requirements	--	--	A	--	A	A	A	A

Program Director/Department Chair

Dena Counts

Jul 25, 2020

Dena Counts, Program Director

Date

Dean(s)

Joe L. Cope

Jul 25, 2020

Joe L. Cope, Dean

Date

College Academic Council

Joseph Halbert

Jul 27, 2020

Joseph Halbert, Chair

Date

University General Education Council

Jessica Smith, Chair

Date

Undergraduate Academic Council

N/A

Chair's signature

Date

Provost

Robert Rhodes, Provost

Date

Faculty

N/A

Faculty Senate Chair's signature

Date

President

N/A

Phil Schubert

Date

Application for a New Course v10.7

Consult with program director and dean before changing responses in red type.

Course ID (<i>Subject and Number</i>)	LEAD 491
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I. Systems and Catalog Information Complete each item.

1	Course Developer	Dena Counts
2	Course Instructor	TBD
3	Course Title	Organizational Leadership Capstone
4	Course Abbreviation for Banner if title is more than 30 characters	Org Leadership Capstone
5	College	College of Graduate and Professional Studies
6	Department or School	School of Undergraduate Studies
7	Number of Credit Hours	3
8a.	Number of contact hours – lecture	3
8b.	Number of contact hours – lab/activity	0
9	Is the course for a fixed or variable number of credit hours?	Fixed
10	Explanation for variable credit	N/A
11	Is the course repeatable for additional credit?	No
12	Maximum total number of credit hours a student can earn for this course	3
13	What type of course is this? (Select one option. Please see Schedule Type definitions on Page C.)	☒ Traditional lecture ☐ Traditional lab ☐ Traditional lecture/lab ☐ Experiential Learning ☐ Seminar ☐ Studio ☐ Thesis ☐ Dissertation

14	Number of faculty workload hours	3
15	Grade Mode	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	25
17	Catalog Description (50 words or less)	This course provides a culminating, student-centered experience in which students analyze and synthesize knowledge and skills from across their program to demonstrate mastery of learning. A writing-intensive and capstone course. Prerequisite: majors only; LEAD 386
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	Prerequisite: Seniors; Majors only; LEAD 386
19	List any corequisites (these <i>must</i> be taken at the same time; note that a single requirement cannot be both a prerequisite <i>and</i> a corequisite)	None.
20	If the course is cross-listed, specify the Course ID(s)	N/A
21	Does this course require any additional student course fees?	☒ No ☐ Yes If yes, attach a completed "Request to Add or Change Course Fees" form. Describe in section IV-7.
22a	Will the course be offered in fall terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22b	Will the course be offered in spring terms?	☐ No ☒ Yes If yes: all, even, or odd years?
22c	Will the course be offered in summer terms?	☐ No ☒ Yes If yes: all, even, or odd years?
23	First semester this course will be offered under new Course ID. <i>May not be earlier than two parts of the term in</i>	Spring 2, 2022

	<i>the future.</i>	
24	Is this course required for a degree/s? <i>If yes, attach a revised degree plan(s) reflecting the placement of the new course.</i>	☐ No ☒ Yes <i>If yes, attach a revised degree plan(s) reflecting the placement of the new course.</i>
25	Should the addition of this course be retroactively applied to the degree plan it supports? <i>This is rare, and rationale should explain compelling extenuating circumstances.</i>	☒ No ☐ Yes <i>If yes, provide rationale:</i>
26	Has this course been offered as a Special Topics course? <i>New courses are not required to be taught as Special Topics courses prior to approval.</i>	☒ No ☐ Yes <i>If yes, provide course ID, term, and enrollment:</i>
27	List any courses in which the content overlaps the proposed course. (Course ID and Name) <i>Attach a statement from the instructor/dept chair of the existing course justifying the new offering in Section IV-4.</i>	

II. Curriculum

- A. Explain effect on degree plans. If the addition of the course alters degree requirements, submit a separate Approval Chart for Curriculum Change to update the degree plan.**
This course is a required course in the BS Organizational Leadership degree program that went through the CGPS Academic Council in June of 2020.
- B. Justify the addition of this course to the current curriculum, explaining the gap it meets.**
This course serves as the culminating capstone experience for students in the B.S. in Organizational Leadership major. As such, this is a required course for all students.

