Eastern Illinois University
Revised Course Proposal
BUS 3010, Management and Organizational Behavior

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  X Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000:  BUS3010

2. Title (may not exceed 30 characters, including spaces): MGT and ORG Behavior

3. Long title, if any (may not exceed 100 characters, including spaces): Management and Organizational Behavior

4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:

5. Term(s) to be offered:  X Fall  X Spring  ___ Summer  X On demand

6. Initial term of offering:  ___ Fall  ___ Spring  X Summer  Year: 2014

7. Course description: Organization fundamentals: objectives, functions, structure and operational procedure, interpersonal relationships, control and motivational systems, and communications.

8. Registration restrictions:
   a. Equivalent Courses
      • Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
      • 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. Junior standing or BUS 1950 with C or better and BUS 2750 with C or better, or permission of the Associate Chair, School of Business.
      • 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)?
      ___ No one  ___ Chair  ___ Instructor  ___ Advisor  X Other (Please specify) Associate Chair, School of Business

   d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

   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:
   None

g. Degree, college, major(s), level, or class to be excluded from the course, if any:
   None

9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] None

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
    ___ Internet   X hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
   After successful completion of this course, students will be able to:
   
   1. Define management terminology and concepts.
   2. Describe the role management plays in relation to other business functions.
   3. Distinguish the four functions (planning, organizing, leading, and controlling) of management.
   4. Recognize the universality of management in organizations including international and not-for-profit organizations.
   5. Recognize the effect the organizational environment and corporate culture has upon managerial processes.
6. Identify appropriate techniques of and apply management concepts in making decisions.
7. Recognize and propose resolutions to ethical dilemmas that arise in management situations.
8. Comprehend the role of diversity in global organizational settings.
   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.
Not a general education course
   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
Not a graduate-level course

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:
   Practice Quizzes/Activities, Homework, Quizzes, Unit Exams, Discussion Questions and Responses

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Practice Quizzes/Activities</th>
<th>Homework Assignments</th>
<th>Quizzes</th>
<th>Exams</th>
<th>Discussion Questions/Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>2</td>
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<td>3</td>
<td>X</td>
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<td>5</td>
<td>X</td>
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<td>6</td>
<td>X</td>
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<td>7</td>
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<td>X</td>
<td>X</td>
<td>X</td>
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<td>X</td>
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</tbody>
</table>

3. Explain how the instructor will determine students’ grades for the course:
   Practice Quizzes/Activities, Homework, Quizzes, Unit Exams, Discussion Questions and Responses
   Clarification regarding large classes: In a large section online, Practice Quizzes/Activities would increase in percentage (and time for students answering these questions) while Discussion Questions/Responses would decrease in percentage as the logistics of scoring Discussion Questions/Responses is infinite.

<table>
<thead>
<tr>
<th>Approx. Points</th>
<th>Percentage</th>
<th>Item Being Evaluated</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>180</td>
<td>13%</td>
<td>Practice Quizzes/Activities</td>
<td>18 assignments, one per chapter</td>
</tr>
<tr>
<td>90</td>
<td>7%</td>
<td>Homework assignments</td>
<td>18 assignments, one per chapter</td>
</tr>
<tr>
<td>180</td>
<td>13%</td>
<td>Quizzes</td>
<td>18 chapter quizzes</td>
</tr>
<tr>
<td>360</td>
<td>27%</td>
<td>Exams</td>
<td>4 exams</td>
</tr>
<tr>
<td>540</td>
<td>40%</td>
<td>Discussion Question (DQ) &amp; DQ Responses</td>
<td>18 Discussion Questions/36 DQ Responses</td>
</tr>
<tr>
<td>1350</td>
<td>100%</td>
<td>Total</td>
<td></td>
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</tbody>
</table>
The grading scale may vary by instructor, but is generally considered as follows:

90-100% = A  
80-89% = B  
70-79% = C  
60-69% = D  
Less than 60% = F

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:
      Online activities include an average of 1.5 hours of practice quizzes and activities per chapter, homework which includes either a video or a drag and drop event, chapter quizzes, and unit exams as well as discussion questions being answered with two peer review responses to other students postings.
   b. Describe how the integrity of student work will be assured:
      Students will take quizzes and exams through an online testing taking monitoring system, or they will take them supervised at a community college in their area.
   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.):
      At the discretion of the faculty, provisions and requirements would vary but generally will utilize Email, Web-Based Discussions, Web-conferencing

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.

Not applicable

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 *.)

Not applicable

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>Week*</th>
<th>Topics</th>
<th>Approximate Course Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Environment of Business</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>International Management</td>
<td>3</td>
</tr>
<tr>
<td>3</td>
<td>Ethics and Social Responsibility</td>
<td>3</td>
</tr>
</tbody>
</table>
PART IV: PURPOSE AND NEED

1. Explain the department’s rationale for developing and proposing the course.
   Given the increased emphasis of online course delivery at EIU, there has been an interest in this course being offered online. Offering this course online gives EIU the opportunity to maintain and gain student enrollment when students might normally select another school closer to home to complete a core course and consequently transfer that course to EIU.

   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. Not a general education course.

   b. If the course or some sections of the course may be technology delivered, explain why.
   Offering this course online gives EIU the opportunity to maintain and gain student enrollment when students might normally select another school closer to home to complete a core course and consequently transfer that course to EIU.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.
   This course is a 3000 level course because it is an intermediate-level management course, and an understanding of basic management concepts is necessary, which is why junior standing is a prerequisite.

3. If the course is similar to an existing course or courses, justify its development and offering.
   Not applicable.

   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. Not applicable.

   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. No deletions are planned.

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. The course will be an approved core course for business majors and minors.
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.

Not applicable

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. Not applicable.

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:
Renee King, Nanci Newstrom, or other qualified faculty members. Online sections will be taught by qualified faculty members meeting the technology-delivered policy requirements.
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.

Not applicable

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):
EIU’s Online Learning Management System: Desire 2 Learn (D2L)
McGraw-Hill/Irwin Online Activities: Connect

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: 1/22/2014

Date approved by the college curriculum committee: 2/17/2014

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

Date approved by CAA: 2/27/14 CGS: Not applicable

*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/~counscet/
581-3413

Disability Services
http://www.eiu.edu/~disability/
581-2412

581-6583