Agenda for the April 21, 2005 CAA Meeting

Items approved: 05-19, IGP #50, Certification for Graduation for Undergraduate and Graduate
Students (Revised IGP)
05-20, Family & Consumer Sciences Business Option, Hospitality Management
Concentration (Option/Concentration Revision)

Items Pending: 05-21, BGS 3001, BOT/BGS Prior Learning Portfolio (New Course)
05-22, Readmission Policy for Students Dismissed for Low Scholarship
(Revised Policy)

Council on Academic Affairs
Minutes
April 21, 2005

The April 21, 2005 meeting of the Council on Academic Affairs was held at 2:04 p.m. in Booth Library
Conference Room 4440.

Members present: Dr. Carwell, Mr. Collier, Dr. Fewell, Dr. French, Ms. Miller, Mr. Muffler, Dr. Reid,
Ms. Sterling, Dr. Tidwell, and Dr. Upadhyay.

Members absent: Ms. Dilworth, Dr. Dietz, and Dr. Methven.

Staff present: Dr. Lord, Dr. Herrington-Perry, and Ms. Fopay.

Guests present: Ms. Harvey, Records/Registration/Enrollment Management; Ms. Roetker,
Records; Ms. Sunderman, Honors College; and Dr. Wilkinson, Family &
Consumer Sciences.

I.   March 31, 2005 Minutes:
The minutes of March 31, 2005 were approved as written.

II.   Communications:
1. April 12, 2005 e-mail from Associate Dean Lynch, CAH, requesting executive action for
changes from the Music Department (Items for CAA consideration are numbers 3, 4, 5, 6,
and 7.)
2. April 11, 2005 memorandum from Dean Hoadley, LCBAS, requesting executive action for the
completed technology-delivered questionnaire for COS 4830, Organizational Perspectives:
Past, Present and Future.

III.   Committee Reports:
None.

IV.   Items Added to the Agenda:
1. **05-21, BGS 3001, BOT/BGS Prior Learning Portfolio (New Course)**
Dr. French moved and Dr. Fewell seconded the motion to add this item to the agenda.

   Note: Dr. Tidwell indicated that Dr. Kaye Woodward will not be available to present the
proposal at next week's meeting. Therefore, the proposal will be acted upon during the
summer or the beginning of the fall semester.

2. **05-22, Readmission Policy for Students Dismissed for Low Scholarship (Revised
Policy)**
This proposal was submitted to CAA at today's meeting. Copies of the proposal were
distributed to the council members. Ms. Sue Harvey gave background and general
information about the proposal.

   Dr. French moved and Mr. Collier seconded the motion to add this item to the agenda.

   Note: The proposal will be acted upon at next week's CAA meeting.

At this point, the agenda order was adjusted.

V.   Item Acted Upon:
   1. **05-20, Family & Consumer Sciences Business Option, Hospitality Management Concentration (Option/Concentration Revision)**
   Dr. Wilkinson presented the proposal. The council members had no questions. The motion passed unanimously.

   The proposal **(See Attachment A)** was approved, effective Fall 2005.

VI.   Other Business:
   1. **Appointments for the Professor Laureate Subcommittee.**
   Dr. French moved and Ms. Miller seconded the motion to nominate Dr. David Carwell, Dr. Pat Fewell, and Mr. Dirk Muffler to serve on the Professor Laureate Subcommittee. The motion passed unanimously.

   The deadline to submit Professor Laureate nominations has been extended to noon on Monday, April 25.

   2. **Appointment to the Textbook Rental Service Advisory Committee.**
   Dr. Reid indicated that she was willing to continue to serve on the Committee. There were no objections. Therefore, Dr. Reid's term on the committee should be extended through the academic years 2005-07.

   3. **Academic Technology Advisory Committee (ATAC) Appointment.**
   Dr. Fewell's term on the Academic Technology Advisory Committee is ending. Provost Lord indicated that appointments for the committee are generally made during the fall semester. The council tabled this item until a communication is received from ATAC requesting a new appointment.

VII.   Item Acted Upon:
   1. **05-19, IGP #50, Certification for Graduation for Undergraduate and Graduate Students (Revised IGP)**
   Provost Lord and Ms. Harvey provided details about the revised proposal and answered questions of the council. The council members requested that the following revision be made to the first sentence under Certification for Graduation, Responsibility of Certifying Dean: remove "an undergraduate" and replace with "a".

