

ELR/MGMT 627 Organizational Behavior-NC/DE-2018-10-17

- The workflow icon is no longer available. Please click on the Page Status after the orange circle icon near the page title. *

Form Information

 The page you originally access is the global template version. To access the template document that progresses through the workflow, please complete the following steps:

First Step: ONLY change the text in the [brackets] so it looks like this: **CRIM 101 Intro to Criminology-CrsRvs-2015-08-10**

- If DUAL LISTED list BOTH courses in the page title*

Second Step: Click “SAVE” on bottom right

- DO NOT TYPE ANYTHING INTO THE FIRST PAGE OTHER THAN THE TEXT IN BRACKETS*
- Please be sure to remove the Brackets while renaming the page*

Third Step: Make sure the word DRAFT is in yellow at the top of the proposal

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When ready to submit click on the workflow icon and hit approve. It will then move to the chair as the next step in the workflow.

**Indicates a required field*

Proposer*	Dr. Dennis D. Frketic	Proposer Email*	dfrketic@iup.edu
Contact Person*	Dr. Dennis D. Frketic	Contact Email*	dfrketic@iup.edu
Proposing Department/Unit*	Employment & Labor Relations	Contact Phone*	724-357-2724

(A) Course Prefix*	ELR/MGMT
(B) Course Number*	<i>See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323</i> 627
(C) Course Title*	Organizational Behavior
(D) Course Level*	graduate-level

<p>(E) Cross Listed*</p> <p>Dual Listed courses must use the</p> <p>Dual Listed form</p> <p>Note: both courses to be dual-listed</p> <p>must be approved through Senate</p> <p>PRIOR to requesting Dual Listing</p> <p><i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i></p>	<p><i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i></p> <p>NO</p> <p>If YES, with:</p>
<p>(F) Variable Credit*</p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p>(G) Variable Title*</p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p>(H) Number of Credits*</p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p>(I) Repeatable Course*</p> <p>This is for courses that can be</p> <p>Repeated multiple times e. g. Internship</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="padding-left: 40px;">Number of Credits that May be Repeated:</p> <p style="padding-left: 40px;">Maximum Number of Credits Allowed to be Repeated:</p>
<p>(J) Prerequisite(s)</p>	<p>N/A</p>
<p>(K) Co-requisite(s)</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>N/A</p>

