

# ELR 645 Ethics for Human Resource Practitioners -NewCrs-DE-2019-09-11

- 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 bracketed text in the proposal name to match one of the following naming formats. You should remove the brackets as you do so.

- For a new course proposal: **SWST 101 Introduction to Sidewalk Studies-NewCrs-2019-09-02**
- For a new course with distance-education: **SWST 601 Advanced Sidewalk Planning and Design-NC/DE-2019-09-02**

**Note:** if the new course will be dual-listed, do **NOT** check both graduate and undergraduate in this course proposal.

The course must be approved separately (and before) dual-listing can be requested.

**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

**Fourth Step:** Click on "**EDIT CONTENTS**" (*not EDIT*) and start completing the template. When exiting or when done, click "**SAVE**" (*not Save Draft*) on bottom right

When ready to submit click on the **Page Status** link beside the orange circle icon and hit approve. It will then move to the chair as the next step in the workflow.

*\*Indicates a required field*

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

<b>(A) Course Prefix*</b>	ELR
<b>(B) Course Number*</b>	<b>See the Registrar's List of Unavailable Course Numbers at <a href="http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323">http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&amp;ItemID=129323</a></b> 645
<b>(C) Course Title*</b>	Ethics for Human Resource Practitioners
<b>(D) Course Level*</b>	graduate-level
<b>(E) Cross Listed*</b> Dual Listed courses must use the Dual Listed form Note: both courses to be dual-listed must be approved through Senate PRIOR to requesting Dual Listing <i>Dual Listed = Courses listed at two levels, such as undergraduate and graduate, masters and doctoral, etc.</i>	<i>Cross Listed = Course has more than one prefix such as GEOG/RGPL 233</i> NO  If YES, with:

<p><b>(F) Variable Credit*</b></p>	<p>NO</p> <p>If YES, enter the number of credits:</p>
<p><b>(G) Variable Title*</b></p>	<p>NO</p> <p>If YES, enter the title(s):</p>
<p><b>(H) Number of Credits*</b></p>	<p>Class Hours per Week:3</p> <p>Lab Hours:</p> <p>Credits:3</p>
<p><b>(I) Repeatable Course*</b></p> <p>This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does <u>not</u> refer to the D/F repeat process.</p>	<p>NO</p> <p>If YES, please complete the following:</p> <p style="text-align: center;">Number of Credits that May be Repeated:</p> <p style="text-align: center;">Maximum Number of Credits Allowed to be Repeated:</p>
<p><b>(J) Prerequisite(s)</b></p> <p>This field must be filled in. If there is no prerequisite, please type 'none'.</p>	<p>None</p>
<p><b>(K) Co-requisite(s)</b></p> <p>This field must be filled in. If there is no co-requisite, please type 'none'.</p>	<p><i>This means that another course must be taken in the same semester as the proposed course</i></p> <p>None</p>
<p><b>(L) Additional Information</b></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><b>(M) Recommended Class Size</b></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><b>(N) Catalog Description*</b></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>Analyze philosophical and practical investigation of the main concepts and theories of ethics, with applications to fundamental moral questions as they arise in different areas of Human Resources. Use of normative elements associated with ethical decision making, as well as the emerging interest in descriptive ethics, to address important problems human resource managers confront.</p>

**(O) Student Learning Outcomes\* (SLO)**

For Each Outcome Describe  
How the Outcome Will  
Be Measured

*These should be measurable, appropriate to the course level, and phrased in terms of student achievement, not instructional or content outcomes*

*If dual listed, indicate additional learning objectives for the higher level course. **Hit Tab to add additional lines***

Note that the text box in the table expands and that additional rows can be added using table editing tools.