   The motion passed unanimously.

   The proposal **(See Attachment B)**, with one revision, was approved, effective immediately, *pending CGS and President's Council approval*.

The next meeting will be held Thursday, April 28, 2005.

The meeting adjourned at 2:22 p.m.   *--Minutes prepared by Janet Fopay, Recording Secretary*

The current agenda and all CAA council minutes are available on the web at http://www.eiu.edu/~eiucaa/. In addition, an electronic course library is available at http://www.edu.edu/~eiucaa/elibrary/.

The CAA minutes, agendas, and summaries of CAA actions are distributed via a listserv, caa-list. To subscribe, go to the following web site: http://lists.eiu.edu/mailman/listinfo/caa-list. Locate the section "Subscribing to caa-list" and enter your email address and create a password. Next, click on the subscribe box. An email will be sent to you requesting confirmation. Once confirmation is received, your request will be held for approval by the list administrator. You will be notified of the administrator's decision by email.

********** ANNOUNCEMENT OF NEXT MEETING ***********
Thursday, April 28, 2005
Conference Room 4440 – Booth Library @ 2:00 p.m.

Agenda
1. 05-22, Readmission Policy for Students Dismissed for Low Scholarship (Revised Policy)

Pending: 05-21, BGS 3001, BOT/BGS Prior Learning Portfolio (New Course)

Approved Executive Actions:
  LCBAS
  Effective Immediately
  1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment C)** for COS 4810, Principles of Career Development.

  Graduate School & International Programs
  Effective Spring 2005
  1. Revise the procedures for STA 3960/3961.

     FROM: **2004 Procedures:** STA 3960/3961 will be used as a placeholder course while students study abroad. Once the study abroad course work has been completed by the student, the STA 3960/3961 will be removed from the student's transcript and replaced with the name of the institution the course work was completed at, the course title(s), and the credit received for the course(s).

     TO: **2005 Procedures:** STA 3960/3961 will be used as a placeholder on the student's course schedule until the course of study is completed. At the conclusion of the course of study, the name of the institution where the courses were completed, the course title(s), and the credit received will be posted to the student's transcript.

  2. Revise the course description for STA 3960/3960.

     FROM: **2004 Catalog Text:** STA 3960/3961. Study Abroad Exchange (Arr.-Arr.3-15) Credit/No Credit. F, S, Su. Study Abd. Exch. Study Abroad Exchange is a mandated enrollment requirement for students participating in all-semester or year-long EIU or externally arranged exchange programs. Students may repeat the course for additional study abroad exchange participation if desired. Prerequisite: Permission of the Education Abroad Coordinator.

     TO: **2005 Catalog Text:** STA 3960/3961. Study Abroad Exchange (Arr.-Arr 3-15) Credit/No Credit. F, S, Su. Study Abd. Exch. STA 3960/3961 is a placeholder designation assigned by the Director of Study Abroad to course schedules for students participating in all semester- or year-long EIU or externally arranged study abroad programs. Upon completion of the study abroad curriculum, the name of the institution where the study abroad courses were completed and the course work including the course title(s) and credit received will appear on the student's transcript. The Director of Study Abroad assigns the STA 3960/3961 placeholder to the student's course schedule following required advisement sessions and authorizes posting of the institutional name, course titles and credit to the student's transcripts upon completion of the study abroad curriculum. The STA 3960/3961 placeholder is mandated for all students studying abroad. Students may repeat this process if additional study abroad exchange participation is desired.

Pending Executive Actions:

CAH

Effective Fall 2005

1. Require a "C" or better for all music courses in the Music Performance Option except those taken as electives.
2. Limit the number of times a course can be taken to achieve the "C" or better requirement to two (applies to the Music Performance Option & Music Teacher Certification Option.)
3. In the Composition Concentration of the Music Performance Option under "Additional Coursework" in the catalog, clarify that both MUS 3541 <u>and</u> MUS 3542 are required (the current language lists MUS 3541 <u>or</u> MUS 3542).
4. Remove MUS 2555G as a prerequisite for MUS 3420.

MUS 3420 - Music in Elementary Schools.

(2-1-2) Contemporary methods and materials of teaching music as aesthetic education in preschool and in the elementary grades.

Prerequisites and Course Notes
~~MUS 2555G.~~ Open to elementary and special education majors only.