<p>(L) Additional Information</p>	<p><i>Check all that apply. Note: Additional documentation will be required</i></p> <p><i>* Teacher Education: Please complete the Teacher Education section of this form (below)</i></p> <p><i>* Liberal Studies: Please complete the Liberal Studies section of this form (below)</i></p> <p><i>* Distance Education: Please complete the Distance Education section of this form (below)</i></p> <p>distance-education</p>															
<p>(M) Recommended Class Size</p>	<p>NO</p> <p>Number (Enter Zero if No):0</p> <p>If YES: (Check one of the following reasons and provide a narrative explanation)</p> <p>Explain (required):</p>															
<p>(N) Catalog Description*</p>	<p><i>Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.</i></p> <p>Course Description:</p> <p>Examines Organization Behaviors that help students define and be able to articulate critical factors that affect behavior within public and private organizations. This course studies the impact that individuals, groups, organizational structure and processes have on behavior within organizations. As a result, students will be able to improve their ability to navigate diverse organizational systems as well as manage individuals and teams in large and small organizations.</p>															
<p>(O) Student Learning Outcomes* (SLO)</p> <p>For Each Outcome Describe</p> <p>How the Outcome Will Be Measured</p>	<p><i>These should be measurable, appropriate to the course level, and phrased in terms of <u>student achievement</u>, not instructional or content outcomes</i></p> <p><i>If dual listed, indicate additional learning objectives for the higher level course. Hit Tab to add additional lines</i></p> <p>Note that the text box in the table expands</p> <table border="1" data-bbox="326 1131 1485 1913"> <thead> <tr> <th data-bbox="326 1131 415 1209">SLO #</th> <th data-bbox="415 1131 1299 1209">Outcome</th> <th data-bbox="1299 1131 1485 1209">How outcome is assessed</th> </tr> </thead> <tbody> <tr> <td data-bbox="326 1209 415 1367">1</td> <td data-bbox="415 1209 1299 1367">Analyze the elements affecting performance at work; organizational structure, organizational culture, ethical practice, equity and fairness in the workplace.</td> <td data-bbox="1299 1209 1485 1367"> <ul style="list-style-type: none"> • Discussion Board • Research Paper </td> </tr> <tr> <td data-bbox="326 1367 415 1549">2</td> <td data-bbox="415 1367 1299 1549">Examine elements associated with organizational decision-making that affect individual, team, and organizational performance.</td> <td data-bbox="1299 1367 1485 1549"> <ul style="list-style-type: none"> • Quizzes • Midterm • Final Exam • Discussion Board </td> </tr> <tr> <td data-bbox="326 1549 415 1686">3</td> <td data-bbox="415 1549 1299 1686">Differentiate critical elements associated with change management within public and private organizations.</td> <td data-bbox="1299 1549 1485 1686"> <ul style="list-style-type: none"> • Quizzes • Midterm • Final Exam </td> </tr> <tr> <td data-bbox="326 1686 415 1913">4</td> <td data-bbox="415 1686 1299 1913">Apply principles associated with productive work environments and critical thinking skills through the use of case studies.</td> <td data-bbox="1299 1686 1485 1913"> <ul style="list-style-type: none"> • Case Analysis • Midterm • Final Exam • Discussion Board </td> </tr> </tbody> </table>	SLO #	Outcome	How outcome is assessed	1	Analyze the elements affecting performance at work; organizational structure, organizational culture, ethical practice, equity and fairness in the workplace.	<ul style="list-style-type: none"> • Discussion Board • Research Paper 	2	Examine elements associated with organizational decision-making that affect individual, team, and organizational performance.	<ul style="list-style-type: none"> • Quizzes • Midterm • Final Exam • Discussion Board 	3	Differentiate critical elements associated with change management within public and private organizations.	<ul style="list-style-type: none"> • Quizzes • Midterm • Final Exam 	4	Apply principles associated with productive work environments and critical thinking skills through the use of case studies.	<ul style="list-style-type: none"> • Case Analysis • Midterm • Final Exam • Discussion Board
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<p>(P) Brief Course Outline*</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar, or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>Brief Course Outline</p> <p>Lesson 01: Introduction to Organizational Behavior within Organized Workplaces</p> <p>Lesson 02: Organizational Structure</p> <p>Lesson 03: The Individual</p> <p>Lesson 04: The Individual: Motivation</p> <p>Lesson 05: Organizational Culture and Ethics</p> <p>Lesson 06: Groups and Teams</p> <p>Lesson 07: Communications and Decision Making</p> <p>Lesson 08: Stress and Conflict</p> <p>Lesson 09: Reward Systems</p> <p>Lesson 10: Performance Management</p> <p>Lesson 11: Leadership</p> <p>Lesson 12: Managing Diversity</p> <p>Lesson 13: Power and Politics within Organized Workplaces</p> <p>Lesson 14: Managing Change within Organized Workplaces</p> <p>Lesson 15: Reflections</p>
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<p style="text-align: center;">Rationale for Proposal</p>	
<p>(Q) Why is this Course Being Proposed?*</p>	<p>This course provides graduate students with an introduction to the nature, background, research-based approaches and effective strategies related to organizational behavior within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective performance at work, communications, organizational structure, and organizational cultures. In addition to serving as core course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes organizational behavior. It will also be available for early admission students in the Employment and Labor Relations program.</p>
<p>(R) University Senate Summary of Rationale</p>	<p><i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i></p> <p>This course provides graduate students with an introduction to the nature, background, research-based approaches and effective strategies related to organizational behavior within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective performance at work, communications, organizational structure, and organizational cultures. In addition to serving as core course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes organizational behavior. It will also be available for early admission students in the Employment and Labor Relations program.</p>
<p>(S) How Does it Fit into the Departmental Curriculum?*</p>	<p><i>Check all that apply</i></p> <p>Core Requirement</p> <p>If Other, please explain:</p>