SLO #	Outcome	How outcome is assessed
1	Examine ethical dilemmas and discuss ways to resolve ethical issues	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Research Paper</li><li>• Case Analysis</li></ul>
2	Analyze ethical and unethical behavior in relation to organizational stakeholders	<ul style="list-style-type: none"><li>• Case Analysis</li><li>• Quizzes</li></ul>
3	Develop an organizational Code of Ethics	<ul style="list-style-type: none"><li>• Course Project</li></ul>
4	Construct processes designed to create and sustain an ethical organizational culture	<ul style="list-style-type: none"><li>• Course Project</li></ul>
5	Develop a theoretical framework of ethical decision making in the field of Human Resource	<ul style="list-style-type: none"><li>• Discussion Board</li><li>• Research Paper</li></ul>

**(P) Brief Course Outline\***

*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*

*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.*

Lesson 1: Introduction to Ethics in the Workplace

Lesson 2: Ethical Perspectives

Lesson 3: Personal Ethical Development

Lesson 4: Ethical Decision Making and Action Part 1

Lesson 5: Ethical Decision Making and Action Part 2

Lesson 6: Ethical Interpersonal Communication

Lesson 7: Exercising Ethical Influence

Lesson 8: Improving Group Ethical Performance

Lesson 9: Leadership and Follower-ship Ethics

Lesson 10: Combating Destructive Behavior

Lesson 11: Building an Ethical Workplace

Lesson 12: Promoting Organizational Citizenship in a Global Society

Lesson 13: Understanding Ethical Blindness

Lesson 14: How to Build a Code of Ethics that is Effective

Lesson 15: Reflections

<b>Rationale for Proposal</b>	
<b>(Q) Why is this Course Being Proposed?*</b>	This course provides graduate students with an introduction to the fundamentals of normative and applied ethics in relation to the human resource field of study. It provides a framework to address the underlying concepts, tactics and challenges of an ethical workplace, communications, organizational structure, and organizational cultures. In addition to serving as an elective course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes ethics as a practitioner. It will also be available for early admission students within the Employment and Labor Relations program.
<b>(R) University Senate Summary of Rationale</b>	<i>Please enter a single paragraph summary/rationale of changes or proposal for University Senate.</i>  This course provides graduate students with an introduction to the fundamentals of normative and applied ethics in relation to the human resource field of study. It provides a framework to address the underlying concepts, tactics and challenges of an ethical workplace, communications, organizational structure, and organizational cultures. In addition to serving as an elective course for Employment and Labor Relations major, this course will be offered as an elective to students in other degree programs whose interest includes ethics as a practitioner. It will also be available for early admission students within the Employment and Labor Relations program.
<b>(S) How Does it Fit into the Departmental Curriculum?*</b>	<i>Check all that apply</i>  If Other, please explain: Free Elective
<b>(T) Is a Similar Class Offered in Other Departments? *</b>	NO  Please Provide Comment:  No
<b>(U) Does it Serve the College /University Above and Beyond the Role it Serves in the Department?*</b>	NO  Please Provide Comment:  Early admission students
<b>(V) Who is the Target Audience for the Course?*</b>	If Other, please explain:  ELR Graduate Students
<b>(W) Implications for Other Departments*</b>	A. What are the implications for other departments? (For Example: overlap of content with other disciplines, requirements for other programs)    B. How have you addressed this with other department(s) involved? What was the outcome of that attempt?
<b>(X) Attach Supporting Documents for Implications, if Necessary</b>	<b>File    Modified</b> <hr/>

<b>(Y) Are the Resources Adequate?*</b>	<i>(i.e. faculty, space, equipment, laboratory supplies, library materials, travel funds, etc.)</i> NO  Please Provide Comment:
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**Distance Education Section**

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

<b>If Completing this Section, Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course has previously been approved for Distance Education</b>
<b>Course Prefix /Number</b>	ELR 645
<b>Course Title</b>	Course_TitlelinetexttrueBLOCKEthics for Human Resource Practitioners
<b>Type of Proposal</b>	<i>See CBA, Art. 42.D.1 for Definition</i>
<b>Brief Course Outline</b>	<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>Lesson 1: Introduction to Ethics in the Workplace</p> <p>Lesson 2: Ethical Perspectives</p> <p>Lesson 3: Personal Ethical Development</p> <p>Lesson 4: Ethical Decision Making and Action Part 1</p> <p>Lesson 5: Ethical Decision Making and Action Part 2</p> <p>Lesson 6: Ethical Interpersonal Communication</p> <p>Lesson 7: Exercising Ethical Influence</p> <p>Lesson 8: Improving Group Ethical Performance</p> <p>Lesson 9: Leadership and Followership Ethics</p> <p>Lesson 10: Combating Destructive Behavior</p> <p>Lesson 11: Building an Ethical Workplace</p> <p>Lesson 12: Promoting Organizational Citizenship in a Global Society</p> <p>Lesson 13: Understanding Ethical Blindness</p> <p>Lesson 14: How to Build a Code of Ethics that is Effective</p> <p>Lesson 15: Reflections</p>

