

Attachment B2

PROPOSAL FOR APPROVAL OF TECHNOLOGY-DELIVERED SECTION OF PREVIOUSLY APPROVED COURSE

COS 4880 – Productive Work Teams

Syllabus

See attached CAA archive copy

Rationale

The Career and Organizational Studies (COS) major serves off-campus, working adults. Nearly all students in the program work full-time and live in Champaign, Danville, Decatur, and other locations. Alternative forms of delivery are important for these students. Technology-delivered sections serve students who work evenings, weekends, or who are employed in occupations (such as law enforcement, firefighting, and some factories) where they may be regularly rotated between first, second, and third shifts. These rotations make it difficult for them to attend a regularly scheduled evening or weekend course.

Description of how the technology will be used to support and assess students' achievements of the specified learning objectives.

The technology-delivered section of COS 4880 includes 15 learning modules that include reading and writing assignments on a weekly basis, weekly peer interaction through discussion topic areas, project assignments, and examinations. All these modules and activities are available through WebCT. The learning objectives for the technology-delivered section are identical to those in face-to-face sections. Podcasts and other media are used to deliver lecture content.

Description of how the integrity of student work will be assured

Student work is submitted using a series of small, sequential, individualized tasks and student-centered personal responses. Multiple, individualized tasks are harder to counterfeit because of the necessary coordination and planning involved for the student to arrange for someone else to do work in the appropriately specified manner. Some assignments include a degree of cooperation and coordination among students. These too make it difficult for a student to find consistent help throughout a cooperative project of some duration and complexity. Discussion and reflection assignments also insure frequent student-instructor contact that familiarize the instructor with each particular student's writing style and ability. Examinations include mastery-type question which require the student to relate the subject matter to their own personal, professional, and work-related experiences.

Description of provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction

Instructor-student interaction will be facilitated using the email function within WebCT, through the use of the WebCT chat function, and through WebCT discussion topic areas. The instructor also schedules regular office hours for the technology-delivered section when she or he is

available in one of the chat rooms for conversation or via telephone. Student-student interaction is required multiple times each week through the structure of assignments for discussion. Group based projects also require intensive and ongoing interaction between students.

Explanation of how the course content “units” are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS

When this course is taught in a technology-delivered format, students will be expected to interact with each other and the instructor for at least 2 ½ hours of contact for each of the 15 weekly modules. This contact time consists of regularly scheduled chat sessions, participation in discussion topic areas on WebCT, where students are to respond to an initial question, read the responses of all other students, then make a second response and third response to other students' comments at set times during the week. Students are required to listen and respond to a podcast of the instructor's face-to-face lecture that is delivered as part of each module. Each weekly module also includes a written assignment that is expected to synthesize and analyze the readings, podcasts, and class discussions.

Date Approved by Department or School: ___March 25, 2008

Date Approved by College Curriculum Committee: April 23, 2008

Eastern Illinois University
New Course Proposal
COS 4880, Productive Work Teams

CGS Agenda CGS Agenda Item: 04-06 Proposal Effective Date: Summer, 2004
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1. Catalog Description

- A. Course number: COS 4880
- B. Title: Productive Work Teams
- C. Meeting times and credit: 3-0-3
- D. Terms to be offered: F, S, & SU
- E. Short title: Prod. Work Teams
- F. Course description: The multiple roles and responsibilities needed to function effectively in productive work teams are stressed by being a member of class teams and studying teams. This highly experiential, research-based, and applications-oriented course emphasizes assessment of self, team effectiveness, and organizational readiness for teams.
- G. Prerequisites: None
- H. Term to be offered: Summer 2004

2. Student Learning Objectives and Evaluation

- A. Course objectives
Students will be able to:
 - 1. Describe how their own interpersonal needs, thinking styles, and motivational value systems are both assets and challenges for being an effective team member.
 - 2. Describe the distinguishing characteristics of teams, effective teams, and self-directed/self managed teams.
 - 3. Apply at least two models or theories relevant for developing and improving effective teamwork.
 - 4. Analyze the effectiveness of teams using questionnaires and other data gathering processes that reflect best practices for improving team effectiveness.
 - 5. Design and implement plans to improve team effectiveness based on data analysis and models of team development.
 - 6. Participate on an effective team by performing the multiple roles required.
 - 7. Analyze the readiness of an organization for implementing self- directed or self-managed work teams.

