PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: OPD 3020
2. Title (may not exceed 30 characters, including spaces): Principles of OPD
3. Long title, if any (may not exceed 100 characters, including spaces): Principles of Organizational and Professional Development
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: [X] Fall [ ] Spring [ ] Summer [ ] On demand
6. Initial term of offering: [X] Fall [ ] Spring [ ] Summer Year: 2013
7. Course description: An introduction to Organizational and Professional Development, program procedures and requirements, academic writing standards, and individual plans of study.
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. [X] 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.
        Admission to the Organizational and Professional Development program
      • 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). [X] Yes [ ] No
        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:
   c. Who can waive the prerequisite(s)?
      [X] No one [ ] Chair [ ] Instructor [ ] Advisor [ ] Other (Please specify)
   d. Co-requisites (course(s) which MUST be taken concurrently with this one):
   e. Repeat status: [X] 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:
   Course is restricted to OPD majors only

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any:
   Non-OPD majors are excluded from this course.

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): __X__ 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.)

   - __X__ lecture  ___ lab  ___ lecture/lab combined  ___ independent study/research
   - ___ internship  ___ performance  ___ practicum or clinical  ___ study abroad
   - __X__ Internet  ___X__ hybrid  ___ other (Please specify)

**PART II: ASSURANCE OF STUDENT LEARNING**

1. List the student learning objectives of this course:

   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. Students will demonstrate the ability to summarize and analyze research articles correctly applying academic standards of writing.

2. Students will apply the principles of professional development to create an individual learning plan and goals.

3. Students will identify successful learning and study strategies and apply them appropriately to their individual learning style and preferences.

4. Students will demonstrate a working knowledge of the history, purpose, and roles associated with organizational and professional development.

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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percent of Final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Reflection Papers</td>
<td>15%</td>
</tr>
<tr>
<td>Research paper summary &amp; analysis</td>
<td>35%</td>
</tr>
<tr>
<td>Individual study plan</td>
<td>10%</td>
</tr>
<tr>
<td>In-Class projects &amp; Participation (or)</td>
<td>25%</td>
</tr>
<tr>
<td>Graded discussions online</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Objectives</th>
<th>In-Class projects (or) Graded online discussions</th>
<th>Reflection Papers</th>
<th>Study Plan</th>
<th>Final exam</th>
<th>Summary and Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. writing</td>
<td></td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>2. learning plan</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. learning strategies</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Organizational and professional development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
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.):

The course is structured as a traditional, Internet, or hybrid course.

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.

When the course is offered in hybrid format, a full Saturday session is employed to introduce course expectations and begin exploration of Organizational and Professional Development. 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.

In all formats 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 and exploration of off-site Internet resources.

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 *)

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.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Equivalent 50-minute Units</th>
<th>Hybrid Format</th>
<th>Internet</th>
<th>Traditional</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Course expectations, introduction to OPD Program</td>
<td>3</td>
<td>1st Sat.</td>
<td>Module 1</td>
<td>1st Fri</td>
</tr>
<tr>
<td>2 Introduction, Organizational Development</td>
<td>3</td>
<td>1st Sat.</td>
<td>Module 1.1</td>
<td>1st Sat.</td>
</tr>
</tbody>
</table>
3 Introduction, Professional Development 3 1st Sat. Module 1.2 1st Sat.
4 Learning and Study strategies 3 Online Module 2 1st Sat
5 Learning and Study strategies 3 Online Module 2.1 1st Sat
6 Academic writing 3 Online Module 3 2nd Fri
7 Academic writing 3 Online Module 3.1 2nd Sat
8 Locating and analyzing research 3 Online Module 3.2 2nd Sat
9 Locating and analyzing research 3 Online Module 3.3 2nd Sat
10 Developing a study plan 3 2nd Sat. Module 4 2nd Sat
11 Developing a study plan 3 2nd Sat. Module 4.1 3rd Fri
12 Incorporating occupational experience 3 2nd Sat. Module 4.3 3rd Sat
13 Documentation of occupational experience 3 online Module 4.4 3rd Sat
14 Personal and professional goals 3 online Module 5 3rd Sat
15 Personal and professional goals 3 online Module 5.1 3rd Sat

PART IV: PURPOSE AND NEED

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

   Students entering the OPD program come from a wide variety of academic and professional backgrounds. This course is designed to provide a common understanding and orientation to the field and program for incoming students.

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

   There are no prerequisites other than admission to the OPD program.

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.
      N/A
   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.
      N/A
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.
      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.
      N/A

      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.
      N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned: Hawkins, Barnard and 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.)  
      N/A

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


      Students in this course will read various articles covering current trends in the field. The following is a sample of current articles for the course:


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: 9/27/2012

Date approved by the college curriculum committee: 11/12/12

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

Date approved by CAA: 1/17/13

*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

Career Services
http://www.eiu.edu/~counstr/  581-3413

Disability Services
http://www.eiu.edu/~disablty/  581-6583