Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 4/13/06 and CGS on 4/18/06)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies. (See http://www.eiu.edu/~eiucaa/Directions.pdf for directions on completing this form.)

Please check one: ☒ New course ☐ Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number, such as ART 1000:** TEC5293

2. **Title (may not exceed 30 characters, including spaces):** Strategic Employee Development

3. **Long title, if any (may not exceed 100 characters, including spaces):** Strategic Employee Development

4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** 3-0-3

5. **Term(s) to be offered:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand

6. **Initial term of offering:** ☒ Fall ☐ Spring ☐ Summer **Year:** 2010

7. **Course description (not to exceed four lines):**

   This course focuses on the development and implementation of employee development strategy in today`s organizations. The course reflects both a growing awareness of the strategic implications of employee development and linkages to broader strategic decisions.

8. **Registration restrictions:**

   a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).

   b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.

   c. Who can waive the prerequisite(s)?

   ☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (Please specify)

   MOT Graduate Coordinator

   d. Co-requisites (course(s) which MUST be taken concurrently with this one):

   e. Repeat status: ☒ Course may not be repeated.

   ☐ Course may be repeated to a maximum of hours or times.

   f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
   g. Degree, college, major(s), level, or class to be excluded from the course, if any:

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): ☒ Standard letter ☐ C/NC ☐ Audit ☐ ABC/NC ("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

11. Instructional delivery method: ☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad ☐ other

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**

Students will:
1. Describe the strategic role of employee development in organizations.
2. Describe external and internal factors influencing employee development strategy.
3. Analyze organization to assess employee development implications of their strategic plans and recommend corresponding employee development strategies.
4. Develop the ability to develop an employee development plan.
5. Produce scholarly research on topics related to organizational improvement.
6. Present scholarly research and facilitate discussion.

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
   - **EIU graduates will write and speak effectively.**
   - **EIU graduates will think critically.**
   - **EIU graduates will function as responsible citizens.**

   N/A

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
   - **Depth of content knowledge**
     Describe the strategic role of employee development in organizations. Identify and describe external and internal factors influencing employee development strategy.
   - **Effective critical thinking and problem solving**
     Analyze organization to assess employee development implications of their strategic plans and recommend corresponding employee development strategies.
   - **Effective oral and written communication**
     Demonstrate the ability to develop an employee development plan. Present scholarly research and facilitate discussion.
   - **Advanced scholarship through research or creative activity**
     Plan and produce scholarly research on topics related to organizational improvement. Present scholarly research and facilitate discussion.

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

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Assignments for graduate students:

OBJECTIVES	In-class Exercise 100 pts	Mid-term Exam 100 pts	Employee Development Plan 100 pts	Research Paper & Classroom Presentation of Findings 150 pts	Final Exam 100 pts
Describe the strategic role of employee development in organizations.	X	X			X
Describe external and internal factors influencing employee development strategy.	X	X	X		X
Analyze organization to assess employee development implications of their strategic plans and recommend corresponding employee development strategies.	X		X		
Develop the ability to develop an employee development plan.			X		
Produce scholarly research on topics related to organizational improvement.				X	
Present scholarly research and facilitate discussion				X	

3. Explain how the instructor will determine students' grades for the course:

Graduate student achievement will be assessed based upon the following distribution:

In class exercises	100 pts (4 @ 25pts each)
Mid-term Examination	100 pts
Employee Development Plan	100 pts
Research Paper & Presentation	150 pts
Final Examination	100 pts
	550 pts total

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**

      A technology-delivered format will be available. The use of web, WebCT, homework assignments, and other technologies will be used to deliver the course content. Delivering the course through the Web will enable those professionals working in the field to gain access to the course. Homework assignments, tests, projects, and other activities will be the same as a traditional course thus meeting the specified learning objectives.

   b. **Describe how the integrity of student work will be assured:**

      The integrity of the course will be the same as a traditional face-to-face course. The mid-term and final exam will be administered through WebCT. The tests will have time limits, consist of questions chosen from a pool of possible questions, and be of sufficient length to restrict students from consulting references, other students, etc.

   c. **Describe 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.):**

      Active interaction through e-mail, WebCT, web pages, etc. will be planned. Online interactions and office hours will be planned as well.

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
   a. **course objectives;** N/A

   b. **projects that require application and analysis of the course content; and** N/A

   c. **separate methods of evaluation for undergraduate and graduate students.** N/A

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.)**

   N/A

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the

course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

This course meets for one 2 1/2-hour weekly class period over 15 weeks.

Week One –   Introduction to Strategic Employee Development

Week Two –   Creating a Strategically Integrated Development Philosophy

Week Three – Approaches to improving employee development through strategic planning

Week Four –   Strategic Employee Development Anlayisis

Week Five –   Benchmarking Employee Development

Week Six –   Prioritizing employee development responsibilities

Week Seven – Strategies in gaining support for the employee development function

Week Eight –   Strategies in selecting employee development programs and packages

Week Nine –   Strategies in selecting and coaching SME's as employee developers

Week Ten –   Strategies in selecting and hiring external trainers/consultants

Week Eleven –   Strategies for marketing employee development activities

Week Twelve –   Strategies in publicizing employee development events

Week Thirteen – Strategies in administering employee development events

Week Fourteen – Strategies in setting up off site employee development events

Week Fifteen –   Strategies in establishing and running a corporate resource center

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**

    This proposed course will be a core course for Master of Science in Technology graduate students concentrating in training and development. The course brings together strategic approaches to employee development. We have conduct focus groups with current and former Master of Technology graduate students who have interest in this area. From focus group information, we believe that the course would be very well received by current and future graduate students.

    a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**

b. If the course or some sections of the course may be technology delivered, explain why.

A technology-delivered format will be available. Students in the program are working adults. Most reside outside Coles County. Alternative forms of delivery are important in serving this population. The use of web, WebCT, homework assignments, and other technologies will be used to deliver the course content. Delivering the course through the Web will enable those professionals working in the field to gain access to the course.

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

The proposed course is for students who have reached graduate level status. All courses within the Master of Science in Technology program are designated as TEC5000 or above. This course involves activities at the analysis, demonstration, and application levels. It presupposes a working knowledge of basic theories taught in undergraduate Organization & Professional Development curriculum (OPD4840).

3. **If the course is similar to an existing course or courses, justify its development and offering.**

This course is a unique course and there are no plans to delete any courses from the Master of Technology curriculum if the proposed course is approved.

a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.

The School of Business offers two courses (MGT 4500 & MBA 5520) that include some of the subject matter included in this proposed course. MBA 5520 *Strategic Human Resource Management* includes two chapters, or approximately five class hours that overlap, and MGT 4500 *Employee Staffing and Development* includes approximately five class hours devoted to the same topic areas. Our programs serve two different audiences, and Technology students do not have the opportunity to take the business courses, primarily because they are not offered on line and because of admission restrictions. A discussion between the Chair of the Business School, the Coordinator of Graduate Business Studies, and the Business Human Resource faculty has taken place and it is believed that TEC5293 course material does not substantially overlap with MGT 4500 and MBA 5520.

b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled. N/A

4. **Impact on Program(s):**

a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective. N/A

    b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

The proposed course is a required course for students concentrating on training and development within the Master of Science in Technology graduate program. Further, this proposed course will be required of graduate students pursuing the Work Performance Improvement Certificate.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** Hawkins, Hogan, Woodley, Steinke.

    If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:**

    Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

    The course will not require any additional costs to students.

3. **Text and supplementary materials to be used (Include publication dates):**

    Barbezette, J. (2007). *Managing the training function for bottom line results: Tools, models and best practices.* San Francisco, CA: Pfeifer.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school: _____**December 10, 2010**_____

Date approved by the college curriculum committee: _____**March 8, 2010**_____

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: _____ **CGS:** _____

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
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Center
http://www.eiu.edu/~success/
581-6696

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Disability
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