

Eastern Illinois University
New Course Proposal
OPD 4865, Diversity in Organizations

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** OPD 4865
2. **Title (may not exceed 30 characters, including spaces):** Diversity in Organizations
3. **Long title, if any (may not exceed 100 characters, including spaces):** Diversity 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:** 2011
7. **Course description (not to exceed four lines):** The study of the differences between employees' cultural values and how these differences affect the work environment. This course will help in developing potential skills to analyze and improve an organization's performance in managing diversity.
8. **Registration restrictions:**
 - a. **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
 - 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.
 - 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:
 - g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
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 II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:

After this course, students will be able to:

1. analyze models and theories of diversity in organizations.
2. evaluate theories and practices of how supervisors and employees respond to diversity issues in the workplace.
3. generate proposals for organizational systems and practices related to diversity and inclusion.
4. appraise one's own cultural values, biases and behaviors and how these influence our interpersonal behavior and performance in organizations.

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.
- Advanced scholarship through research or creative activity

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 – objectives #1-2 will provide depth of content knowledge.
- Effective critical thinking and problem solving – objectives #2-4 will require effective critical thinking and problem solving.
- Effective oral and written communication – objectives #3-4 will foster effective oral and written communication

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

OBJECTIVE	THREE SHORT ESSAYS	TWO CASE STUDIES	MIDTERM	FINAL
analyze models and theories of diversity in organizations	X		X	X
evaluate theories and practices of how supervisors and employees respond to diversity issues in the workplace	X		X	X
Generate proposals for organizational systems and practices related to diversity and inclusion		X		
appraise one's own		X	X	X

cultural values, biases and behaviors and how these influence our interpersonal behavior and performance in organizations				
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Explain how the instructor will determine students' grades for the course:

Three essays	75 points (25 points x 3)
Two case studies	100 points (50 points x 2)
Midterm	100 points
Final	<u>125 points</u>
Total Points	400 points

3. **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:** The midterm and final examinations will consist of randomized questions chosen from a pool of possible questions. The list of options for questions will be randomized so no two students will have precisely the same questions or same formatting within questions. The examinations will be time restricted and of sufficient length to prohibit students from consulting textbooks, notes, or other students. 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.):** The instructor announces office hours when the chat room is open and a student may communicate with the instructor in a synchronous format. The instructor also communicates asynchronously with students through the discussion board and web-based discussions.
4. **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 supervision.
2. Present scholarly research and facilitate discussion

- b. projects that require application and analysis of the course content; and** Graduate students will prepare a graduate-level paper based on a research topic negotiated between the instructor and the student. In addition to submission of this written paper, the graduate student will make an oral presentation to the class based on this research

separate methods of evaluation for undergraduate and graduate students.

Three essays	75 points (25 points x 3)
Two case studies	100 points (50 points x 2)
Midterm	100 points
Final	125 points
Graduate paper	100 points
Graduate presentation	<u>50 points</u>
Total Points	550 points

- 5. 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.

The unit of time for this course is 15 weekly sessions of 2.5 hours each.

Week #1	<ul style="list-style-type: none"> • Introduction to course and to each other; ice breaker • Detailed discussion of syllabus and assignments • Define diversity using the "Diversity Wheel" • Reading: "Introduction" of textbook • Class Discussion: "Your Pie Chart"
Week #2	The Theoretical Underpinnings of Diversity
Week #3	The Theoretical Underpinnings of Diversity
Week #4	The Theoretical Underpinnings of Diversity <i>Reflection Paper</i>

Week #5	Gender and the Workplace <i>Reflection Paper</i>
Week #6	Gender and the Workplace
Week #7	Race and National Origin and the Workplace
Week #8	Race and National Origin and the Workplace <i>Midterm Exam</i>
Week #9	Age and the Workplace
Week #10	Age and the Workplace
Week #11	Religion/Spirituality and the Workplace <i>Reflection Paper</i>
Week #12	Sexual Orientation and the Workplace <i>Case Study One Due</i>
Week #13	Sexual Orientation and the Workplace
Week #14	Disabilities and the Workplace
Week #15	Exemplary Organizations for Managing Diversity <i>Case Study Two Due</i>

PART IV: PURPOSE AND NEED

1. Explain the department's rationale for developing and proposing the course. Assessment data collected from students and graduates indicated a strong need for a course that provided OPD graduates with competencies in addressing diversity within organizations. OPD faculty members developed the initial course using a special topics number. This special topics course was offered for three semesters. Feedback was positive and provided further ideas for developing the final 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.**

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 Organizational and Professional Development (OPD) 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 OPD program. 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.

3. If the course is similar to an existing course or courses, justify its development and offering.
None

- 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.
- 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. It is an approved elective.
- 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: Wyatt, Hawkins, Hogan, Woodley, Barnard, other qualified faculty

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.)

3. Text and supplementary materials to be used (Include publication dates): Canas, Kathryn. (2011). *Opportunities and Challenges of Workplace Diversity*. Upper Saddle River NJ: Prentice-Hall.

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: 1/13/11

Date approved by the college curriculum committee: 2/16/11

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

Date approved by CAA: 3/3/11

*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

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

581-6696



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

581-3413

Career
Services

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

581-2412

Disability
Services

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

581-6583