III. Course Design

- A. Audience and Course Goal**
- Describe the intended audience, including prerequisite skills.**
Students in the B.S. Organizational Leadership degree program and other students in the ACU Online undergraduate program. Prerequisite: Seniors; Majors only; LEAD 386.
 - State the overarching course goal(s) in performance terms.**

Goals for students in this course include: 1) to analyze an organization and its culture with various research methods, 2) to assess interpersonal skills and their adaptation to different cultures, 3) to understand how their learning about leadership has influenced their faith and vocation, and 4) to reflect on and assess their own learning considering leadership.

B. Student Learning Outcomes and Measurements

	Student Learning Outcome	Measurement
1	Students will be able to analyze/assess/evaluate an organization.	Capstone Research Project/Paper
2	Students will be able to analyze the intercultural communication strategies of an organization.	Capstone Research Project/Paper
3	Students will be able to understand the importance of intercultural communication within both professional and personal settings.	Discussion Questions
4	Students will be able to reflect on the influence of organizational culture on leadership.	Capstone Research Project/Paper
5	Students will understand the interaction of ethical leadership and decision making	Capstone Research Project/Paper
6	Students will be able to assess and evaluate their learning in courses as applied to leadership.	Capstone Research Project/Paper and Discussion Question

3. Text and Resources

Give the full publication information of the textbook/s and other required resources and outside readings. For **combined undergraduate/graduate** courses, make two lists:

- A. full publication information; label **Undergraduate**.
- B. full publication information; label **Graduate**.

Resources for the course will be determined by the Subject Matter Expert (in consultation with the Program Director) when the course is under development with the instructional design team.

IV. Supporting Documentation

Required of all applications	
1	Approval Chart for Curriculum Changes

2	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
3	Library — Submit new course application and syllabus to the Library dean's office. Attach the Library's provisional memo of support.
Attach if applicable	
4	Content Overlap — Include one document for each course you listed in Section I-28. Attach statement from instructor/dept chair of existing course justifying the new offering.
5	Program Resources — List the resources that support the course and are available only through the program, if applicable. Attach the list of the holdings and the location/s.
6	Resources — List resources (other than library or program resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
8	Justification — Attach any documents to which you refer in Section II-B.

LEAD 491: Organizational Leadership Capstone

2020 Section LEAD 491 3 Credits 07/10/2020 to 10/14/2020 Modified 07/15/2020

Mission Statements

University Mission Statement

The mission of Abilene Christian University (ACU) is to educate its students for Christian service and leadership throughout the world.

This mission is achieved through the following:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society; and
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

College Mission Statement

The mission of the College of Graduate and Professional Studies (CGPS) is to prepare students for Christian service and leadership by providing them with the knowledge and skills to advance their careers, thereby placing them in positions of influence for the expansion of God's purposes in the world.

Program Mission Statement

The mission of the B.S. in Organizational Leadership program is to provide students with the knowledge, skills and abilities to lead across multiple and ever-changing professional occupational environments. The foundation of this program revolves around the focus of leadership skills, communication skills, collaboration skills and ethical decision-making skills to serve a diverse workforce through vocational calling.

Integration of Christian Faith

Within the College of Graduate and Professional Studies, faith integration is the intentional and comprehensive focus on the intersection of faith, education, and context. Students will engage in theological reflection and lived practice as they pursue their academic discipline resulting in a more grounded understanding of their identity, relationship to the world, and connection to the life and mission of God.

Course Description

This course provides a culminating, student-centered experience in which students analyze and synthesize knowledge and skills from across their program to demonstrate mastery of learning. A writing-intensive and capstone course. Prerequisite: majors only; LEAD 386

Program and Student Learning Outcomes

PLO 1. Leadership Skills: Students will articulate best practice leadership theories and models and apply them to lead and serve a professional workforce.

