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:** COS4845

2. **Title (may not exceed 30 characters, including spaces):** Improvement in Organizations

3. **Long title, if any (may not exceed 100 characters, including spaces):** Improvement in Organizations

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 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 is designed to acquaint students on methods to understand and improve organizational performance. Included in this course are techniques for identifying problems, philosophies and techniques addressing problems, and planning for measurable improvement.

8. **Registration restrictions:**

   a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).

   This course will be an introduction to the advanced material covered in TEC5213 Work Performance Technology enhancing curricular integration between the Career & Organizational Studies Program with the Master in Technology graduate program.

   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 the Career & Organizational Studies (COS) Program or COS Program Coordinator permission.

   c. **Who can waive the prerequisite(s)?**

   ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

   COS Program Coordinator

   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: No restriction.

   g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: No exclusion.

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]   No special course attributes.

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 II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Students will:
1. Compare and contrast organization improvement concepts and practices.
2. Generate strategies to make better use of employees' time and skills through organization improvement strategies, tools, and techniques.
3. Identify organizational ineffeciencies and understand how these inefficiencies reduce an organization's sustainability.
4. Appraise social, psychological, and behavioral factors relevant when initiating organizational improvement initiatives.

   a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
      - **EIU graduates will write and speak effectively.**
      - **EIU graduates will think critically.**
      - **EIU graduates will function as responsible citizens.**

   b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
      - **Depth of content knowledge**
      - **Effective critical thinking and problem solving**
      - **Effective oral and written communication**
      - **Advanced scholarship through research or creative activity**

      1. Compare and contrast organization improvement concepts and practices.
      2. Generate strategies to make better use of employees' time and skills through organization improvement strategies, tools, and techniques.
      3. Identify organizational ineffeciencies and understand how these inefficiencies reduce an organization's sustainability.
      4. Appraise social, psychological, and behavioral factors relevant when initiating organizational improvement initiatives.
      FOR GRADUATE-LEVEL STUDENTS:

5. Plan and produce scholarly research on topics related to organization improvement.
6. Present scholarly research and facilitate discussion on topics related to organization improvement.

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

Assignments for undergraduate students:

OBJECTIVES	Written Essays 100 pts	Mid-term examination 100 pts	Case Study Analysis 100 pts	Final Examination 100 pts
Compare and contrast organization improvement concepts and practices.	X			X
Generate strategies to make better use of employees' time and skills through organization improvement strategies, tools, and techniques.		X	X	
Identify organizational ineffeciencies and understand how these inefficiencies reduce an organization's sustainability.	X		X	
Appraise social, psychological, and behavioral factors relevant when initiating organizational improvement initiative.	X		X	

Assignments for graduate students:

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
Compare and contrast organization improvement concepts and	X				X

practices.					
Generate strategies to make better use of employees' time and skills through organization improvement strategies, tools, and techniques.		X	X		
Identify organizational ineffeciencies and understand how these inefficiencies reduce an organization's sustainability.	X		X		
Appraise social, psychological, and behavioral factors relevant when initiating organizational improvement initiative.	X		X		
Plan and produce scholarly research on topics related to organizational improvement.				X	
Present scholarly research and facilitate discussion				X	

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

Undergraduate student achievement will be assessed based upon the following distribution:

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

Graduate student achievement will be assessed based upon the following distribution:

Written Essays	100 pts (10 @ 10pts each)
Mid-term Examination	100 pts

Case Study Analysis	100 pts
Research Paper & Presentation	150 pts
Final Examination	100 pts
	550 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:**

A technology-delivered format will be available. Students in the program are working adults. Most reside outside Coles County. Alternative forms of delivery are important in serving this population. The use of web, WebCT, homework assignments, and other technologies will be used to deliver the course content. Delivering the course through the Web will enable those professionals working in the field to gain access to the course. Homework assignments, tests, projects, and other activities will be the same as a traditional course thus meeting the specified learning objectives.

   b. **Describe how the integrity of student work will be assured:**

The integrity of the course will be the same as a traditional face to face course. The mid-term and final exam will be administered through WebCT. The tests will have time limits, consist of questions chosen from a pool of possible questions, and be of sufficient length to restrict students from consulting references, other students, etc.

   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.):**

Active interaction through e-mail, WebCT, web pages, etc. will be planned. Online interactions and office hours will be planned as well.

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

There will be two additional course objectives for graduate students. They are: 1) Plan and produce scholarly research on topics related to organizational improvement, and 2) Present scholarly research and facilitate discussion.

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

Graduate student will be required to complete scholarly research related to course content.

    c. **separate methods of evaluation for undergraduate and graduate students.**

Undergraduate student achievement will be assessed based upon the following distribution:

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

Graduate student achievement will be assessed based upon the following distribution:

Written Essays	100 pts (10 @ 10pts each)
Mid-term Examination	100 pts
Case Study Analysis	100 pts
Research Paper & Presentation	150 pts
Final Examination	<u>100 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 – Introduction to Improvement

Week Two – A Model for Improvement

Week Three – Skills to Support Improvement

Week Four – Examples of Improvement Efforts

Week Five – Methods for Improvement

Week Six – Developing Improvement Inituative

Week Seven – Evaluating Improvement Inituative

Week Eight – Implimenting Improvement

Week Nine – Case Studies of Improvement Efforts

Week Ten – Integrated Approaches to Improvement

Week Eleven – Improving Organizational Sustainability

Week Twelve – Dealing with Resistance to Improvement

Week Thirteen – Maintaining Improvement Initiatives

Week Fourteen – Reducing Costs throught Improvement

 Week Fifteen – Expanding Workforce Expectations

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**

    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 performance. This course has been designed to meet this need.

    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.**

    A technology-delivered format will be available. Students in the program are working adults. Most reside outside Coles County. Alternative forms of delivery are important in serving this population. The use of web, WebCT, homework assignments, and other technologies will be used to deliver the course content. Delivering the course through the Web will enable those professionals working in the field to gain access to the course.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

    The proposed course level presupposes and builds upon the knowledge of human behavior, critical thinking, and both oral and written communication. All courses within the COS program are designated as 4750 or above because the majority of COS learners have both extensive workplace experience and enter the program with 70-90 SH.

3. **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.**

This course will be an introduction to the advanced material covered in TEC5213 Work Performance Technology enhancing curricular integration between the Career & Organizational Studies Program with the Master in Technology graduate program.

    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.

4. 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.

    This course is will be an elective course for COS majors.

    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, Hogan, Woodley, Wyatt

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: No additional costs.

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.)

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

Langely, G.J., Noloan, K.M., Norman, C.L., Provost, L.P. (2009). The improvement guide: A practical approach to enhancing organizational performance (2nd edition). New York: Jossey-Bass.

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.

PART VII: APPROVALS

Date approved by the department or school: _____ March 25, 2008_____

Date approved by the college curriculum committee: April 23, 2008

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).

Student Success Center
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