

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** COS 4825
2. **Title (may not exceed 30 characters, including spaces):** Ethical Behavior in Organizations
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:**
5. **Term(s) to be offered:** ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. **Initial term of offering:** ☐ Fall ☒ Spring ☐ Summer **Year:** 2009
7. **Course description (not to exceed four lines):** This course will encompass the major issues surrounding and affecting ethics within an organization, including recognizing ethical issues, making ethical judgments in organizations, and understanding the importance of organizational ethics programs.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). NONE
 - b. **Prerequisite(s)**, including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

Admission to COS major or permission of program coordinator.
 - c. **Who can waive the prerequisite(s)?**
☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)
 - d. **Co-requisites** (course(s) which MUST be taken concurrently with this one):
 - e. **Repeat status:** ☒ Course may not be repeated.
☐ Course may be repeated to a maximum of _____ hours or _____ times.
 - f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: None
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: None
9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]
10. **Grading methods** (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC
(“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART TWO: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

Upon successful completion of this course, students will:

1. Recognize ethical issues in organizations.
2. Choose and defend a theory or principle for resolving an ethical dispute in organizations.
3. Articulate and defend choices in making ethical judgments in an organizational setting.
4. Examine the consequences of unethical and ethical organizational decisions.

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

OBJECTIVES	Written Essays 100 pts	Mid-term examination 100 pts	Case Study Analysis 100 pts	Final Examination 100 pts
Recognize ethical issues in organizations.	X			X
Choose and defend a theory or principle for resolving an ethical dispute in organizations.		X	X	
Articulate and defend choices in making ethical judgments in an organizational setting.	X		X	
Examine the consequences of unethical and ethical organizational decisions.	X		X	

3. Explain how the instructor will determine students' grades for the course:

Written Essays	100 pts (10 @ 10pts each)
Mid-term Examination	100 pts
Case Study Analysis	100 pts
Final Examination	<u>100 pts</u>
	400 pts total

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

a. Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:

Midterm and final examinations will be administered through WebCT. Podcasts for technology-delivered sections will provide same content as the lecture format in face-to-face sections. Case Studies and Research Paper will be submitted through the WebCT dropbox. All handouts and instructions relating to assignments will be posted within WebCT. Lecture notes, presentations, and class resources distributed in face-to-face sections will be available within WebCT.

b. Describe 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 students 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.

Written assignments will be submitted through the WebCT dropbox and will be linked to Turnitin to check for possible plagiarism.

Class participation in discussions can be more accurately assessed within WebCT than in a face-to-face through careful analysis of the number, length, and quality of comments posted to the discussion.

c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

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.

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:

a. course objectives;

In addition to the above learning objectives, objectives for graduate students include:

1. Plan and produce scholarly research on topics related to ethical standards, policies or procedures in organizations.
2. Present scholarly research and facilitate discussion on research on organizational ethics

b. projects that require application and analysis of the course content; and

OBJECTIVES	Written Essays 100 pts	Mid-term Exam 100 pts	Case Study Analysis 100 pts	Research Paper & Classroom Presentation of Findings 150 pts	Final Exam 100 pts
Recognize ethical issues in organizations.	X				X
Choose and defend a theory or principle for resolving an ethical dispute in organizations.		X	X		
Articulate and defend choices in making ethical judgments in an organizational setting.	X		X		
Examine the consequences of unethical and ethical organizational decisions.	X		X		
Plan and produce scholarly research on topics related to organizational ethics.				X	
Present scholarly research and facilitate discussion				X	

c. Separate methods of evaluation for undergraduate and graduate students.

Written Essays	100 pts (10 @ 10pts each)
Mid-term Examination	100 pts
Case Study Analysis	100 pts
Final Examination	100 pts
<i>Research Paper & Presentation</i>	<u>150 pts</u>
	550 pts total

- 6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course meets for one 2 1/2-hour weekly class period over 15 weeks.

Week One - The Importance of Ethics in Organizations

Week Two - Emerging Ethical Issues

Week Three - Ethics as a Dimension of Social Responsibility

Week Four - Understanding Ethical Decision Making

Week Five - Individual Factors: Moral

Week Six - Individual Factors: Cognitive Moral Development

Week Seven - Organizational Factors: Corporate Culture

Week Eight - Organizational Factors: Structure

Week Nine - Organizational Factors: Relationships

Week Ten - Organizational Factors: Conflicts

Week Eleven - Developing an Effective Ethics Program: Part I

Week Twelve - Developing an Effective Ethics Program: Part II

Week Thirteen - Implementing and Auditing Ethics Programs: Part I

Week Fourteen - Implementing and Auditing Ethics Programs: Part II

Week Fifteen - Ethics in a Global Economy

The online version of this course is packed full of information, required assignments, examinations, and written communication. Student should be prepared for a lot of reading and writing. Further, they will be expected to devote the same amount of time to this course as you would an in-classroom course.

Since the course is 3 CU's, that would mean a total of nine hours study minimally expected each week. Three hours represent in-class meeting and an additional six hours, represent two hours study for each contact hour.

Online learning modality is new for some. Students will need to be very active in the learning environment. This can be a change from traditional face-to-face classes. For example, you will not be mailed handouts/articles/materials, but rather you will need to print them. Participation will be required by each of you whereas in a traditional face-to-face course, there is not enough time to get input from everyone in the class.

PART IV: PURPOSE AND NEED

- 1. Explain the department's rationale for developing and proposing the course.**
- 2. As part of the program's ongoing assessment and the 2005 IBHE review, the program committee determined that changes were needed. Most students enrolled in the COS program are seeking a better understanding of organizations and how to improve their practices. In recent years, a number of well-publicized scandals (ex. Enron, WorldCom, Arthur Anderson, & Tyco) have brought attention about deception and fraud in organizations and highlight the need to integrate ethics and responsibility into all organizational decisions. COS faculty members developed the initial course using a special topics number. The special topics course was offered multiple times and feedback was positive providing support for this course proposal.**
 - a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
 - b. If the course or some sections of the course may be technology delivered, explain why.**

The Career and Organizational Studies (COS) Program serves off-campus, working adults. The majority of these students reside outside Coles County. Alternative forms of deliver are important in serving this population.
- 3. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The Career and Organizational Studies (COS) Program serves off-campus, working adults. Students admitted to the program have typically completed an A.A., A.S., or A.A.S. at a community college before admission to the COS program and have between 75-90 SH when admitted. This course level presupposes and builds upon the knowledge of human behavior,

organizational theory, and both oral and written communication already acquired in earlier courses and workplace experiences.

4. If the course is similar to an existing course or courses, justify its development and offering.

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**

Some business courses include case studies dealing with ethics. This course does not substantially duplicate these courses; nor do they substantially duplicate this course.

- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

5. Impact on Program(s):

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**

Course is not required for major or minor.

- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Hawkins

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students:

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional cost will be incurred by the students.

3. Text and supplementary materials to be used (Include publication dates):

Thiroux, J., & Krasemann, K. (2006). *Ethics: Theory and practice*. (9th ed.). Upper Saddle River, NJ : Prentice Hall Publishers.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

"A community college course will not be judged equivalent to this course."

PART VII: APPROVALS

Date approved by the department or school: 9/27/07

Date approved by the college curriculum committee: 4/23/08

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Academic
Success
Center**

<http://www.eiu.edu/~suc/cess/>

581-6696

free, confidential services
**counseling
center**
EASTERN ILLINOIS UNIVERSITY

<http://www.eiu.edu/~counsel/>

581-3413

**Career
Services**

<http://www.jobserv.eiu.edu/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disability/>

581-6583