- **SLO 1.4:** Learners will facilitate assessment and evaluation processes to improve organizational function.

PLO 2. Communication Skills: Students will promote effective communication structures using multiple modalities to lead a diverse workforce.

- **SLO 2.2:** Learners will demonstrate effective communication strategies leading to better intercultural skills.
- **SLO 2.3:** Learners will articulate the importance of intercultural communication in professional settings, education and daily living.

PLO 3. Collaboration Skills: Students will understand a range of collaboration skills that meet the demands of a diverse and ever changing professional work environment and economy.

- **SLO 3.2:** Learners will understand the significance of and reflect upon healthy leadership practices to positively influence culture.

PLO 4. Ethical Decision-Making Skills: Students will demonstrate an approach to effective and ethical decision-making skills that can be used to lead a diverse workforce across a variety of contexts.

- **SLO 4.1:** Learners will demonstrate ethical decision-making skills.

	Student Learning Outcome	Measurement
1	Students will be able to analyze/assess/evaluate an organization.	Capstone Research Project/Paper
2	Students will be able to analyze the intercultural communication strategies of an organization.	Capstone Research Project/Paper
3	Students will be able to understand the importance of intercultural communication within both professional and personal settings.	Discussion Questions
4	Students will be able to reflect on the influence of organizational culture on leadership.	Capstone Research Project/Paper
5	Students will understand the interaction of ethical leadership and decision making	Capstone Research Project/Paper
6	Students will be able to assess and evaluate their learning in courses as applied to leadership.	Capstone Research Project/Paper and Discussion Question

Course Requirements

The requirements for this course include participating in online discussions and completing all of the assignments. General descriptions of the course requirements are below. See the Canvas modules for detailed assignment instructions.

Discussion Questions

In order to actively participate in discussions, you will need to log in multiple days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. All initial postings and responses will be due by 11:59 pm CST by the due date indicated in Canvas. No late posting will be accepted.

Weekly Assignments

Note: the full assignment description, due date and instructions for each are found in the Modules section in your online classroom (Canvas). Please pay careful attention to the instructions provided and the rubrics for each assignment.

Leadership Potential Self-Assessment

Students will retake the *Leadership Potential Self-Assessment* and compare results to when they originally completed the assessment during Week 1 of LEAD 211. They will discuss how their results have changed or remained the same since the original assessment and compare their potential leadership confidence level between then and now.

Leadership Capstone Part 1: Organizational Communication Component

Using collected artifacts (e.g. documents, interviews, assessments, etc.), students will evaluate the organizational communication of their chosen corporation integrating at least two theories from their courses.

Leadership Capstone Part 2: Intercultural Component

Using collected artifacts (e.g. documents, interviews, assessments, etc.), students will evaluate the intercultural communication of their chosen corporation integrating at least two theories from their courses.

Leadership Capstone Part 3: Organizational Culture Component

Using collected artifacts (e.g. documents, interviews, assessments, etc.), students will evaluate the organizational culture of their chosen corporation integrating at least two theories from their courses.

Leadership Capstone Part 4: Ethical Leadership Component

Using collected artifacts (e.g. documents, interviews, assessments, etc.), students will evaluate the ethical leadership of their chosen corporation integrating at least two theories from their courses. (Paper submitted for Writing Across the Curriculum university assessment.)

Faith and Vocation

Throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, what particular practices, disciplines, postures, etc. do they commit to embrace and embody moving forward? The essay should point to specific examples or experiences they had with the "practices of presence" and "stories of meaning." It would also be a great opportunity for students to connect their vocational identity with their discipline or future career goals. Paper should be 2-3 pages in length.

Leadership Capstone: Final Paper

10 pages minimum. 9 scholarly sources, minimum. Students will combine the previous four papers to form an organizational analysis. Then, students will add to the combined papers (an addition of 2-3 more pages) a final Leadership Analysis and Leadership Plan for the organization, addressing any areas of weakness found in the previous four analyses.

