Proposing Department/Unit*	Employment & Labor Relations	**Contact Phone***	724-357-2724

(A) Course Prefix*	ELR
(B) Course Number*	*See the Registrar's List of Unavailable Course Numbers at http://www.iup.edu/WorkArea/linkit.aspx?LinkIdentifier=id&ItemID=129323* 645
(C) Course Title*	Ethics for Human Resource Practitioners
(D) Course Level*	graduate-level
(E) Cross Listed* 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 *Dual Listed = Courses listed at two levels,* *such as undergraduate and graduate,* *masters and doctoral, etc.*	*Cross Listed = Course has more than one prefix such as GEOG/RGPL 233* NO If YES, with:

(F) Variable Credit*	NO If YES, enter the number of credits:
(G) Variable Title*	NO If YES, enter the title(s):
(H) Number of Credits*	Class Hours per Week:3 Lab Hours: Credits:3
(I) Repeatable Course* This is only required for a course that can be repeated multiple times, such as an Independent Study or Internship. It does **not** refer to the D/F repeat process.	NO If YES, please complete the following: Number of Credits that May be Repeated: Maximum Number of Credits Allowed to be Repeated:
(J) Prerequisite(s) This field must be filled in. If there is no prerequisite, please type 'none'.	None
(K) Co-requisite(s) This field must be filled in. If there is no co-requisite, please type 'none'.	*This means that another course must be taken in the same semester as the proposed course* None
(L) Additional Information	*Check all that apply. Note: Additional documentation will be required* ** Teacher Education: Please complete the Teacher Education section of this form (below)* ** Liberal Studies: Please complete the Liberal Studies section of this form (below)* ** Distance Education: Please complete the Distance Education section of this form (below)*
(M) Recommended Class Size	NO Number (Enter Zero if No):0 If YES: (Check one of the following reasons and provide a narrative explanation) Explain (required):
(N) Catalog Description*	*Guidelines: Do not include pre/co-requisite information here. The registrar prefers a concise description of course content, beginning with an active verb.* 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.

| (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 <u>student achievement,</u> 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	• Discussion Board • Research Paper • Case Analysis
2	Analyze ethical and unethical behavior in relation to organizational stakeholders	• Case Analysis • Quizzes
3	Develop an organizational Code of Ethics	• Course Project
4	Construct processes designed to create and sustain an ethical organizational culture	• Course Project
5	Develop a theoretical framework of ethical decision making in the field of Human Resource	• Discussion Board • Research Paper

(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

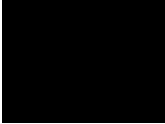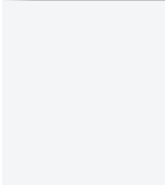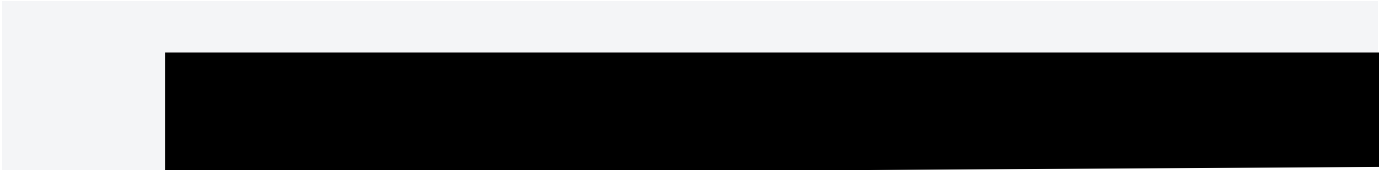Lesson 10: Combating Destructive Behavior

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

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

Distance Education Section

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

If Completing this Section, Check the Box to the Right:	**NOTE: you must check this box if the Course has previously been approved for Distance Education**
Course Prefix /Number	ELR 645
Course Title	Course_TitlelinetexttrueBLOCKEthics for Human Resource Practitioners
Type of Proposal	*See CBA, Art. 42.D.1 for Definition*
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 Followership 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

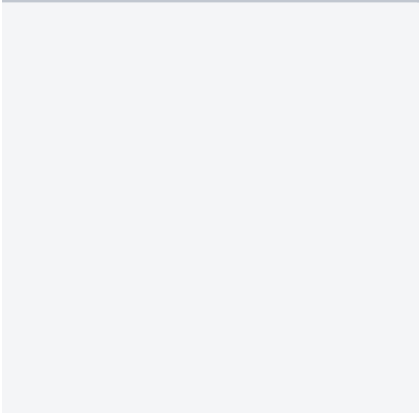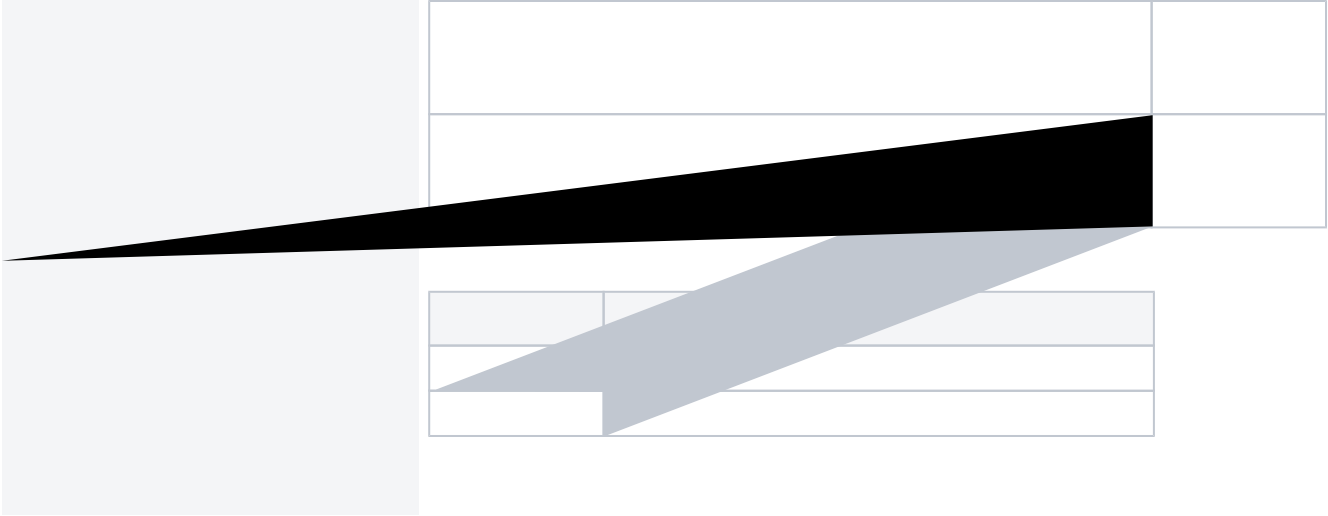|	Rationale for Proposal (Required Questions from CBA)
How is/are the instructor (s) qualified **in the Distance Education delivery** **method as well as the discipline?**	Qualifications to teach online can be attributed to past experience and professional development completed during my career in academia. 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 qm 115.88 ees face,7numb0h will commen5ent onl behavo2

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	For both new and revised courses, please attach (see the program education coordinator):
	- The Overall Program Assessment Matrix - The Key Assessment Guidelines - The Key Assessment Rubric **File** **Modified** _____ No files shared here yet. • Drag and drop to upload or browse for files
Narrative Description of the **Required Content**	*How the proposal relates to the Education Major*

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