

Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** OPD 4864
2. **Title (may not exceed 30 characters, including spaces):** Strength-Based Development
3. **Long title, if any (may not exceed 100 characters, including spaces):** Strength-Based Organizational and Professional Development Methods
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:**
7. **Course description:**

This course provides background in the theoretical basis for strength-based approaches, while specifically focusing on Appreciative Inquiry and Relationship Awareness Theory. Students will gain an understanding of the principles and practices of Appreciative Inquiry as an organizational development method as well as applications of Relationship Awareness Theory to professional development, conflict management, coaching, and supervision.
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
N/A
 - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ☐ Yes ☐ No
 - b. **Prerequisite(s)**
 - **Identify the 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.
N/A
 - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). ☐ Yes ☐ No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite 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):
N/A

e. **Repeat status:** ☐ Course may not be repeated.

☐ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:

N/A

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:

N/A

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

N/A

10. **Grading methods** (check all that apply): ☒ Standard letter ☐ CR/NC ☐ Audit ☐ ABC/NC
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☒ Internet ☒ hybrid ☐ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

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

1. Students will identify the eight principles of Appreciative Inquiry and apply them correctly to a case study or specific organizational need.

2. Students will correctly apply the Appreciative Inquiry 4-D model to an organizational development process using a case study.
3. Students will identify and describe the Motivational Value System identified by the Strength Deployment Inventory.
4. Students will describe their own Motivational Value System and demonstrate an understanding of the implications of that value system for their own professional development.
5. Students will successfully identify strength-based strategies employed in supervision, coaching, facilitation, and organizational development and identify the theoretical basis for the approach.
6. Graduate students will identify methods and applications of research measuring the efficacy of strength-based approaches.

- 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**

Objective 2 develops critical thinking and problem-solving skills by engaging students in the process of planning an intervention that demonstrates fidelity to the strength-based model while adapting it to the needs and limitations of a specific organization.

Objective 4 enhances critical thinking skills by requiring students to apply the principles of Relationship Awareness Theory and their understanding of their Motivational Value System to their own professional development in specific action steps which include timelines and methods of evaluation.

Objective 6 challenges graduate students to increase the depth of content knowledge related to Appreciative Inquiry and Relationship Awareness Theory by exploring the efficacy of these interventions. The research assignment involves advanced scholarship and research to explore the challenges inherent in measurement of any action research intervention. Students will develop oral and written communication skills through the preparation of a formal paper documenting their findings and a presentation of their findings to the class.

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

		Percent of Final grade
Graded Discussions using online learning platform based on reading assignments	75 points (5 discussions 15 points each)	Undergrad 18.75% grad 15%
Reflection Papers	100 points (2 papers 50 points each)	Undergrad 25% grad 20%
Final Project	75 points	Undergrad 18.75% grad 15%
Final Exam	100 points	Undergrad 25% grad 20%
In-Class projects & Participation	50 points (2 Saturday sessions)	Undergrad 12.5% grad 10%
Graduate Research Paper & Presentation	100 points	grad 20%

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

Objectives	Graded Discussions	Reflection Papers	Final project	Final exam	Grad Paper
1. (principles)	X		X	X	
2. (4-D model)	X		X	X	
3. (MVS)	X	X		X	
4. (MVS self)	X	X			
5. (methods)	X			X	
6. (efficacy) Graduate Students					X

Discussions, reflection papers, project, and graduate assignments are evaluated by rubric.

- 4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
 - Describe how the integrity of student work will be assured:**
 - 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 course is structured as an Internet or hybrid course.

a. In Internet format the course employs structured web discussions focused on reading assignments and linked to reflective assignments submitted to the instructor. Students are required to draw on their past experiences and apply them to the course material. Individual reflection papers invite students to explore in more detail the relationship between strength-based theories and methods and the student's results from the Strength Deployment Inventory.