**Rationale for Proposal (Required Questions from CBA)**

**How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?**

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:

**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.

**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.

**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

**Discipline Qualifications:** I am qualified to teach this discipline because of my academic degrees and past courses taught. I have taught ethics courses for several other higher education institutions. I have a Master's Degree in Business Ethics and Leadership. I also have a Master's Degree in Human Resource Management.

**For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.**

This course will be conducted primarily through discussion, Individual research assignments that will be shared with peers, and project-based learning. Students will engage in online discussion through the discussion forums while learning new methods and techniques to deal with ethical issues experienced in the field of Human Resources. This will provide students the opportunity to talk with other students, share opinions and solution tips concerning ethical dilemmas employees face, and research findings with others in the classroom. This will contribute to the collective knowledge of the class. Students will ultimately participate in group projects, which will be instructor evaluated. Specific methods for each objective are outlined below.

Course SLO #	How outcome is assessed using Distance Education Technologies
1	Students will examine ethical dilemmas and discuss ways to resolve ethical issues through discussion threads and case analysis. Students will select a specific topic of interest and write a scholarly research paper to meet the objectives of this course. The research is in relation to issues of ethics within areas of Human Resources.
2	Analyze ethical and unethical behavior in relation to organizational stakeholders by effectively communicating knowledge or an analysis of an assigned case study through a discussion forum with peers. Students will achieve this objective by developing and presenting an analysis, concepts, or strategies relating to an assigned case study. Students will be assessed on quality of discussion comments, number of posts, and additional supporting documents shared throughout the class. Students will comment on, ask questions about, and critique each others supplemental documentation through the discussion forums.
3	Students will develop an organizational Code of Ethics by participating in project based learning. Students will achieve this objective by participating in a group project exercise. The students will engage through group discussions. The student will utilize virtual methods such as chat and collaborate to accomplish this task. The student will gain a better understanding of how to apply a Code of Ethics and related techniques and strategies.
4	Construct processes designed to create and sustain an ethical organizational culture by participating in project based learning. Students will achieve this objective by participating in a group project exercise. The students will engage through group discussions. The student will utilize virtual methods such as chat and collaborate to accomplish this task. The student will gain a better understanding of how to apply a Code of Ethics and related techniques and strategies.
5	Students will develop a theoretical framework of ethical decision making in the field of Human Resource by identify, analyzing, and evaluating strategies and applications related to ethics in HR. Students will achieve this objective by researching topics related to ethics in HR and sharing their findings with their peers by utilizing a virtual method such as wiki or blogging. By researching and dissecting various strategies and applications of ethics in HR, the students will gain an understanding of what tactics are useful when dealing with ethical dilemmas or when attempting to resolve a conflict.

<p><b>How will the instructor-student and student-student interaction take place? (if applicable)</b></p>	<p><b>Student-student interaction</b> 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><b>Instructor-Student Interaction</b> 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><b>How will student achievement be evaluated?</b></p>	<p>Discussion Forums = 20% (objective 1 &amp; 5)</p> <p>Quizzes from Assigned Readings = 10% (Objective 2)</p> <p>Course Projects = 20% (Objective 3 &amp; 4)</p> <p>Research Paper = 20% (Objective 1 &amp; 5)</p> <p>Case Analysis = 20% (Objective 2)</p> <p><u>Final Exam</u> = 10% (Objective 3)</p> <p>Total 100%</p>
<p><b>How will academic honesty for tests and assignments be addressed?</b></p>	<p><b>Academic Honesty</b> 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 <a href="http://www.iup.edu/page.aspx?id=127235">http://www.iup.edu/page.aspx?id=127235</a>.</p>

