# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pnggraduate COMMITTEE curriculum PROPOSAL FORM

## Cover page Scroll over blue text to see further [instructions](#instructions)

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| A.1. [Course or program](#Proposal) | **MGT 591: Directed Research Capstone** |  |
| [Replacing](#Ifapplicable)  | **MGT 590: Directed Research Seminar** |  |
| A.2. [Proposal type](#type) | **Course: Creation**  |  |
| A.3. [Originator](#Originator) | **Paul Jacques** | [Home department](#home_dept) | **Management**  |
| A.4. [Rationale](#Rationale)/Context | **The purpose of this proposal is to modify the course description and categorization of MGT 590. Specifically, the intent of the directed research course in the MS Operations Management program has always been to provide a venue for students to take what they have learned in the program and apply those learnings to specific projects that have relevance to the student in terms of the student’s current or near future job, skills, or interests as these overlap with the body of knowledge encompassed by the MSOM program. Students in the current offering (Spring, 2019) of MGT 590 have, in addition to carrying out directed research efforts, been also in the classroom where the instructor has helped students integrate program concepts with directed research project requirements. As such, the course is effectively serving as a capstone rather than a relatively simple independent study and the proposal is to have course numbering and title that reflects that.** **In short, the purpose of submitting this proposal is to acknowledge the fact that the course design includes not only the directed research element of the prior course designation, but also includes instruction that integrates knowledge gained in student’s previous coursework with both general Operations Management functions as well as addressing applications of that knowledge to student-specific research projects in the Operations Management domain. Topic areas that will be covered in this capstone course are related to current issues in process design, product design, quality systems design, location and layout decisions, comparison of alternatives, demand forecasting, project management, job design, supply chain management and inventory management.**  |
| A.5. [Student impact](#student_impact) | **None** |
| A.6. Impact on other programs | **None** |
| A.7. [Resource impact](#Resource) | *[Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.)*:  | **None: Existing resources will meet the needs of the new course.** |
|  | [*Library*:](#library) | **None: Existing resources will meet the needs of the new course.** |
|  | [*Technology*](#technology) | **None: Existing resources will meet the needs of the new course.** |
|  | [*Facilities*](#facilities): | **None: Existing resources will meet the needs of the new course.** |
|  | Promotion/ Marketing needs  | **None: Existing resources will meet the needs of the new course.** |
| A.8. [Semester effective](#Semester_effective) | **Fall 2019** | A.9. Rationale if sooner than next fall |  |

B. [NEW OR REVISED COURSES](#delete_if):

|  | Old ([for revisions only](#Revisions) – list only information that is being revised) | New |
| --- | --- | --- |
| B.1. [Course prefix and number](#cours_title)  | **MGT 590** | **MGT 591** |
| B.2. Cross listing number if any |  |  |
| B.3. [Course title](#title)  | **Directed Research Seminar** | **Directed Research Capstone** |
| B.4. [Course description](#description)  | Students identify a meaningful applied/action research project. The student prepares a project proposal, conducts the project and presents results. Prerequisite: Graduate status, permission of instructor, completion of a minimum of 22 credit hours in M.S. Operations Management Program. Offered: Fall, Spring, Summer. | Students identify an applied/action research project that provides a culminating experience and applies principles learned to a business process. The project is conducted in a local manufacturing and service company. |
| B.5. [Prerequisite(s)](#prereqs) | Graduate status, permission of instructor, completion of a minimum of 22 credit hours in M.S. Operations Management Program | Graduate status, permission of instructor, completion of a minimum of 22 credit hours in M.S. Operations Management Program |
| B.6. [Offered](#Offered) | **Fall, Spring Summer** | **Fall, Spring Summer** |
| B.7. [Contact hours](#contacthours)  | **4** | **4** |
| B.8. [Credit hours](#credits) | **4** | **4** |
| B.9. [Justify differences if any](#differences) |  |
| B.10. [Grading system](#grading)  | **Letter grade**  | **Letter grade**  |
| B.11. [Instructional methods](#instr_methods) |  |  |
| B.12.[Categories](#required) |  |  |
| B.13. [How will student performance be evaluated?](#performance) | **Anecdotal records, Presentations, Papers, Projects** | **Research project proposal, literature review/development of bibliography, presentation of project, project report** |
| B.14. [Redundancy with, existing courses](#competing) |  |  |
| B. 15. Other changes, if any |  |

| B.16**.** [**Course learning outcomes**](#outcomes)**: List each outcome in a separate row** | [**Professional organization standard(s)**](#standards)**, if relevant**  | [**How will the outcome be measured?**](#measured) |
| --- | --- | --- |
| To prepare and present a comprehensive project proposal |  | Each Student develops and follows an established learning plan / contract. The plan is approved by the instructor and a course rubric sets criteria to which formative assessments are made. The plan sets the sequence of learning activities, interactions with the course instructor, milestones for completion of tasks and outcomes. The plan sets standards for achievement and includes periodic performance review activities. Summative reviews and approvals occur at the conclusion of Part 1 and Part 2 (go / no-go gates) as detailed in the Topical Outline (below).  |
| To seek and locate relevant, supporting information and knowledge in an array of practitioner and scholarly journals as appropriate |  | **Interviews with student – presentation rubric** |
| To conduct applied research utilizing appropriate models and techniques |  | The student’s Final Report will encompass directed readings as well as the product of the student’s research. Presentations are judged on criteria that are set out in the course rubric per the original course proposal. Grading scale: satisfactory/unsatisfactory. |
| To determine research results and implications for action. |  | Same as above |
| To present results and a proposed action plan. |  | Same as above |
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| B.17. [**Topical outline**](#outline)**: Do NOT insert a full syllabus, only the topical outline** |
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| 1. Part 1: Research Problem / Topic
* Issue/ problem identified and defined
* Directed readings assigned and evaluated
* Action research proposal developed, presented, approved
1. Part 2: Action Research Projected Conducted
* Periodic reviews, updates with Directed Research Seminar professor
1. Part 3: Final Report Developed and Presented
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| **INSTRUCTIONS FOR PREPARING THE CATALOG COPY**: The proposal must include all relevant pages from the college catalog, and must show how the catalog will be revised. (1) Go to the “Forms and Information” page on the Graduate Committee website. Scroll down until you see the Word files for the current catalog. (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs. (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal. (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog. (5) Check the revised catalog pages against the proposal form, especially making sure that program totals are correct if adding/deleting course credits.  |

## D. Signatures

* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and relevant dean (e.g. when creating/revising a program using courses from other departments/programs).
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to graduatecommittee@ric.edu and a printed or electronic signature copy of this form to the current Chair of Graduate Committee. Check Graduate Committee website for due dates.

##### D.1. Approvals: required from programs/departments/deans who originate the proposal. may include multiple departments, e.g., for joint/interdisciplinary prposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Paul Jacques | Program Director of MSOM |  |  |
| Constance Milbourne | Chair of Management |  |  |
| Jeffrey Mello | Dean of School of Business  |  |  |

##### D.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. List all other programs and departments affected by this proposal. Signatures from these departments are required in the signature section. CONCERNS SHOULD BE BROUGHT TO THE GRADUATE COMMITTEE MEETING FOR DISCUSSION.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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