Credits: 2

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5. Eliminate the following course: MUS 0241 Marimba Orchestra.

LCBAS

Effective Immediately

1. A Technology-Delivered Sections of Previously Approved Courses Questionnaire **(See Attachment D)** for COS 4830, Organizational Perspectives: Past, Present and Future.

Attachment A

FCS in Business Option Requirements

Students must select one of three concentrations: Consumer Affairs, Hospitality Management, or Merchandising.
Coursework includes 21-27 semester hours required for the FCS in Business Option, the semester hours required for selected Concentration Area, and 6 semester hours to fulfill the Business Administration Minor.
Courses required for the FCS in Business Option include:

- BUS 1950 - Computer Concepts and Applications for Business. Credits: 3
- BUS 2101 - Financial Accounting. Credits: 3
- BUS 2710 - Survey of Finance. Credits: 3
- BUS 3010 - Management and Organizational Behavior. Credits: 3
- BUS 3470 - Principles of Marketing. Credits: 3
- FCS 2244 - Consumer Textiles: Care and Production. Credits: 3
- FCS 4275 - Internship. Credits: 3 to 9

And an Additional 6 Semester Hours

Students must also select an additional 6 semester hours from the following courses to fulfill the Business Minor **(Hospitality Management students select 3 hours in addition to BUS 2750 below**):

- BUS 2102 - Managerial Accounting. Credits: 3
- BUS 2750 - Legal and Social Environment of Business. Credits: 3 **(Hospitality Management students must select this course)**
- BUS 2810 - Business Statistics I. Credits: 3
- BUS 3500 - Management Information Systems. Credits: 3
- BUS 3950 - Operations Management. Credits: 3
- CIS 2000 - Problem Solving with Visual Basic Credits: 3
- CIS 3500 - Advanced Microcomputer Applications and Development. Credits: 3
- CIS 3510 - Business Presentations and Document Design. Credits: 3
- FIN 3720 - Investments. Credits: 3
- FIN 3750 - Management of Financial Institutions. Credits: 3
- FIN 3770 - Working Capital Management. Credits: 3
- MAR 3720 - Consumer Behavior. Credits: 3
- MAR 3875 - Retail Management. Credits: 3
- MGT 3450 - Human Resource Management. Credits: 3
- MGT 4320 - Small Business and Entrepreneurship. Credits: 3

Hospitality Management Concentration

~~39~~ **33** Semester Hours **(**Courses counting toward general ed below should not be double counted in the major hours**)**

- BIO 1004G - Practical Microbiology. Credits: 3 (also counted as general education)
- ECN 2801G - Principles of Macroeconomics. Credits: 3 (also counted as general education)
- FCS 1120 - Food Selection and Preparation. Credits: 3
- FCS 1121 - Food Service Sanitation. Credits: 1
- FCS 2700 - The Hospitality Industry. Credits: 3
- FCS 2740 - Lodging Operations. Credits: 3
- FCS 3784 - Commercial Quantity Food Production. Credits: 5
- FCS 3786 - Hospitality Operations and Cost Control. Credits: 3

Select 15 Additional Semester Hours From the Following Courses:

- FCS 2100 - Nutrition in a Global Society. Credits: 3
- FCS 2784 - Hospitality Sales and Service. Credits: 3
- FCS 3340 - Club Management. Credits: 3
- FCS 4275 - Internship. Credits: 3 to 9

- FCS 4340 - Conventions and Trade Shows. Credits: 3
- FCS 4345 - Hospitality Administration. Credits: 3
- FCS 4350 - Dining Room Management. Credits: 3
- FCS 4760 - Hospitality Franchising. Credits: 3
- FCS 4940 - Food Systems Management. Credits: 3
- REC 3310 - Travel and Tourism. Credits: 3

Attachment B

Internal Governing Policy Number: 50

<u>CERTIFICATION FOR GRADUATION</u>
<u>FOR UNDERGRADUATE **AND GRADUATE** STUDENTS</u>

The evaluation of the student's record made by the Certifying Dean shall take precedence over any information provided by the student's adviser.

Student files concerning certification for graduation shall be retained for a period of five years after graduation or the date of last attendance.

<u>PARTICIPATION IN COMMENCEMENT CEREMONY</u>

Names of students who have completed application for graduation and who have demonstrated a reasonable chance of completing graduation requirements will be placed on the college graduation list submitted by each certifying dean to the Records Office.