Course Policies

Note: Please see the Canvas course for information on the faculty as well as all due dates.

Engaged Learning in an Online Format

This online course invites students into a community of engaged scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently, master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium.

Note: If a student fails to log in the course for the first 7 days of the official course, the student will receive an email notifying them that they are at risk to be administratively withdrawn from the course. The student will have 72 hours to log into the course

from that email notification. If the student does not log into the course in that period of time, they will be administratively withdrawn. The last day to withdraw from a course is the Wednesday before the last week of class. Please reference the handbook calendar for a full list of dates. If a student has not participated in the course at any point, before the last week of class the student will be administratively withdrawn. An assignment is defined as a paper, quiz, discussion post, or project in the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to their Student Service Advisor and/ or New Student Ambassador, and instructor to make appropriate arrangements.

Technology Requirements

Students should ensure they meet the technology requirements as outlined in the ACU Online Student Handbook.

Paper Specifics

In this course, specific instructions for each paper are given in the assignment directions. Please pay attention to the instructions given, such as the number of resources needed and how to cite sources.

Papers should be submitted through the Canvas submission portal as a .docx, .doc, or .pdf files, no email submissions will be accepted. All papers should be neat, contain no misspellings, contain no typing errors, and employ proper grammar and syntax. If your paper contains pervasive grammatical errors, the professor may return the paper without grading it and ask for a rewrite for a maximum grade of 80%. Your faculty will determine the date for submission of the revised paper.

Late Assignments

Assignments are due by 11:59 pm Central Standard time on the due date. Refer to the Canvas Syllabus link or the Canvas Modules link for a list of all due dates. Penalty for late assignments is 10% per calendar day late. Weekend days are counted as late days. No credit will be awarded for late discussion posts. Extra credit will not be available in this course.

Academic Integrity

Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research. Assignments may or may not be submitted through the TurnItIn plagiarism checker.

The Academic Integrity and Honesty Policy is available on the ACU Provost's Office [webpage](#), where you may find detailed information regarding what constitutes academic dishonesty and resultant disciplinary actions. The student should seek clarification from the instructor regarding the re-use of work, as this may or may not be appropriate and is dependent on the assignment. Academic dishonesty may have, but not be limited to, the following consequences:

- losing points on an assignment.
- failing an assignment.
- failing a course.
- having a record of improper conduct in the dean's office which oversees the course in which the infraction was made.
- being dismissed from the university.

The process and timeline for appeals can be found on the ACU Provost's Office webpage.

* ACU Learner Support, Resources, and Services

Anti-Harassment Policy

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Harassment is defined as unwelcome behavior or conduct based on sex, religion, race, age, color, national origin, veteran's status, disability, or any other characteristic protected by law when (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, education, or participation in University programs or activities, (2) submission to, or rejection of, such conduct by an individual is used as the basis for a decision affecting an individual's employment, education, or participation in University programs of activities, or (3) such conduct has the purpose or

effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for work, education, or participation in a University program or activity. Therefore, it is the purpose of the Anti-Harassment Policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth review of the university's anti-harassment policy, the full definition of harassment, and procedure for reporting, visit: <http://www.acu.edu/student-life/anti-harassment.html>.

As a professor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a professor. It is my goal that you feel able to share information related to your life experiences in classroom discussions, in your written work, and in our one-on-one meetings. I will seek to keep the information you share private to the greatest extent possible. However, I am required to share with the Title IX coordinator information regarding sexual misconduct or information about an incident that may have occurred at ACU. Students may speak to someone confidentially by contacting the ACU Counseling Center.

ACU Online Student Handbook

The current version can be found [here](#)

(https://acuonline.my.salesforce.com/sfc/p/#E0000000cKPT/a/440000006AA9/RWbLcDg6R9gR8DgTJwQdECczCHnjwM1_0WvJs6b4qeY).

