

NEW/REVISED COURSE PROPOSAL FORMAT

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: TEC 5253

2. Title (may not exceed 30 characters, including spaces): Consulting for Performance Improvement

3. Long title, if any (may not exceed 100 characters, including spaces): Consulting for Performance Improvement

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 **Year:** 2014

7. Course description:

The course examines the core principles of consulting in the area of performance improvement. It will explore the techniques of consulting for performance improvement and will provide in-depth practice of knowledge and skills necessary to successfully practice consulting for performance improvement. This course is designed for the application of performance improvement models to analyze, implement, and evaluate real workplace issues.

8. Registration restrictions: a. Equivalent Courses

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

• 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.

TEC 5213 – Work Performance Technology. May not be taken concurrently.

• 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:

B

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:

This course is restricted to graduate level students.

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. The learner will be able to facilitate, navigate, and evaluate contracting meetings with clients for performance improvement.
 - The learner will be able to accurately explain and produce a consulting contract.
 - The learner will be able to describe and apply the processes and flow of a successful contracting meeting.
 - The learner will determine what will be measured or accepted as evidence that the performance need was met.
 - The learner will be able to plan and review a contracting meeting citing multiple components for thorough detail.
2. The learner will be able to identify and negotiate with resistance within performance improvement consulting sessions.
 - The learner will be able to accurately identify consulting characteristics and list reasons why resistance is present in a given client.
 - The learner will be able to list and apply solutions for dealing with clients exhibiting resistance.
 - The learner will explain the importance of focusing on accomplishments to the client.
 - The learner will be able to mediate a negotiation with resistance.

3. The learner will be able to diagnose performance issues within an organization based upon appropriate theories, models, and collected data.
 - The learner will be able to identify and explain performance problems within an organization using theories, models, and data for diagnosis.
 - The learner will be able to accurately collect data, analyze data, and interpret data during a data collection meeting.
4. The learner will be able to implement and manage interventions to address performance problems
 - The learner will be able to plan and implement successful interventions to address all identified performance problems.
 - The learner will connect intervention results to the agreed upon measures of success for the client.
5. The learner will be able to provide informative feedback based on collected data for clients for a variety of performance improvement issues.
 - The learner will be able to list important decision points for information to be included during an informative feedback session.
 - The learner will demonstrate use of effective language structure for feedback.
 - The learner will be able to plan, deliver, and review the structure of a feedback meeting session with a client.

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:

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	Depth of Content knowledge	Critical thinking and problem solving	Oral and written communication	Advance scholarship through research and creative activity
1	X	X	X	
2	X	X	X	
3	X	X	X	X
4	X	X	X	
5	X	X	X	X

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

Learning Goal #1: The learner will be able to facilitate, navigate, and evaluate contracting meetings with clients for performance improvement.

- **Objective 1** of this learning goal will be assessed via online discussion based upon questions that the instructor has posed to the learners. The learners' accuracy, completeness, and depth in their initial post as well as their ability to discuss the topic well with their peers will be evaluated with a rubric. This objective will further be assessed through the applied collaborative design of a consulting contract and evaluated with a rubric.
- **Objective 2** of this learning goal will include the participation in discussions related to performance outcomes and learners' development of performance outcomes and goals to be presented to the client. The outcomes and goals will be evaluated with a rubric.
- **Objective 3** of this learning goal will be evaluated via online discussion and the learners' enactment of an applied meeting where they act as consultant during a simulated contracting meeting. The plan and meeting that is developed will be evaluated with a rubric.
- **Objective 4** of this learning goal will take place via online discussion and the learners' enactment of an applied meeting where the learner may act as consultant during a simulated contracting meeting for performance improvement. The assessment will also take into consideration the final review of the meeting. A rubric will be used to assess the outcomes of the activity.

Learning goal #2: The learner will be able to identify and negotiate with resistance within performance improvement consulting sessions.