Names may be added to the college graduation list if information supporting the action is received in sufficient time to do so.

Students whose names appear on a given semester's official graduation list may participate in that semester's commencement ceremony or a subsequent ceremony of their choice. Requests for exceptions may be granted according to the following guidelines:
Students ~~with 12 or fewer hours remaining in~~ **able to complete all of their degree requirements by the end of** the Summer Term ~~for the completion of their degree requirements~~ may be granted permission to participate in the preceding Spring commencement ceremony.

Students with only student teaching, internship, or practicum to be completed may be granted permission to participate in the commencement ceremony preceding their final term.

Those who qualify for participation in an earlier commencement ceremony must complete a request form prior to the deadline specific to the semester in which the earlier ceremony will take place.

Regardless of participation in a commencement ceremony, no student will be certified for graduation and awarded a degree and diploma until the appropriate certifying dean has provided the Records Office with official verification of the completion of all degree requirements.

<u>CERTIFICATION FOR GRADUATION</u>

<u>Responsibility of Certifying Dean</u>

Upon receipt of ~~an undergraduate~~ **a** student's application for graduation and receipt of all pertinent documents from the Records Office, the Certifying Dean, or designee (hereafter referred to as Dean only), shall:

1. establish an appropriate individual file for the student.

2. evaluate the student's progress toward graduation.

3. provide the student with a written statement of the requirements to be completed for graduation. The student's adviser will also be provided with a written statement of the requirements if the same documentation is not available through the university's online computer system.

4. confer with students who have questions concerning their graduation requirements.

5. update the student's records for each subsequent term upon receipt of official grade; maintain a summary file as appropriate.

For students who are seeking graduation for the current term, the Dean shall:

1. upon receipt of the tenth-day student load list, determine whether students will complete all graduation requirements if they satisfactorily complete the courses in which they are enrolled.

2. notify, in writing, student and student's adviser of the result of the most recent evaluation, with all exceptions clearly stated. Students whose names have been removed from the graduation list shall be told to reapply for graduation for a later term.

3. send to the Records Office the names of students who should be added or deleted from the tentative graduation list for the current term.

4. upon receipt of official grades at the close of the final term, notify the Records Office of the names of students who have ~~not~~ completed graduation requirements.

5. upon receipt of official grades at the close of the final term, notify those students who did not complete graduation requirements, with copies to their advisers.

Responsibility of the Registrar

The Registrar shall be responsible for the following:

1. providing the Deans with all pertinent information as soon as possible after the student applies for graduation.

2. sending to the Deans any pertinent information concerning the student's records as it is received by the Records Office.

3. notifying the Deans of the time frame during which additions and deletions can be accepted.

Attachment C

Proposal for Technology-Delivered Section of a Previously Approved Course
COS4810 *Principles of Career Development*

Thomas R. Hawkins
School of Technology

1. **A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.**

COS 4810 *Principles of Career Development* has been in the course catalog for many years. It is a required course in the Career and Organizational Studies Program. A copy of the most recent syllabus for the technology-delivered section is attached.

2. **A rationale for offering a technology-delivered section of the course.**

The Career and Organizational Studies program was established in 1975 to enable full-time working adults to finish their bachelor's degrees at off-campus locations. Most learners are in the Champaign-Urbana-Rantoul or the Danville regions. Offering a technology-delivered section of a required course is a natural extension of the COS program's basic mission, which is to serve working adults in our region who cannot return to a full-time, residential setting.

3. **A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives.**

The materials used in the technology-delivered version of COS 4810 are identical to those used in the face-to-face version. The course consists of 15 modules that include textbook assignments, written assignments, peer interaction, group projects, and examinations. The course textbooks are mailed to students by the Textbook Rental Center. WebCT is used for peer interaction on discussion boards and for monitoring group project discussions. Students use the WebCT assignment dropbox to submit weekly written assignments. The examination is administered through WebCT. Some modules include materials supplemental to the textbooks. These materials are posted within WebCT. The instructor also uses a listserv to facilitate communication among learners.

