Technology-Delivered Section of a Previously Approved Course

Please provide to CAA and/or CGS, as applicable:

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

OPD 4830 Organizational Perspectives: Past, Present, Future has been in the course catalog for many years. It is a required course in the Organizational and Professional Development 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 Organizational and Professional Development 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 OPD 4830 Organizational Perspectives: Past, Present, Future is a natural extension of the OPD 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 OPD 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 OPD 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.
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. W1

Textbooks


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

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
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<tbody>
<tr>
<td>Short writes (2 @ 10 pts)</td>
<td>20</td>
<td>A = 324 – 360</td>
</tr>
<tr>
<td>Songs Assignment</td>
<td>30</td>
<td>B = 288 – 323</td>
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<tr>
<td>Mid-term Exam</td>
<td>40</td>
<td>C = 252 – 287</td>
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<tr>
<td>Group Presentation</td>
<td>30</td>
<td>D = 216 – 251</td>
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<tr>
<td>Research Paper</td>
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<td>F = &lt; 216</td>
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<td>Final Exam</td>
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<td>Participation</td>
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<tr>
<td>TOTAL</td>
<td>360</td>
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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