## Liberal Studies Section

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

<p><b>If Completing this Section, Check the Box to the Right:</b></p>	<p><b>NOTE: you must check this box if the Course/Program has previously been approved for Liberal Studies</b></p>
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<b>Liberal Studies Course Designations (Check all that apply)</b>	
<b>Section 1</b>	
<b>Learning Skills:</b>	
<b>Knowledge Area:</b>	
<b>Liberal Studies Elective</b>	<i>Please mark the competencies(s) that apply - must meet at least one</i>
<b>How does this course fit into the designation you indicated above?</b>	
<b>Expected Undergraduate Student Learning Outcomes</b>	<i>Map each course outcome to the appropriate EUSLO's that apply. Fill in the course outcome number.</i>

**(EUSLOs)**

Map the Course Outcome to the

**EUSLO's**

See <https://www.iup.edu/liberal/faculty-and-staff/euslos/> for additional information regarding mapping EUSLOs

<b>Informed Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"><li>• the ways of modeling the natural, social and technical worlds</li></ul>	
<ul style="list-style-type: none"><li>• The aesthetic facets of human experience</li></ul>	
<ul style="list-style-type: none"><li>• the past and present from historical, philosophical and social perspectives</li></ul>	
<ul style="list-style-type: none"><li>• the human imagination, expression and traditions of many cultures</li></ul>	
<ul style="list-style-type: none"><li>• the interrelationships within and across cultures &amp; global communities</li></ul>	
<ul style="list-style-type: none"><li>• the interrelationships within and across disciplines</li></ul>	
<b>Empowered Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"><li>• effective oral and written communication abilities</li></ul>	
<ul style="list-style-type: none"><li>• ease with textual, visual and electronically-mediated literacies</li></ul>	
<ul style="list-style-type: none"><li>• problem solving skills using a variety of methods and tools</li></ul>	
<ul style="list-style-type: none"><li>• information literacy skills including the ability to access, evaluate, interpret and use information from a variety of sources</li></ul>	
<ul style="list-style-type: none"><li>• the ability to transform information into knowledge and knowledge into judgement and action</li></ul>	
<ul style="list-style-type: none"><li>• the ability to work within complex systems and with diverse groups</li></ul>	
<ul style="list-style-type: none"><li>• critical thinking skills including analysis, application and evaluation</li></ul>	
<ul style="list-style-type: none"><li>• reflective thinking and the ability to synthesize information and ideas</li></ul>	
<b>Responsible Learners demonstrate:</b>	<b>Course SLO #</b>
<ul style="list-style-type: none"><li>• intellectual honesty</li></ul>	
<ul style="list-style-type: none"><li>• concern for social justice</li></ul>	
<ul style="list-style-type: none"><li>• civic engagement</li></ul>	



	<ul style="list-style-type: none"> <li>• an understanding of the ethical and behavioral consequences of decisions and actions on themselves, on society, and on the physical world</li> </ul>	
	<ul style="list-style-type: none"> <li>• an understanding of themselves and a respect for the identities, histories and cultures of others</li> </ul>	

<p>How will each outcome be measured (note should mirror (O) Student Learning Outcomes* (SLO) from the course proposal</p>	<table border="1"> <thead> <tr> <th>Course SLO #</th> <th>Assessment Tool to be used to measure the outcome</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> </tr> <tr> <td>2</td> <td></td> </tr> <tr> <td>3</td> <td></td> </tr> </tbody> </table>		Course SLO #	Assessment Tool to be used to measure the outcome	1		2		3	
	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.**


<p>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>	
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<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><b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b></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"> <li>• The Overall Program Assessment Matrix</li> <li>• The Key Assessment Guidelines</li> <li>• The Key Assessment Rubric</li> </ul> <p><b>File</b>    <b>Modified</b></p> <hr/> <p>No files shared here yet.</p> <ul style="list-style-type: none"> <li>• Drag and drop to upload or <a href="#">browse for files</a> </li> </ul>
<p><b>Narrative Description of the Required Content</b></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>