<p>(T) Is a Similar Class Offered in Other Departments? *</p>	<p>NO</p> <p>Please Provide Comment:</p> <p>We could not find another Organizational Behavior at the Masters level relative to our field of study. This course is being cross listed with the Management Department in the Eberly College of Business</p>				
<p>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</p>	<p>YES</p> <p>Please Provide Comment:</p> <p>This course will also enable students in other degree programs to be prepared in any work setting by addressing the approaches and challenges related to organizational behavior. Early admission students will receive an introduction to the theories, concepts, approaches and research based strategies that will be analyzed and applied throughout their degree program.</p>				
<p>(V) Who is the Target Audience for the Course?*</p>	<p>Course Designed for Majors</p> <p>If Other, please explain:</p>				
<p>(W) Implications for Other Departments*</p>	<p>A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)</p> <p>This course is being cross-listed with MGMT to use in the MBA program.</p> <p>B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?</p> <p>Conferred with Dr. Soni, Department Chair of Management</p>				
<p>(X) Attach Supporting Documents for Implications, if Necessary</p>	<table border="1"> <thead> <tr> <th data-bbox="362 1335 402 1356">File</th> <th data-bbox="435 1335 516 1356">Modified</th> </tr> </thead> <tbody> <tr> <td colspan="2" data-bbox="297 1377 540 1381"><hr/></td> </tr> </tbody> </table>	File	Modified	<hr/>	
File	Modified				
<hr/>					
<p>(Y) Are the Resources Adequate?*</p>	<p><i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i></p> <p>YES</p> <p>Please Provide Comment:</p>				

Distance Education Section

- Complete this section only if adding Distance Education to a New or Existing Course

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course has previously been approved for Distance Education</p>
<p>Course Prefix /Number</p>	<p>ELR/MGMT 627</p>
<p>Course Title</p>	<p>Organizational Behavior</p>
<p>Type of Proposal</p>	<p><i>See CBA, Art. 42.D.1 for Definition</i> online</p>
<p>Brief Course Outline</p>	<p><i>Give an outline of sufficient detail to communicate the course content to faculty across campus. It is not necessary to include specific readings, calendar or assignments</i></p> <p><i>As outlined by the federal definition of a "credit hour", the following should be a consideration regarding student work - For every one hour of classroom or direct faculty instruction, there should be a minimum of two hours of out of class student work.</i></p> <p>This course will be conducted primarily through discussion, Individual research assignments that will be shared with peers. Students will engage in online discussion through the discussion forums while learning new methods, theories, techniques related to organizational behavior. This will provide students the opportunity to talk with other students, share experiences and research findings with others in the classroom. This will contribute to the collective knowledge of the class.</p> <p>Lesson 01: Introduction to Organizational Behavior within Organized Workplaces</p> <p>Lesson 02: Organizational Structure</p> <p>Lesson 03: The Individual</p> <p>Lesson 04: The Individual: Motivation</p> <p>Lesson 05: Organizational Culture and Ethics</p> <p>Lesson 06: Groups and Teams</p> <p>Lesson 07: Communications and Decision Making</p> <p>Lesson 08: Stress and Conflict</p> <p>Lesson 09: Reward Systems</p> <p>Lesson 10: Performance Management</p> <p>Lesson 11: Leadership</p> <p>Lesson 12: Managing Diversity</p> <p>Lesson 13: Power and Politics within Organized Workplaces</p> <p>Lesson 14: Managing Change within Organized Workplaces</p> <p>Lesson 15: Reflections</p>
<p align="center">Rationale for Proposal (Required Questions from CBA)</p>	