4. **A description of how the integrity of student work will be assured.**

Weekly written assignments are submitted through the WebCT assignment dropbox. Each assignment requires learners to make specific applications to their own workplace situations. This specificity makes it unlikely someone else could submit the work without it becoming evident to the instructor. The instructor reads all assignments for possible plagiarism or group work. The instructor also regularly communicates with students about their class discussion comments, which also discourages cheating. Project groups must communicate within the discussion areas established for them. This procedure allows the instructor to monitor each student's participation and involvement in group work. When the examination is administered, students can only access one question at a time and cannot return to a previous question. WebCT randomizes the questions. Thus, students at adjacent computers never simultaneously have identical questions. The examination is also timed. Students therefore cannot complete the examination within the allotted time if they use the textbook or other written material.

5. **A description of 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. email, web-based discussions, computer conferences, etc.)**

The instructor establishes a listserv at the beginning of the course. This listserv is used to communicate regularly with students about approaching deadlines, announcements, and other course reminders. The instructor also uses the listserv to send summaries of general observations and feedback about submitted written assignments or class discussions. The instructor establishes e-office hours during which students may enter a chatroom to discuss course questions with the instructor. Telephone conversations can also be scheduled. The instructor sends an individualized email message to each student summarizing comments and grading of the weekly written assignment.

Student-to-student interaction is required throughout the course. The learner's grade calculation includes points for class discussion. Each student must make at least two written responses or comments in the class discussion area each week. This requires reading other learners' comments and responding directly to at least one other student. Student-to-student interaction also occurs in the group projects. Each project team has an assigned discussion area where all team meetings must occur. The instructor can monitor these discussion areas to observe patterns of participation.

6. An explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS.

Learning objectives, course activities, assessment tools, and evaluation processes for the technology-delivered section of COS4810 are identical to those in face-to-face sections. The instructor communicates that student comments in the class discussion area will be evaluated with the expectation that learners in the technology-delivered version will devote considerable time to compose, revise, and edit their observations before posting them in a discussion area. A high level of generalization, synthesis, and application is expected in all written comments and assignments. Learners in the technology-delivered version are expected to spend the same amount of time completing personal, reflective exercises and assessment tools such as Holland's SDS as students in the face-to-face classroom.

Other pertinent information

All learners receive a "getting started" email at the beginning of the semester. This email reviews the skills needed to be successful in a technology-delivered course. Students are asked to assess their own readiness for this learning environment. The same "getting started" email outlines the hardware and software that students must have on their computers in order to participate.

Syllabus

Instructor Information

Name:	Thomas R. Hawkins
Email:	thawkins@eiu.edu
Office location:	4020 Klehm Hall
Office hours:	If you email or phone me, I will respond within 48 hours (except on weekends and spring break). I am also available in the "office hours" chatroom each Wednesday from 8 a.m. - 9 a.m.
Phone:	217-581-7426

Course Information

Course Title:	Principles of Career Development
Course number:	COS4810
Course discipline	Other
Course description:	The nature, purpose, and philosophy of career education as it relates to the career development of individuals. Includes an overview of various levels of career development and the contributions various career development theories make to a total program of career development. Contemporary problems and issues in career development.
Course date:	Monday, January 10, 2005 through Friday, May 6, 2005

Course Goals

Course goals:	During this course, participants will: 1. Analyze the various components of the career planning process 2. Compare and assess eight widely held theories of career development 3. Apply personally and critique the various tools and procedures of adult career planning.

4. Identify major approaches to implementing career development programs in organizations and discuss the advantages and disadvantages of each approach

Textbooks

Required reading:	*We are all self-employed*, Hakim, Cliff, Berrett-Koehler, 1994, 1-881052-47-8
Required reading:	*Career patterns: A kaleidoscope of possibilities*, Harris, Tuck, L., A. Price, & M. Robertson, Pearson/Prentice-Hall, 2004, 0-13-110965-0

Course Requirements

Introduction   Course grades will be determined on the basis of the following:

Requirements

CLASS DISCUSSION
60 points (12 Discussions x 5 pts/each)

POSTCARD ASSIGNMENTS
90 points (9 x 10 pts/each)

CAREER PLANNING PAPER
90 points

GROUP PROJECT
50 points

FINAL EXAM
60 points

GRADUATE PAPER
75 points.
Graduate students will prepare a research paper on a topic related to career development theories or issues. See the course policies section below for more information.

TOTAL
undergraduate students - 350 points

graduate students - 425 pts.