- B. Student achievement will be assessed and grades will be earned based upon:
 - 1. team projects-25%,
 - 2. exams-25%,

3. journal article reviews-10%,
4. peer evaluations-20%,
5. personal reflective journals-20%.

C. This is not a web-based delivered course.

D. Students enrolling for graduate credit are required to write a graduate level paper related to the topic of teams using at least six primary references that constitutes twenty percent of their grade.

E. Writing active. Students are required to write at least seven personal reflective journals based upon their in-class learning experiences, generalizations of learning, and statements regarding their intent to apply their learning. These journals are graded based upon content and clarity of writing. Students are also required to write a review of a professional journal article and describe how the content of the article can be applied in a workplace setting.

3. Course Outline: This is a weekend-formatted course, Friday evening 6-10 pm and Saturday 8 am to 6 pm, with at least two weeks between the weekends.

a. Units of time for topics

Friday Evening

Course introduction and overview

Inclusion activities for starting teams

Intra and interpersonal self-assessment using the Relationship Awareness Theory (Strength Deployment Inventory: SDI)

The SDI three stages of conflict

All Day Saturday

Interpersonal self-assessment using the Herrmann Brain Dominance Model and Will Schutz's FIRO and/or Human Elements

Applying the Relationship Awareness Theory, Herrmann's Whole Brain Model, and The FIRO to understanding interpersonal dynamics, team problems, and the roles needed for effective teams

Stages of group and team development

Essential characteristics of teams versus groups

Characteristics of effective teams

Team project assignments: assessing the degree to which the elements of team are exist and the degree to which team effectiveness elements exist

Friday Evening

Team Report Presentations: Team and team effectiveness assessments

After-Action-Reviews

All Day Saturday

Teams in action exercises for building teams
Stages and phases of group and team development
Functional and dysfunctional teams roles
“Group Think”
Group and team norms
Five modes for dealing with conflict using the Thomas Kilman Instrument
Team Exam
Characteristics of Self Directed Work Teams (SDWTs)
Doing a feasibility analysis for SDWT

Friday Evening

Team Report Presentations: Feasibility for SDWTs and SDWT assessments
After Action Reviews

All Day Saturday

Stages of SDWT
Giving feedback and peer reviews
Evaluating and team processing and outcomes
Team Exam
Team closure and celebrations activities
Peer evaluations

b. This is not a technology delivered course.

4. Rationale

a. Purpose and need: Teamwork and work teams are the focus of most productivity and quality improvement efforts in today’s work places. Self-governing, self- managed, self-directed, or semi-autonomous work teams are considered the essential building blocks of organizations, especially those organizations that must engage in complex work under conditions of turbulent change and unpredictable conditions. Most people will be required to work in a team or temporary system having the qualities of a project or virtual team. Productive work teams provide the structures and processes for all members to contribute and to be empowered. People from all levels of organizations and in all disciplines benefit from understanding how to function effectively in team environments. This course has been taught as a COS 4850 Special Topics in Career and Organizational Studies for several years with full enrollment and has been listed as an approved elective for the Master of Science in Technology program.

b. Justification for level of course and prerequisites: Students are assumed to have basic writing and communication skills as well as some applied knowledge of psychology.

c. Similarity to existing courses. None

d. Impact on program: This course has been taught several times as a special topics course and needs to be a distinct course with a distinct course number listed in the university catalogue. No additional staff or resources are required.

5. Implementation

a. Faculty member to whom the course may be assigned: Dr. Tom Boldrey

b. Additional Cost to the student: None

c. Texts:

Osburn, J.D., Moran, L., Musselwhite, J.H., & Perrin, C. (1990). *Self-directed work teams: The new American challenge*. Homewood, Illinois: Business One Irwin.

Wellins, R.S., Byham, W. C., & Wilson, J.M. (1991). *Empowered Teams: Creating self-directed work groups that improve quality, productivity, and participation*. San Francisco: Jossey-Bass Publishers.

6. Community College Transfer

No community college course will be judged equivalent to this course.

7. Date approved by the department or school November 13, 2003

8. Date approved by the college curriculum committee December 11, 2003

9. Date approve by CAA _____January 22, 2004___ **CGS** _____February 2, 2004_