ACU Dallas Student Code of Conduct

The ACU Online Student Handbook contains an online student Code of Conduct which describes appropriate and inappropriate forms of electronic communication and online behavior as well as information about student integrity in scholarly work. Students may be dismissed from the university for failing to adhere to the Code of Conduct.

ADA Compliance Statement

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or alpha@acu.edu.

Library

Abilene Christian University provides library services to online students through the Distance Learning Portal at <http://guides.acu.edu/distance>. Students will use their single sign-on credentials to gain access to the library content. The Distance Learning Portal contains information about citation help, requesting materials, research guides, and degree program specific resources. Video tutorials on how to search the library's resources, including electronic journal titles, are available for students to view at any time. ACU also has dedicated staff that serve our online students, for help with refining topics, including dissertation and final project topics, searching databases, or other library help. To contact the online librarian, please visit <http://guides.acu.edu/c.php?g=824708&p=5887421>. For research assistance, you can visit <http://asklibrary.acu.edu> and submit your question through the web form or get help via text or chat.

✓ Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment.

Letter grades correspond to the percentage of points accumulated as outlined in the table below. No extra credit will be given.

Range

Grade Assigned

89.5% - 100%	A
79.5% to <89.5%	B
69.5% to <79.5%	C
59.5% to <69.5%	D
0% to <59.5%	F

Points Per Assignment

Deliverable	Week	Type	Points
Getting to Know Your Class	1	Discussion	5
ID Organization for Leadership Capstone	1	Discussion	20
<i>Leadership Potential Self-Assessment</i>	1	Assignment	100
Envisioning Yourself as a Leader	2	Discussion	25
Leadership Capstone Part 1: Organizational Communication.	2	Assignment	100
Reflection Communication Skills	3	Discussion	25
Leadership Capstone Part 2: Intercultural Component.	3	Assignment	100
Leadership and Intercultural Competence	4	Discussion	25
Leadership Capstone Part 3: Organizational Culture Component.	4	Assignment	100
Ethical Decision Making	5	Discussion	25
Leadership Capstone Part 4: Ethical Leadership Component.	5	Assignment	100
Reflection Faith and Vocation	6	Discussion	25
Faith and Vocation Assignment	6	Assignment	125
Future Goal-Setting	7	Discussion	25
<i>Leadership Capstone: Final Paper.</i>	7	Assignment	200

Total 1000
Points

Course Outline and Schedule

(Schedule subject to change; See the Canvas course for updated information on due dates.)

Application for a Capstone Course at Abilene Christian University

Course Code and Title: LEAD 491

Course Description: This course provides a culminating, student-centered experience in which students analyze and synthesize knowledge and skills from across their program to demonstrate mastery of learning. A writing-intensive and capstone course. Prerequisite: majors only; LEAD 386

Course Developer: Dena Counts, Ed.D. and Wade Fish, Ph.D.

Briefly explain how your course or courses will meet the learning outcomes:

- **Habits of mind that foster integrative thinking between the liberal arts core curriculum and their major field of study.**

For the Leadership Capstone paper, students are expected to utilize theories from their breadth of courses as applied to an organization. Students in this program take courses in several disciplines, leadership, psychology, communication, management, in addition to the liberal arts core curriculum. Thus, students will consider how theories and thinking from a wide variety of disciplines influence organizational communication and resulting leadership of that organization, integrating their learning with application.

- **Achievement and demonstration through advanced research and/or creative projects the ability to frame questions, carry out critical analysis, and produce work of substantial complexity and quality related to their chosen field of study.**

In the field of organizational leadership, it is not unusual for a consultant or outsider to analyze/evaluate an organization and its leadership, giving suggestions for growth and improvement. In the final Leadership Capstone Paper, the student assesses an organization in the areas of communication, ethical leadership, intercultural competence, and organizational culture by analyzing interviews, data, and documents from that organization. Then, they provide suggestions for how leadership might improve and address any areas of weakness found in the analysis. This experience gives students the opportunity to practice critical analysis based upon asking questions narrowed to specific topics (e.g. communication, culture, interpersonal competence, ethical leadership) and produce a work that is relevant to their field of study.