GRADING SCALE
A = 92%

B = 84%

C = 76%

D = 68%

F = less 67%

DISCUSSION CRITERIA

Criteria for discussion points will be:

A. Initial response to the discussion question will be 4-6 sentences long.
B. made no later than Wednesday of the week the question is posted
C. include one reference to the reading assignment and one supporting viewpoint that cites a personal experience. To write, "I agree with what everyone else wrote" is not an acceptable response.
D. Between Wednesday and Sunday of the week the question is posted, at least one response to another student's response will need to follow this format: 4-6 sentences long; include one reference to the reading assignment and one supporting viewpoint that cites a personal experience.

WRITTEN REFLECTION CRITERIA

Focus of the Message (4 Points)

The message is addressed clearly to a particular person. The message is signed by you as its author. The message clearly focused on the postcard instructions. The message demonstrates an understanding of the concept and how it applies personally

Development of Ideas (4 points)

Ideas were developed in appropriate depth and supported by pertinent details

Mechanics and Style (2 points)

Sentence and paragraph structure enhanced readability There were no grammar, punctuation, or spelling errors

CAREER PLANNING PAPER CRITERIA

Each student will submit a written career planning paper. This paper will demonstrate the application of career planning models and principles to their own career planning process. Criteria include

Understanding of one's own career pattern and behavior. 15 pts.

Ability to locate, evaluate, and use sources of career and occupational information. 20 pts.

Use of specific career development models and theories to interpret, synthesis, and describe career decision-making. 40 pts.

Correct grammar and spelling. 15 pts.

GROUP PROJECT CRITERIA

Individual contribution to project (assessed by number and quality of posts to team discussion area) 15 pts.

Accuracy of information presented about career planning model or issue. 10 pts.

Ability to assess career planning model's strengths, limitations. 15 pts.

Quality of discussion questions posed to whole class. 5 pts.

Grammar and spelling. 5 pts.

Policies	
Introduction	STUDENTS WITH DISABILITIES Students with documented disabilities must contact the instructor no later than the second class session to discuss any needed accommodations so that success in the class can be attained. The Office of Disabilities is an available resource. GRADUATE STUDENT REQUIREMENTS In addition to the above requirements, graduate students will be required to submit a research paper on a topic related to career development. This paper will demonstrate graduate-level abilities to conduct research, engage in analysis and synthesis of theories and data, and write clearly and concisely. The paper must include at least 6 references from professional journals. It should be approximately 8-10 pages in length and use APA style. If you are a graduate student, please email the instructor to schedule a time when we can discuss your topic. This appointment must be scheduled within the first three weeks of class. Please expect to confirm with the instructor at least three times as you research and prepare your paper.

COURSE FEE
An additional fee is charged for this course in order to cover the cost of John Holland's Self-Directed Search, which all students will complete as a required course assignment

SYLLABUS CHANGES
The instructor reserves the right to alter the assignments, grading, or schedule of topics based upon expressed needs of students or unforeseen events.

Schedule of Topics

August 26
>Introductions
>Course overview
>Plotting your career journey

September 2
>The changing context of work
>Readings: Harris-Tuck, Price, & Robertson, Chapter 1
>>Hakim, Introduction & Chapter 1
>**Assignments due – Postcard #1 "My Career Journey"**

September 9
>Adult life stages and career development
>Readings: Levinson article, Super article
>**Assignments due – Postcard #2 "Shifting My Paradigms"**

September 16
>Career motivation
>Readings: London & Mone article
>>Hakim, Chapters 2 & 3
>**Assignments due – Postcard #3 "Life Stages and Transitions"**

September 23
>Work values and career choice
>Readings: Harris-Tuck, Price & Robertson, Chapter 3
>**Assignments due – Postcard #4 "Who's Driving the Bus?"**

September 30
>Personality type and career choice
>Readings: Harris-Tuck, Price, & Robertson, Chapter 4
>**Assignments due – Postcard #5 "What is Value-Ful Work?"**

October 7
>Skill, ability, and career choice
>Readings: Hakim, Chapters 5 & 6
>**Assignments due – Postcard #6 "Does My Job Match My Personality Type?"**

October 14
>Sources of occupational information
>Formation of presentation groups
>Readings: Harris-Tuck, Price, & Robertson, Chapter 5
>**Assignments due – Postcard #7 "Following My Map"**

October 21
>Occupational constraints and their impact on career choice

October 28
>Career decision making
>**Assignments due – Postcard #8 "Can I Manage My Constraints?"**

November 4
>Getting Noticed
>Readings: Harris-Tuck, Price & Robertson, Chapter 8
>**Assignments due – Postcard #9 "Am I A Satisficing Decision Maker?"**