<p>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</p>	<p>Qualifications to teach online can be attributed to past experience and professional development completed during my career in academia. I have taught online courses with several higher education institutions for the past 12 years and I have completed required training programs offered by Higher education institutions. I have significant experience with different online platforms to deliver course material. I have utilized Blackboard and Desire2learn tools to build and conduct online classes. I have participated in professional development that has enhanced my online teaching skills. I have completed the following:</p> <p>Quality Matters Program (QM). QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online courses and online components. The Quality Matters Rubric has become the most widely used set of standards for the design of online and blended courses at the college level.</p> <p>EDUC-495: Online Virtual Teaching and Learning. A course that covered best practices, standards, models of online learning, course design and delivery, new technologies and their applications, social media, and practical experience in designing an online or hybrid class. There was a heavy emphasis on the use of new and emerging technologies in adult and K-12 education.</p> <p>OL 2000: Essentials of Online Teaching. This was a required course for teaching Penn State online courses. A course that covered best practices, standards, models of online learning, course design and delivery of Penn State online courses. I successfully completed this course in 2017</p>										
<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	<table border="1"> <thead> <tr> <th data-bbox="305 617 423 695">Course SLO #</th> <th data-bbox="423 617 1485 695">How outcome is assessed using Distance Education Technologies</th> </tr> </thead> <tbody> <tr> <td data-bbox="305 695 423 785">1</td> <td data-bbox="423 695 1485 785">Analyze the elements affecting performance at work; organizational structure, organizational culture, ethical practice, equity and fairness in the workplace: Students will select a specific topic of interest and write a scholarly research paper to meet the objectives of this course outcome.</td> </tr> <tr> <td data-bbox="305 785 423 875">2</td> <td data-bbox="423 785 1485 875">Examine elements associated with organizational decision-making that affect individual, team, and organizational performance: This will be accomplished through quizzes, midterm, and a discussion forum focused on this specific topic.</td> </tr> <tr> <td data-bbox="305 875 423 945">3</td> <td data-bbox="423 875 1485 945">Differentiate critical elements associated with change management within public and private organizations: This will be accomplished through quizzes, midterm, and a discussion forum focused on this specific topic.</td> </tr> <tr> <td data-bbox="305 945 423 1035">4</td> <td data-bbox="423 945 1485 1035">Apply principles associated with productive work environments and critical thinking skills through the use of case studies. This will be accomplished through case analysis, quizzes, midterm, and a discussion forum focused on this specific topic.</td> </tr> </tbody> </table>	Course SLO #	How outcome is assessed using Distance Education Technologies	1	Analyze the elements affecting performance at work; organizational structure, organizational culture, ethical practice, equity and fairness in the workplace: Students will select a specific topic of interest and write a scholarly research paper to meet the objectives of this course outcome.	2	Examine elements associated with organizational decision-making that affect individual, team, and organizational performance: This will be accomplished through quizzes, midterm, and a discussion forum focused on this specific topic.	3	Differentiate critical elements associated with change management within public and private organizations: This will be accomplished through quizzes, midterm, and a discussion forum focused on this specific topic.	4	Apply principles associated with productive work environments and critical thinking skills through the use of case studies. This will be accomplished through case analysis, quizzes, midterm, and a discussion forum focused on this specific topic.
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<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	<p>Student-student interaction will be achieved in several ways. Students will be encouraged to share personal items of interest through two discussion forums dedicated for this purpose: A Bio Forum in which students post information about themselves, their careers, and their interests, and a Cafe Forum in which students can exchange ideas and questions on topics not specifically related to the course. There will also be a General Course Forum in which students can pose questions and comments about the course.</p> <p>Instructor-Student Interaction is achieved through the instructor being an active participant in the module discussion forums by posting initial questions for discussion, sharing in documentation that is pertinent and useful, and by providing comments and critiques on students' posts.</p>										
<p>How will student achievement be evaluated?</p>											
<p>How will academic honesty for tests and assignments be addressed?</p>	<p>Academic Honesty will be addressed in the following:</p> <p>1. The following academic integrity policy will appear in the syllabus for this course:</p> <p>Indiana University of Pennsylvania expects a full commitment to academic integrity from each student. Students will be required to submit all papers involving referenced work to plagiarism software. Assignments will be designed to minimize the potential for violations of academic integrity.</p> <p>Failure to comply with the policies and procedures may result in a decrease in grade, involuntary withdrawal from an academic program, suspension, expulsion, or rescission of a conferred degree. IUP's "Academic Integrity Policy and Procedures" are available in the Graduate Catalog, which is available at http://www.iup.edu/page.aspx?id=127235.</p>										

- Complete this section only for a new Liberal Studies course or Liberal Studies course revision