- **Reflect and demonstrate their ability to think critically, globally, and missionally about their discipline.**

The Leadership Capstone Paper allows students to apply their knowledge and learning to a real-life situation, connecting learning to application. The critical analysis in the paper assists the students in connecting what they have learned to how it might be used in their own work as well as organizations in the broader context of our world. The

ethical leadership section of the capstone paper asks the student to connect information about ethical leadership to the organization, encouraging that missional mindset.

Faith and Vocation Assignment: In addition, throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, the Faith and Vocation Assignment in this course will encourage them to identify what particular practices, disciplines, postures, etc. that they might commit to in their future walk with God and in their consideration of future career goals as applied to communication.

Explain how your course or courses will meet the required assignments:

- **Research assignment**

Leadership Capstone: Final Paper. 10 pages minimum. 9 scholarly sources, minimum. The Leadership Capstone combines four papers in the course and a resulting Leadership Analysis Plan. The four previous papers analyze the organization in the areas of communication, ethical leadership, culture, and intercultural competence. The Leadership Analysis and Plan section will contain leadership suggestions from the student for the organization, based on theoretical analysis, to address areas of weakness in the organization. This assignment meets the research paper requirements for the Capstone.

- **Faith and vocation assignment**

Throughout their coursework, students have had the opportunity to engage theological themes, practices, and stories pertaining to the three voices of vocation (identity, context, and experience/relationship with God). Given this engagement with the elements and what students have been learning about who they are, the world around them, and how they understand God, what particular practices, disciplines, postures, etc. do they commit to embrace and embody moving forward? In this course, students will be asked to write a reflection essay that points to specific examples or experiences they had with the “practices of presence” and “stories of meaning.” It would also be a great opportunity for students to connect their vocational identity with their discipline or future career goals. The paper should be 2-3 pages in length.

- **Comprehensive skills and accomplishments inventory**

In the final discussion question for the Capstone, students will inventory their skills and accomplishments by uploading their resume/CV which should also note skills they have acquired over the course of the classes. In the discussion, students will reflect on how their skills and accomplishments have evolved since they began the program. The aim of this discussion is to assist the student in assessing and cataloging their learning so that they might be able to promote their accomplishments to current and future employers.



Dena Counts <dld99b@acu.edu>

Approval for LEAD 491 Organizational Leadership Capstone Writing Intensive Course

7 messages

Dena Counts <dld99b@acu.edu>
To: Cole Bennett <cole.bennett@acu.edu>
Cc: Sarah Lee <skm00c@acu.edu>

Tue, Jul 14, 2020 at 2:16 PM

Cole,

Find attached the proposed syllabus for the Organizational Leadership writing intensive course, LEAD 491 Organizational Leadership Capstone. Do let me know if it meets with your approval as a writing intensive course.

Thanks! DC

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Dena Counts, Ed.D.
Assistant Professor of Communication
Program Director Applied Communication
Program Director Organizational Leadership

Abilene Christian University Online
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Addison, TX 75001
dena.counts@acu.edu

 **LEAD_491_Organizational_Leadership_Capstone_2020.pdf**
78K

Cole Bennett <cole.bennett@acu.edu>
To: Dena Counts <dld99b@acu.edu>
Cc: Sarah Lee <skm00c@acu.edu>

Tue, Jul 14, 2020 at 4:05 PM

Dena,

This syllabus shows all the correct WI parameters, but there is no language identifying it as the WI class for the program. Students should be aware going in that this course is the Writing Intensive course. Also, it would be helpful to know which assignment you plan to use for the WAC assignment (750-1000 words, analytic or persuasive in nature).

Thank you,

CB
[Quoted text hidden]

--
B. Cole Bennett, Ph.D.
Professor and [Writing Center Director](#)
Dept. of Language and Literature
Abilene Christian University
325.674.2406

Sarah Lee <skm00c@acu.edu>

Tue, Jul 14, 2020 at 5:15 PM

To: Cole Bennett <cole.bennett@acu.edu>

Cc: Dena Counts <dld99b@acu.edu>

Cole,

Do you think the course description is enough to indicate it is WI?