November 11
>Building Your Career
>Readings: Harris-Tuck, Price & Robertson, Chapters 7 & 9

November 18
>Theoretical models of career choice and development
>**Assignments due -- Career Planning Paper**

November 25
>Thanksgiving Break – No Class

December 2
>**Group Presentations**

December 9
>**Group Presentations**
>**Graduate Paper Due**

December 16
>**Final Examination**

Attachment D

Proposal for Technology-Delivered Section of a Previously Approved Course
COS4830 *Organizational Perspectives: Past, Present, and Future*

1. A copy of the most recent course proposal approved by CAA/CGS or a copy of the most recent course syllabus.

COS 4830 *Organizational Perspectives: Past, Present, Future* has been in the course catalog for many years. It is a required course in the Career and Organizational Studies Program. A copy of the most recent syllabus for the technology-delivered section is attached.

2. A rationale for offering a technology-delivered section of the course.

The Career and Organizational Studies program was established in 1975 to enable full-time working adults to finish their bachelor's degrees at off-campus locations. Most learners are in the Champaign-Urbana-Rantoul or the Danville regions. Offering a technology-delivered section of COS 4830 *Organizational Perspectives: Past, Present,* Future is a natural extension of the COS program's basic mission, which is to serve working adults in our region who cannot return to a full-time, residential setting. Offering this course in a technology-delivered format enables the program to reach and deliver the core course to students who are not able to attend classes either on campus or at one of the remote sites.

3. A description of how the format/technology will be used to support and assess students' achievements of the specified learning objectives

The technology-delivered version of COS 4830 mirrors the learning objectives, outcomes, and assessment methods used in the face-to-face version of this course. Course content is delivered by means of narrated PowerPoint lectures, which may be viewed using Real Player software, which is available as a free download to students. The course textbooks are mailed to students by the Textbook Rental Center. WebCT is used for peer interaction on discussion boards and for monitoring group project discussions. Student progress is assessed by two exams (one objective and one long answer), academic papers (both long and short), and individual as well as group activities that are supported by WebCT. The instructor uses a listserv to facilitate communication among learners.

4. A description of how the integrity of student work will be assured.

Students' completed essay exam and the papers are posted to an individual, secure section of WebCT to which only the instructor and the student have access. This eliminates the possibility of someone copying another student's work. The objective exam is delivered using WebCT technology that draws upon a bank of potential test items presented in random order. On multiple-choice items, even the order of the descriptors is randomized. The exam itself carries a time limit, after which the exam is locked to student access. Work on group projects must be done within an assigned WebCT discussion area. This allows the instructor to monitor closely each student's participation in the planning and implementation of the project.

5. A description of 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 establishes a listserv at the beginning of the course. This listserv is used to communicate regularly with students about approaching deadlines, announcements, and other course reminders. The instructor also uses the listserv to send regular summaries of general observations and feedback about submitted written assignments or class discussions. Telephone conferences with the instructor can also be scheduled. The instructor regularly uses email and the WebCT discussion areas to communicate with students.

Student-to-student interaction is required throughout the course within WebCT's discussion areas. Student-to-student interaction also occurs in the group projects. Each project team has an assigned discussion area within WebCT where all team meetings must occur. The instructor can monitor these discussion areas to observe patterns of participation.

6. An explanation of how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described in the original course proposal approved by CAA/CGS.

Learning objectives, course activities, assessment tools, and evaluation processes for the technology-delivered section of COS 4830 are identical to those in face-to-face sections. Student comments in the class discussion area are evaluated with the expectation that learners in the technology-delivered version will devote considerable time to composing, revising, and editing their observations before posting them in a discussion area. A high level of generalization, synthesis, and application is expected in all written comments and assignments. Group projects and other assignments mirror the time expectations and requirements of the face-to-face version.

Other pertinent information

All learners receive a "getting started" email at the beginning of the semester. This email reviews the skills needed to be successful in a technology-delivered course. Students are asked to assess their own readiness for this learning environment. The same "getting started" email outlines the hardware and software that students must have on their computers in order to participate.