When the course is offered in hybrid format, a full Saturday session is employed to introduce course expectations and begin exploration of the theories and methods of Appreciative Inquiry. The online portion of the course employs structured web discussions focused on reading assignments and drawn from the face-to-face sessions. Students are required to draw on their past experiences and apply them to the course material. Individual reflection papers invite students to explore in more detail the relationship between strength-based

theories and methods and the student's results from the Strength Deployment Inventory.

b. In both hybrid and Internet format assignments require students to apply the course material to their own experiences as a means of enhancing learning and assuring integrity. In addition, students are required to apply their learning and respond in discussions, reflection papers, and exams from a unique Motivational Value System, unique to the student and known to the instructor. Before interacting with or viewing other student posts in a web-based discussion students must compose and post their initial response to the question.

c. In addition to traditional face-to face or telephone communications during office hours, the course employs email as a means of instructor to student interaction. Computer conferences are available by appointment. Web-based discussions are evaluated for content as well as requiring original posts and student to student interaction. Exploration of off-site Internet resources encourages student to student interaction by sharing resources, materials, and insights into course topics. In Internet format web-based, recorded presentations will be used by the instructor and students.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
 - a. **course objectives;**
 - b. **projects that require application and analysis of the course content; and**
 - c. **separate methods of evaluation for undergraduate and graduate students.**

As outlined in objective six, graduate students will engage in additional research to explore action research evaluation methods and applications for a method covered in the course. A literature review will document research into the efficacy of the chosen method in a scholarly paper. A presentation of the paper to the class is also required. Topics must be approved by the instructor. Additional graduate work constitutes 20% of the grade.

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.

	Topic	Equivalent 50-minute Units	Hybrid Format	Internet	Traditional
1	Introduction to Theory	3	1st Sat.	Module 1	1st Fri
2	Appreciative Inquiry Applications and Principles	3	1st Sat.	Module 1.1	1st Sat.
3	Appreciative Inquiry Methods	3	1st Sat.	Module 1.2	1st Sat.
4	Applications of A/I theory	3	Online	Module 2	2 nd Fri
5	Applications of A/I principles and methods	3	Online	Module 3	2 nd Fri

6	Planning a Strength-Based Organizational Intervention	3	Online	Module 4	2 nd Sat
7	Evaluating a Strength-Based Organizational Intervention	3	Online	Module 5	2 nd Sat
8	Introduction to Professional Development Applications	3	Online	Module 6	2 nd Sat
9	Professional Development Methods	3	Online	Module 7	2 nd Sat
10	Relationship Awareness Theory	3	2 nd Sat.	Module 8	3 rd Fri
11	Introduction to Motivational Values Systems	3	2 nd Sat.	Module 8.1	3 rd Fri
12	Relevance of MVS to Conflict	3	2 nd Sat.	Module 8.2	3 rd Sat
13	Identification of strengths and “overdone” strengths	3	online	Module 9	3 rd Sat
14	Applications of Relationship Awareness Theory	3	online	Module 10	3 rd Sat
15	Individual Strength Development Plan	3	online	Module 11	3 rd Sat

PART IV: PURPOSE AND NEED

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

Strength-based approaches to organizational and professional development are gaining favor in the marketplace. Students should be familiar with the theoretical underpinnings of such approaches and be able to discuss specific applications with prospective employers.

- 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 OPD Program serves a significant number of students who work full-time and have family obligations. Flexible formats provide an opportunity for these students to pursue their coursework. The OPD Program is approved as an online program.

The subject matter of this course lends itself especially well to a hybrid format as activities such as exploring Appreciative Inquiry principles, identifying and researching an organizational case study, strengths identification and exploration of “overdone” strengths are individual activities involving reflection and self-exploration.

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

There are no prerequisites for the course. However, the course requires applied critical thinking and developed academic skills.

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

N/A

- 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):

The course will provide an additional elective for students in the School of Technology.

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

Bruce Barnard or qualified faculty in the School of Technology

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:

\$31.50 for Strength Deployment Inventory© (Personal Strengths Inc.)

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):

The Power of Appreciative Inquiry, a Practical Guide to Positive Change, 2nd Edition 2010, Diana Whitney & Amanda Trosten-Bloom Berrett-Koehler

Strength Deployment Inventory©

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: 4-12-2012

Date approved by the college curriculum committee: 10-15-2012

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

Date approved by CAA: 11-08-2012 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

<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