Sarah

[Quoted text hidden]



Sarah K. Lee, Ph.D.

Assistant Provost for Academic Initiatives and Innovation -
ACU Dallas Campus

skm00c@acu.edu | 214-305-9449

Abilene Christian University
16633 North Dallas Parkway, Suite 800
Addison, TX 75001

Cole Bennett <cole.bennett@acu.edu>

Tue, Jul 14, 2020 at 5:17 PM

To: Sarah Lee <skm00c@acu.edu>

Cc: Dena Counts <dld99b@acu.edu>

In the other courses I have seen, the course description or other descriptor on the syllabus identified it as "a writing intensive course" for the program. That's really all I need.

CB

[Quoted text hidden]

Sarah Lee <skm00c@acu.edu>

Tue, Jul 14, 2020 at 5:26 PM

To: Cole Bennett <cole.bennett@acu.edu>

Cc: Dena Counts <dld99b@acu.edu>

Ok, we'll fix this syllabus and get it back to you tomorrow.

We'll add WI to the description, that was just an oversight.

Dena is thinking about this assignment to submit to the WAC: **Leadership Capstone Part 4: Ethical Leadership Component**. Using collected artifacts (e.g. documents, interviews, assessments, etc.), students will evaluate the ethical leadership of their chosen corporation integrating at least two theories from their courses.

Her final paper is too long (10 pages, it's the capstone assignment.)

Sarah

[Quoted text hidden]

Cole Bennett <cole.bennett@acu.edu>

Tue, Jul 14, 2020 at 5:27 PM

To: Sarah Lee <skm00c@acu.edu>

Cc: Dena Counts <dld99b@acu.edu>

All this sounds great. With these changes included, I approve of this course as WI.

CB

[Quoted text hidden]

Dena Counts <dld99b@acu.edu>

Wed, Jul 15, 2020 at 8:52 AM

To: Cole Bennett <cole.bennett@acu.edu>

Cc: Sarah Lee <skm00c@acu.edu>

Cole, here's the new syllabus with the changes indicated. I think your previous email is fine for the official "support" statement but just wanted to make sure you had the new syllabus. Thanks for your help and graciousness.

[Quoted text hidden]

**LEAD_491_Organizational_Leadership_Capstone_2020 (1).pdf**

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ABILENE CHRISTIAN UNIVERSITY
DUNCUM CENTER SOLUTIONS

MEMORANDUM

DATE: July 13, 2020
TO: Dr. Dena Counts
FROM: Lori Anne Shaw, Executive Director for Duncum Center Solutions
RE: New Courses in Organizational Leadership

Duncum Center Solutions (DCS), the instructional design team for ACU Dallas, is pleased to provide provisional support for the following new courses:

- LEAD 211 Theories and Practices in Effective Leadership
- LEAD 214 Self-Assessment in Leadership
- LEAD 343 Ethics for Leaders
- LEAD 386 Organizational Research
- LEAD 411 Decision Making in Organizations
- LEAD 491 Organizational Leadership Capstone

with the agreement that the DCS instructional design team will have the opportunity to review and comment on each course as it is adapted or created for the online modality.

ABILENE CHRISTIAN UNIVERSITY
LIBRARY

M E M O R A N D U M

DATE: July 10, 2020
TO: Dr. Dena Counts
FROM: Mark McCallon, Library Associate Dean for Library Information Services
RE: New Courses in Organizational Leadership

The Brown Library can provide a provisional endorsement of the following new courses:

LEAD 211 Theories and Practices in Effective Leadership
LEAD 214 Self-Assessment in Leadership
LEAD 343 Ethics for Leaders
LEAD 386 Organizational Research
LEAD 411 Decision Making in Organizations
LEAD 491 Organizational Leadership Capstone

with the agreement that the Library will have the opportunity to review and comment on each course as it is adapted or created for the online modality. This review will be made as part of the instructional design process.