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COS 4830
ORGANIZATIONAL PERSPECTIVES:
PAST, PRESENT, AND FUTURE
Fall, 2004

</div>

Instructor

Course Description
This course involves the study of the nature of organizations from varying perspectives including historical, philosophical, technological, psychological and sociological with prospects and directions for the future. WI

Textbooks

- o Bolman, L.G. & Deal, T.E. (1997*). Reframing organizations: Artistry, choice, and leadership*. (2nd ed.). San Francisco: Jossey-Bass.
- o Weisbord, M.R. (1990). *Productive workplaces*. San Francisco: Jossey-Bass.
- o American Psychological Association. (2001). *Publication manual* (5th ed.). Washington DC.

Course Objectives
By the end of the course, participants will be able to:

1. Recognize and describe the significant social and cultural factors that impact organizational systems and the nature of work in general.
2. Investigate and describe belief systems, paradigms, and values as they relate to quality of work life, productivity, and other workplace issues.
3. Discuss the historical perspective of the work ethic and contemporary ethical issues in the workplace.
4. Explain the philosophies and contributions made by Frederick Taylor, Kurt Lewin, and Douglas McGregor to the world of work.
5. Apply critical thinking skills in relation to required reading, personal experiences, and classroom discussion.
6. Apply the skills of making professional presentations, of working in groups, and of researching and writing papers.

Expectations for Participation
1. Actively participate in the course by being on time and staying on task, by asking clarifying questions, by providing examples or illustrations that add to the class' understanding of course concepts. If more than two classes are missed, students will consult with the instructor to determine additional activities needed to substitute for missed course work.
2. All assignments are due on the scheduled due date. Grade for the assignment will be lowered 5% for each day it is late.
3. According to the University requirements, graduate students are required to submit additional work. They are expected to research and write a 6-8 page academic paper on a topic related to some aspect of course content. Graduate students should discuss proposed topics with the instructor by the 3rd week of class.
4. Invest in your learning by spending adequate time reading and preparing for class sessions.
5. Review the University's policies and deadlines for withdrawal, late fees, grades, and other issues. These policies are in the off campus course schedule and also available from the University.
6. If you have a documented disability and wish to discuss academic accommodations, please contact the instructor or the Office of Disability Services (581-6583).
7. The instructor reserves the right to adjust the schedule of topics, readings, or grading scale in light of changing circumstances or needs.

Grading

Grading	Points	Grades
Short writes (2 @ 10 pts)	20	A = 324 – 360
Songs Assignment	30	B = 288 – 323
Mid-term Exam	40	C = 252 – 287
Group Presentation	30	D = 216 – 251
Research Paper	100	F = < 216
Final Exam	80	
Participation	60	
TOTAL	**360**	

Graduate Research Paper is worth an additional 80 points, adjusting the grading scale percentages to reflect a total of 450 points rather than 360.

Course Schedule

Aug 30
Ethics and Organizational Culture
Bolman & Deal, Chapter 1-2, 19
Weisbord, Prologue
Songs Assignment

PART ONE -- THE PAST
September 6
F. W. Taylor & Scientific Management
Wiesbord, Chapter 1-2
Writing Assignment #1

September 13
Perceptions of Work and Organizations in our Culture
"Songs" Assignment Due

September 20
Kurt Lewin & Group Behavior
Wiesbord, Chapters 3-4
Writing Assignment #1 Due

September 27
  Kurt Lewin & Group Behavior
    Writing Assignment #2

October 4
  Douglas McGregor & Managerial Behavior
    Wiesbord, Chapters 5-6
    Writing Assignment #2 Due

October 11
  Douglas McGregor and Managerial Behavior
  Mid-term Examination

PART TWO – THE PRESENT

October 18
  Structural Frame
    Bolman & Deal, Chapters 3-5

October 25
  Structural Frame, con't.
  Group Presentation – Structural Frame Case Study
November 1
  Human Resources Frame
    Bolman & Deal, Chapters 6-8
  Group Presentation – Human Resources Frame Case Study

November 8
  Political Frame
    Bolman & Deal, Chapters 9-11
  Group Presentation – Political Frame Case Study

November 15
  Symbolic Frame
    Bolman & Deal, Chapters 12-14
  Group Presentation – Symbolic Frame Case Study

November 22
  Thanksgiving Break

PART THREE – THE FUTURE

November 29
  Change, Organizations, and Leadership
    Bolman & Deal, Chapters 17-20

December 6
  Bringing it all together
    Bolman & Deal, Chapters 15, 21
  Individual Research Paper Due

December 11
  Final Examination
  Graduate Student Paper Due