

Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Agenda Item #14-47
Effective: Fall 2015

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
 2. Course prefix and number: PLS 4873
 3. Short title: Human Resource Public/Nonprofit
 4. Long title: Human Resource Management in Public and Nonprofit Organizations
 5. Hours per week: 3 Class 0 Lab 3 Credit
 6. Terms: ☒ Fall ☐ Spring ☐ Summer ☐ On demand
 7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2015
 8. Catalog course description: An examination of the political environment's impact on personnel policies of nonprofit organizations and local, state and federal agencies. Policies ranging from rights of government and non-profit employees to affirmative action programs and handling a volunteer workforce will be explored. WI
 9. General education component:
N/A

☐ Cultural diversity ☐ Honors ☐ Writing centered ☒ Writing intensive
☐ Writing active
 10. Instructional delivery
Type of Course:

☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify:

Mode(s) of Delivery:

☒ Face to Face ☒ Online ☐ Study Abroad

☐ Hybrid, specify approximate amount of on-line and face-to-face instruction
 11. Course(s) to be deleted from the catalog once this course is approved.
N/A
 12. Equivalent course(s):
none
- a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No

13. Prerequisite(s):

none

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

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

14. Co-requisite(s):

None

15. Enrollment restrictions

a. Degrees, colleges, majors, levels, classes which may take the course: junior or above

b. Degrees, colleges, majors, levels, classes which may not take the course:

16. Repeat status: ☒ May not be repeated ☐ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ☐

18. Grading methods: ☒ Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

19. Special grading provisions:

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in:

20. Additional costs to students:

Supplemental Materials or Software ☐ None

Course Fee ☒ No ☐ Yes, Explain if yes

21. Community college transfer:

☐ A community college course may be judged equivalent.

☒ A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. ☒ Course is required for the major(s) of PLS option with Civic and Nonprofit Leadership
☐ Course is required for the minor(s) of Civic and Nonprofit Leadership
☐ Course is required for the certificate program(s) of _____
☐ Course is used as an elective

2. **Rationale for proposal** : The two changes are the inclusion of nonprofit organizations and the availability of on-line delivery. Government is increasingly relying on nonprofit agencies as part of their policy provision strategy and we need our course to account for this shift. Allowing for the course to be taught either on-line or on-site allows for greater scheduling flexibility.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: The course has always touched on some of the topics included in MGT 3450, but does so within the public setting rather the private sector, which have slightly different rules and influences. Incorporating nonprofit organizations and their specific challenges does not encroach on MGT 3450.

Prerequisites:

Co-requisites:

Enrollment restrictions:

Writing active, intensive, centered: At least 40% of the final grade will be based on writing assignments, including a book review, case studies, and a research paper. Students will write a draft and revise the research paper. Additional writing will occur throughout the course through essay exams, note-taking, and in-class writing activities.

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum:

Instruction:

Assessment:

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

Instruction: The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them. The technology will be used to assess student achievement by being the vehicle through which all student work is conducted. Online sections of the course will be taught by individuals successfully completing the OCDI training or meeting the other requirements of the technology-delivered course policy. Class presentations will be asynchronous, allowing student flexibility, but students will be required to discuss and ask questions about the presentations.

Integrity: The integrity of student work will be assured through writing, writing, and more writing. Given that students often have signature writing styles or voices, having someone else submit a single assignment will certainly register with the instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at least as unlikely as having

a surrogate sit in on a regular course). Finally, all assignments are checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and feedback on individual assignments.