- **Objective 1** of this learning goal will be take place via online discussion based upon questions that the instructor has posed to the learners. The learners' accuracy, completeness, and depth in their initial post as well as their ability to discuss the topic well with their peers will be evaluated with a rubric. This objective will further be assessed through the applied collaborative evaluation of provided case studies with a rubric.
- **Objective 2, 3** of this learning goal will take place via online discussion and the learners' enactment of an applied meeting where they act as a consultant with a client exhibiting resistance.
- **Objective 4** of this learning goal will be take place via online discussion and the learners' enactment of a role playing situation. Both objectives will be evaluated with a rubric.

Learning goal #3: The learner will be able to diagnose performance issues within an organization based upon appropriate theories, models, and collected data.

- **Objective 1** of this learning goal will take place via online discussion based upon questions that the instructor has posed to the learners. The learners' accuracy, completeness, and depth in their initial post as well as their ability to discuss the topic well with their peers will be evaluated with a rubric. This objective will further be assessed through the applied collaborative evaluation of provided case studies with a determined rubric.
- **Objective 2** of this learning goal will take place via online discussion and the learners' enactment of an applied meeting where they act as consultant during a role play with a client. This objective will be assessed with a rubric.

Learning goal #4: The learner will be able to implement and manage interventions to address performance problems

- **Objective 1** of this learning goal will be evaluated by the completion of a detailed intervention management plan. The plan will be evaluated with a rubric.
- **Objective 2** of this learning goal will be assessed by completing a performance goals report outlining how each specific intervention will address the agreed upon business goals. Learners will also participate in an applied meeting where they create a partnership with the client to identify ways to capture and track performance data. This objective will be assessed with a rubric.

Learning goal #5: The learner will be able to provide informative feedback based on collected data for clients for a variety of performance improvement issues.

- **Objective 1** of this learning goal will take place via online discussion based upon questions that the instructor has posed to the learners. The learners' accuracy, completeness, and depth in their initial post as well as their ability to discuss the topic well with their peers will be evaluated with a rubric. This objective will further be assessed through the applied collaborative delivery of a feedback meeting and evaluated with a developed rubric.
- **Objective 2** of this learning goal will take place via online discussion and the learners' enactment of an applied meeting where they act as consultant during a feedback meeting. The plan and meeting that is developed will be evaluated with a rubric.

- **Objective 3** of this learning goal will take place via online discussion and the learners' enactment of an applied meeting where the learner may act as consultant during a simulated feedback meeting. The assessment will also take into consideration the final review of the meeting. This objective will be assessed with a determined rubric.

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

Learning Goal	Objective	Graded Discussions	Assignments	Case Studies	Final Project
1					
	1	X	X		X
	2	X	X		X
	3	X	X		X
	4	X	X		X
2					
	1	X		X	X
	2	X	X		X
	3	X	X		X
	4	X	X		X
3					
	1	X		X	X
	2	X	X		
4					
	1		X		X
	2		X		X
5					
	1	X	X		X
	2	X	X		X
	3	X	X		X

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:

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

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.):

This course is structured as an Internet and hybrid course.

In Internet format the course employs structured web discussions focused on reading assignments and linked to reflective assignments submitted by the instructor. Students are required to draw on their past experiences and apply them to the course materials. Case studies are assigned to allow students to explore and apply specific knowledge and skills gained related to consulting practices. Additionally, students will practice various techniques through role-playing via online chats, videos, and synchronous methodologies.

When the course is offered in hybrid format, a full Saturday session is employed to introduce course expectations and begin the exploration of theories, practices, and methods of Consulting for Performance Improvement. The online portion of the course employs structured web discussions focused on reading assignments and topics drawn from the face-to-face sessions. Students are required to draw on their past experiences and apply them to the course materials. Other face-to-face sessions focus on allowing students to practice various consulting methods and

techniques through case studies, role playing, and in-class demonstrations/presentations.

In either format the assignments require students to apply the course material to their own experiences as a means of enhancing learning and assuring integrity.

The course employs email, web-based discussions, exploration of off-site internet resources, chats and synchronous video/audio activities, and web-based presentations.

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.

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 *.) n/a

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.

Week	Topic	Hybrid	Internet
1	Intro to Performance Consulting	1st Sat	Module 1.1
2	Performance Consulting Techniques	1st Sat	Module 1.2
3	Consulting Contracts/Business Goals	Online	Module 2
4	Contract Meetings	Online	Module 3
5	Dealing with Resistance/Focusing on Accomplishments	2nd Sat	Module 4.1
6	Diagnosing Performance Problems	2nd Sat	Module 4.2
7	Performance Systems	Online	Module 5
8	Collecting Performance Data	Online	Module 6
9	Analyzing Performance Data	Online	Module 7
10	Preparing Performance Consulting Feedback	Online	Module 8
11	Communicating Performance Consulting Results	3rd Sat	Module 9.1
12	Implementing Performance Consulting Interventions	3rd Sat	Module 9.2
13	Partnering with Clients	3rd Sat	Module 9.3
14	Consulting in Learning Organizations	Online	Module 10
15	Individual Performance Consulting Plan	Online	Module 11

For traditional course offerings, modules will correspond with the week specified (i.e. Module 1.1 in Week One, Module 1.2 in Week Two, etc).

PART IV: PURPOSE AND NEED

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

Many Work Performance Improvement programs at the graduate level incorporate a course related to performance consulting. Within the current TEC graduate program, there exists no course that offers students the opportunity to gain this knowledge and skill. Further, the industries that learners will enter after graduation are changing rapidly. To stay abreast of local, national, and global changes, learners need to acquire skills on

how to analyze and create performance models, communicate and work with stakeholders, and manage performance projects.

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.

n/a

b. If the course or some sections of the course may be technology delivered, explain why. Much of the course material will be technology-based for two reasons: 1) to encourage the working graduate students to take the course as well as those who may be gone for the summer, and 2) many sources for research are online accessible or online only, and the technology-based delivery supports the sharing of these resources among the students.

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

This course focuses on in-depth consulting strategies and processes for performance improvement. Since this course is intended for students to apply knowledge of performance improvement strategies, TEC 5213 is a prerequisite. In TEC 5213, students will gain an in-depth understanding of performance improvement theory and models, and learn how these models are applied. These concepts are necessary in order to successfully complete the case studies and projects for consulting, as they build on the performance improvement concepts in TEC 5213.

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.

Currently there is one course related to consulting where some topics may briefly overlap (CSD 5740 - Consultation Skills and Organizational Development). This course from the Counseling and Student Development department focuses on consultation and theory, research, and skills designed to prepare counselors, administrators, psychologists, and management personnel for entry into consultation functions with faculties, administrative staff, work force, and management systems. While there may be some overlap in content related to basic consulting techniques, the proposed course is designed specifically to address performance improvement issues and is intended to be a capstone course for the Work Performance Improvement graduate certificate.

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.

Many individuals in the Work Performance Improvement field act as internal and external performance improvement consultants. This course will provide students with the necessary knowledge and skills to effectively address performance problems from the role of a consultant.

4. Impact on Program(s):

This course will replace OPD 4845 Improvement in Organizations in the Work Performance Improvement graduate certificate. Since the OPD 4845 course can be taken by undergraduates and many OPD students enter the School of Technology graduate programs, this will insure all graduate students are exposed to concepts at the graduate level. Many of the concepts students would get in OPD 4845 are covered as a means of establishing a theoretical background. OPD 4845 will remain as an approved elective for students in the Work Performance Improvement graduate certificate.

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as 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.

This course will be a core requirement for the Work Performance Improvement graduate certificate.

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:

Dr. Steinke or other qualified graduate 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: none

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):

Robinson, D. G. & Robinson, J. C. (2008). *Performance consulting: A practical guide for HR and learning professionals*. (2nd Ed.). San Francisco: Berrett-Koehler Publishers (*primary*)

Block, P. (2011). *Flawless Consulting: A guide to getting your expertise used*. (3rd Ed.). San Francisco: Jossey-Bass. (*secondary*)

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: 4/11/13

Date approved by the college curriculum committee: 10/21/13

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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Career Services

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