If Completing this Section, Check the Box to the Right:	NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies
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Liberal Studies Course Designations (Check all that apply)																									
Section 1																									
Learning Skills:																									
Knowledge Area:																									
Liberal Studies Elective	<i>Please mark the competencies(s) that apply - must meet at least one</i>																								
How does this course fit into the designation you indicated above?																									
Expected Undergraduate Student Learning Outcomes (EUSLOs) Map the Course Outcome to the EUSLO's	<p><i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.</i></p> <p><i>See https://www.iup.edu/liberal/faculty-and-staff/euslos/ for additional information regarding mapping EUSLOs</i></p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 80%;">Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td>• the ways of modeling the natural, social and technical worlds</td> <td></td> </tr> <tr> <td>• The aesthetic facets of human experience</td> <td></td> </tr> <tr> <td>• the past and present from historical, philosophical and social perspectives</td> <td></td> </tr> <tr> <td>• the human imagination, expression and traditions of many cultures</td> <td></td> </tr> <tr> <td>• the interrelationships within and across cultures & global communities</td> <td></td> </tr> <tr> <td>• the interrelationships within and across disciplines</td> <td></td> </tr> <tr> <th>Empowered Learners demonstrate:</th> <th>Course SLO #</th> </tr> <tr> <td>• effective oral and written communication abilities</td> <td></td> </tr> <tr> <td>• ease with textual, visual and electronically-mediated literacies</td> <td></td> </tr> <tr> <td>• problem solving skills using a variety of methods and tools</td> <td></td> </tr> <tr> <td>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	• the ways of modeling the natural, social and technical worlds		• The aesthetic facets of human experience		• the past and present from historical, philosophical and social perspectives		• the human imagination, expression and traditions of many cultures		• the interrelationships within and across cultures & global communities		• the interrelationships within and across disciplines		Empowered Learners demonstrate:	Course SLO #	• effective oral and written communication abilities		• ease with textual, visual and electronically-mediated literacies		• problem solving skills using a variety of methods and tools		• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources	
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	<ul style="list-style-type: none"> the ability to transform information into knowledge and knowledge into judgement and action 	
	<ul style="list-style-type: none"> the ability to work within complex systems and with diverse groups 	
	<ul style="list-style-type: none"> critical thinking skills including analysis, application and evaluation 	
	<ul style="list-style-type: none"> reflective thinking and the ability to synthesize information and ideas 	
	Responsible Learners demonstrate:	Course SLO #
	<ul style="list-style-type: none"> intellectual honesty 	
	<ul style="list-style-type: none"> concern for social justice 	
	<ul style="list-style-type: none"> civic engagement 	
	<ul style="list-style-type: none"> an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world 	
	<ul style="list-style-type: none"> an understanding of themselves and a respect for the identities, histories and cultures of others 	

How will each outcome be measured
 (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal

Course SLO #	Assessment Tool to be used to measure the outcome
1	
2	
3	


All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading. Please answer the following questions.

Liberal Studies courses must include the perspectives and contributions of ethnic and racial minorities and of women whenever appropriate to the subject matter. Please explain how this course will meet this criterion.

<p>Liberal Studies courses require the reading and use by students of at least one non-textbook work of fiction or non-fiction or a collection of related articles. Please describe how your course will meet this criterion.</p>	
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Teacher Education Section

- Complete this section only for a new Teacher Education course or Teacher Education course revision

<p>If Completing this Section, Check the Box to the Right:</p>	<p>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</p>
<p>Course Designations:</p>	
<p>Key Assessments</p>	
	<p>For both new and revised courses, please attach (see the program education coordinator):</p> <ul style="list-style-type: none"> • The Overall Program Assessment Matrix • The Key Assessment Guidelines • The Key Assessment Rubric <p style="text-align: center;">File Modified</p> <hr style="width: 20%; margin: auto;"/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> • Drag and drop to upload or browse for files 
<p>Narrative Description of the Required Content</p>	<p><i>How the proposal relates to the Education Major</i></p>

Please scroll to the top and click the Page Status if you are ready to take action on the workflow.
Please submit an ihelp if you have any questions <http://ihelp.iup.edu>