Model Syllabus (Part II)

Please include the following information:

1. Course number and title : PLS 4873 Human Resource Management in Public and Nonprofit Organizations
2. Catalog description: An examination of the political environment's impact on personnel policies of non-profit organizations and local, state and federal agencies. Policies ranging from rights of government and non-profit employees to affirmative action programs and handling a volunteer workforce will be explored. WI
3. Learning objectives.
 - a) Students will be able to write about and discuss the rationale for the major federal (some state) employment laws and will be able to apply them to various cases. This objective will be met primarily through lecture and application via case studies. (CT-2, WR-2, SL-2, RC-3/Graduate goals 1-4)
 - b) Students will be able to demonstrate a basic understanding of several human resource development techniques including recruitment and selection, training and development, and performance appraisals. This objective will be met through course readings and discussion, and through applying what we have read to various case studies. (CT-2, CT-3, CT-4, WR-2, WR-6, RC-3, SL-2/Graduate goals 1-4)
 - c) Students will be able to distinguish between the specific laws surrounding public and non-profit human resource management. This will be met through assigned readings, cases studies, and discussion/presentation of student book reviews. (CT-3, CT-4, WR-2, WR-6, SL-2, RC-3/Graduate goals 1-3)
 - d) Students will be able to explain the challenges one has with managing a volunteer workforce. This will be met through assigned readings, cases studies, and discussion/presentation of student book reviews. (CT-3, CT-4, WR-2, WR-6, SL-2, RC-3/Graduate goals 1-3)
 - e) Students will be able to identify and discuss current "hot issues" in HR management. This will be met through assigned readings, cases studies, and discussion/presentation of student book reviews. (CT-3, CT-4, WR-2, WR-6, SL-2, RC-3/Graduate goals 1-3)
4. Course materials.

Pynes, Joan E., Human Resources Management for Public and Nonprofit Organizations, 4th ed., (San Francisco: Jossey-Bass, 2013).
5. Weekly outline of content.
 1. Introduction to human resource management in public and non-profit sectors
 2. Strategic Human Resource Management
 3. Federal and Illinois Employees Laws and other employee protections
 4. Responsibilities of government and non-profit employers
 5. Managing a diverse workforce
 6. Volunteers
 7. Collective Bargaining

8. Job Analysis
 9. Recruitment and Selection
 10. Compensation
 11. Benefits
 12. Performance Appraisal
 13. Training and Career Development
 14. The Future: what challenges await public and nonprofit organizations?
 15. Presentations (On-line students send a link to their presentation. On-line students will view presentations asynchronously, but still have discussions and question about each presentation, comparable to the traditionally-delivered course.)
 16. Final Exam
6. Assignments and evaluation, including weights for final course grade.
- a) There will be two exams (mid-term and final)

the mid term is worth 100 points

the final is worth 100 points

- b) Each student will prepare a book review (graduate students will do two) on a human resource topic of their choosing (with instructor approval). **The book review is worth 35 points** (70 for graduate students, with additional expectations for analysis appropriate to the graduate student level). *Book reviews* should be 3-5 pages in length and include the following:
 - c) There will be written responses to case studies. **case responses add up to 55 points**
 - d) Each student will give a short 12-15 minute presentation on a human resource topic of their choosing and hand in a 5-6 page research paper (15-20 pages for grad students) that supports the presentation. Each paper must include a minimum of 10 sources (graduate students will be expected to draw from a more extensive number of sources for the paper, along with a set of sources appropriate to the graduate level). No more than four of these can be web sites. **The paper is worth 50 points and the presentation is worth 10 points**
7. Grading scale. 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D, 0-59%=F
8. Correlation of learning objectives to assignments and evaluation.

	Exams 57%	case studies 16%	book review 10%	paper/presentation 17%
3a	x	x	x	x
3b	x	x	x	x
3c	x	x	x	x
3d	x	x	x	x
3e	x	x	x	x

- While exams and case studies cover every learning objective for all students, the book review and paper presentation are difficult to categorize here. While it is likely that all of these topics will be covered in total, an individual student may doing a topic which addresses only one or two of the overall course goals.

Date approved by the department or school: November 5, 2014

Date approved by the college curriculum committee: December 12, 2014

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

Date approved by CAA: February 12, 2015 CGS:

