

# ELR/HSAD 619 Advanced Research in Employment Relations and Health Services Administration-CrsRvs-2019-02-05

- 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

**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 workflow 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>	Dr. Dennis D. Frketch	<b>Proposer Email*</b>	dfrketic@iup.edu
<b>Contact Person*</b>	Dr. Dennis D. Frketch	<b>Contact Email*</b>	dfrketic@iup.edu
<b>Proposing Department/Unit*</b>	Employment and Labor Relations	<b>Contact Phone*</b>	724-3572724

<b>Course Level*</b>	graduate-level
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### Course Revisions

(Check all that apply; fill out categories below as specified; i.e. if only changing a course title, only complete Category A)

<p>Category A:</p> <p>catalog_desc_change course_title_change</p>	<p>Category B:</p> <p>course_revision</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) - Please check the <a href="#">APPROVED DE Course List - ON DOCUMENTS PAGE</a> before completing this section</i> <i>If already approved - you DO NOT need to do a DE proposal</i></p>
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### Rationale for Proposed Changes (All Categories)

<p><b>(A) Why is the course being revised /deleted:*</b></p> <p><i>Please be specific - this should be have more detail than the Summary for the Senate.</i></p>	<p>The current <a href="#">research</a> course does not provide a comprehensive curriculum that supports human resource analytics and research related to the student's field of study. The course revision provides graduate students with an introduction to academic research and a practical understanding of research analytics in human resources and employment and labor relations. The course will provide concepts, approaches and research-based strategies that will be analyzed and applied throughout the student's degree program. This graduate course will provide students within the Employment and Labor Relations degree program the opportunity to examine and critique foundational concepts within their field of study. It will also enable students in other degree programs to be prepared for the experiences of research and analytics within any human resource or work setting.</p>
<p><b>(B) University Senate Summary of Rationale*</b></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 research-based approaches and effective strategies for human resource analytics within employment settings. It provides a framework to address the underlying concepts, tactics and challenges of effective research and applying practical analytics within organizational settings.</p>
<p><b>(C) Implications of the change on the program, other programs and the Students:*</b></p>	

Current Course Information*	
Category A	
<b>(D) Current Prefix*</b>	ELR/HSAD
<b>Proposed Prefix</b>	
<b>(E) Current Number*</b>	619
<b>Proposed Number</b>	
<b>(F) Current Course Title*</b>	Advanced Research in Employment Relations and Health Services Administration
<b>Proposed Course Title</b>	Research Methods in Human Resources and Employment and Labor Relations
<b>(G) Prerequisite(s)</b>	

<b>Proposed Prerequisite(s)</b>	
<b>(H) Current Catalog Description</b>	The objective of this course is to provide graduate students with an introductory course in research methods generally used in behavior sciences. The focus of the course will be the specific application of research methodology to the fields of <a href="#">Health</a> Service Administration or Employment Relations. The goals of the course will be to provide students with the basic knowledge needed to effectively evaluate research studies, to understand the process of research development, and to develop and execute a sample research project.
<b>Proposed Catalog Description</b>	Provides graduate students with an introductory course in research methods generally used in behavioral sciences. The course introduces students to research theory, research design, quantitative and qualitative methodologies and technology to analyze and interpret data that supports effective organizational decision-making. Topics include: Human Resource Information Systems (HRIS); data analysis techniques such as HR bench-marking, trend and ratio analysis and balanced scorecards; data mining; and risk management.
<i>If changing Category A, no further action required.</i>	
<b>Category B (if no change, leave blank)</b>	
<b>(I) Repeatable Course</b>  This is for a course that can be repeated  Multiple times e. g. Internship	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:
<b>Proposed Repeatable Course</b>	If YES, please complete the following:  Number of Credits that May be Repeated:  Maximum Number of Credits Allowed to be Repeated:
<b>(J) Number of Credits</b>	Class Hours per week:  Lab Hours:  Credits:3
<b>Proposed Number of Credits</b>	Class Hours:Lab Hours:Credits:
<b>(K) Current Course Student Learning Outcomes (SLOs)</b>	<ol style="list-style-type: none"> <li>1. Develop and design a research project that follows the empirical research cycle.</li> <li>2. Formulate a set of questions that will address a specific research problem.</li> <li>3. Develop and test a research hypothesis.</li> <li>4. Use SPSS statistical package and interpret common statistical information such as central tendency, t-test, regression, ANOVA, and correlations.</li> <li>5. <a href="#">Create</a> a survey or other quantitative instrument that will obtain data that can be used to test a research hypothesis</li> <li>6. Differentiate which statistical tests could be used to answer research questions.</li> <li>7. Execute a sample research project</li> </ol>

<p><b>(L)</b> <b>Proposed Course Student Learning Outcomes (SLOs)</b></p> <p>For each outcome, describe how the outcome will be achieved</p>	Note that the text box in the table expands		
	SLO #	Outcome	How outcome is assessed
	1	Demonstrate the ability to conduct research and write an academic research paper	Academic research paper.
	2	Demonstrate the use of data driven decisions in relation to organizational strategies and contrasting different HR analytic competencies and levels of HR analytics.	In class research exercises Case study Assignments Applied research paper
	3	Apply Human Resource Information System (HRIS) concepts in HR management.	In class projects utilizing HRIS software
4	Explain key analytical, legal, ethical issues associated with workforce planning and recruitment.	Discussion Forums Quizzes	

<p><b>(M)</b> <b>Previous Brief Course Outline</b></p> <p><i>(It is acceptable to copy from old syllabus)</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>
	Lesson 1: Selecting Tentative Topics for Research
	Lesson 2: Literature Review
	Lesson 3: Research Approach/Hypothesis
	Lesson 4: Library research
	Lesson 5: Methods of Measurement and The Research Proposal
	Lesson 6: Instrumentation
	Lesson 7: Intro to SPSS, Creating Variables, Descriptive Statistics, and Central Tendencies
	Lesson 8: Introduction to Experimentation/Validity and Entering variable data and population responses
	Lesson 9: Statistical Analysis
	Lesson 10: Statistical Analysis
	Lesson 11: Statistical Analysis
	Lesson 12: IRB Training Class Period
	Lesson 13: Statistical Analysis/Group
	Lesson 14: Interpreting SPSS
Lesson 15: Final Exam Week	

<p><b>(N) Brief Course Outline</b></p> <p><i>(Give sufficient detail to communicate the 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: Intro to research and methodology</p> <p>Lesson 2: APA guidelines, academic writing, and review published research articles</p> <p>Lesson 3: Research proposal, research questions, literature review</p> <p>Lesson 4: Instrumentation, data collection, and analyze and interpret results</p> <p>Lesson 5: Human Resource Management, <a href="#">people</a>, data, analytics</p> <p>Lesson 6: Practical approach to HR analysis</p> <p>Lesson 7: HR analytics; understanding theories and applications</p> <p>Lesson 8: Data driven organization, using data to make decisions</p> <p>Lesson 9: Aligning data driven decisions and organizational strategies</p> <p>Lesson 10: Analytical, legal, ethical issues</p> <p>Lesson 11: HRIS concepts</p> <p>Lesson 12: HRIS concepts in HR management</p> <p>Lesson 13: Predictive analysis</p> <p>Lesson 14: Analysis and design of work</p> <p>Lesson 15: Reflection &amp; final exam week</p>
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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>	
<b>Course Title</b>	
<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>
<b>Rationale for Proposal (Required Questions from CBA)</b>	
<b>How is/are the instructor(s) qualified in the Distance Education delivery method as well as the discipline?</b>	

<p>For each outcome in the course, describe how the outcome will be achieved using Distance Education technologies.</p>	
<p>How will the instructor-student and student-student interaction take place? (if applicable)</p>	
<p>How will student achievement be evaluated?</p>	
<p>How will academic honesty for tests and assignments be addressed?</p>	

## Liberal Studies Section

- Complete this section only for a new Liberal Studies course or Liberal Studies 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 Liberal Studies</b></p>
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Liberal Studies Course Designations (Check all that apply)									
Learning Skills:									
Knowledge Area:									
Liberal Studies Elective	<i>Please mark the designation(s) that apply - must meet at least one</i>								
<p>Expected Undergraduate Student Learning Outcomes (EUSLOs)</p> <p>Map the Course Outcome to the EUSLO's</p>	<p><i>Map each course outcome to the appropriate EUSLOs that apply. Fill in the course outcome number</i>  <i>See <a href="https://www.iup.edu/liberal/faculty-and-staff/euslos/">https://www.iup.edu/liberal/faculty-and-staff/euslos/</a> for additional information regarding mapping EUSLOs</i></p> <table border="1"> <thead> <tr> <th>Informed Learners demonstrate:</th> <th>Course SLO #</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> <li>the ways of modeling the natural, social and technical worlds</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>The aesthetic facets of human experience</li> </ul> </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> <li>the past and present from historical, philosophical and social perspectives</li> </ul> </td> <td></td> </tr> </tbody> </table>	Informed Learners demonstrate:	Course SLO #	<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>	
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<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>	

<b>How will each outcome be measured</b>  (note should mirror (L) Student Learning  <b>Outcomes* (SLO) from the course proposal</b>	<i>Narrative on how the course will address the Selected Category Content</i>	
	<b>Course SLO #</b>	<b>Assessment Tool to be used to measure the outcome</b>
	1	
	2	

3	
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**All Liberal Studies courses are required to include perspectives on cultures and have a supplemental reading.**

**Please answer the following questions.**

<b>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.</b>	
<b>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.</b>	

### Teacher Education Section

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

<b>If Completing this Section,</b>  <b>Check the Box to the Right:</b>	<b>NOTE: you must check this box if the Course/Program has previously been approved for Teacher Education related items</b>
<b>Course Designations:</b>	
<b>Key Assessments</b>	
	<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 style="text-align: center;"><b>File    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>
<b>Narrative Description of the Required Content</b>	<i>How the proposal relates to the Education Major</i>

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>