

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

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| CGS Agenda Item- 16-42<br>Effective Spring 2017 |
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**Banner/Catalog Information (Coversheet)**

1. ☒ **New Course** or ☐ **Revision of Existing Course**
2. **Course prefix and number:** MSTD 5230
3. **Short title:** Talent Development Administration
4. **Long title:** Talent Development Administration
5. **Hours per week:** 3 Class 0 Lab 3 Credit
6. **Terms:** ☐ Fall ☐ Spring ☐ Summer ☒ On demand
7. **Initial term:** ☐ Fall ☒ Spring ☐ Summer Year: 2017
8. **Catalog course description:** This course emphasizes the skills needed to effectively manage talent development. Course topics include managing content strategies, vendor relations, assigning facilitator roles, monitoring talent development progress and risks, and managing professional development.
9. **Course attributes:**

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: 60% online / 40% Face-to-face

11. Course(s) to be deleted from the catalog once this course is approved. None

12. Equivalent course(s): N/A

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: [Graduate Level](#)

b. Degrees, colleges, majors, levels, classes which may not take the course: [All others](#)

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: 3

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 \_\_\_\_\_

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.   X   Course is required for the major(s) of Masters of Science in Talent Development

       Course is required for the minor(s) of \_\_\_\_\_

       Course is required for the certificate program(s) of \_\_\_\_\_

       Course is used as an elective

2. **Rationale for proposal:** Based on an occupational analysis of Talent Development professionals in the Chicagoland area, it was determined that specific skills within in the administration and management of the talent development function were not addressed in current courses. Experts in the area of talent development administration indicated that in-depth skills were needed in vendor relations, assigning facilitator roles, and monitoring talent development progress and risks.

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

Similarity to other courses: Minimum overlap from MGT 3450 - Human Resource

Management or MGT 4500 - Employee Staffing and Development may be included. At the graduate level there may be minimum overlap with EDA 5870 - Personnel Administration.

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

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

General education component: Not a General Education Course

Curriculum: N/A

Instruction: N/A

Assessment: N/A

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

Online or hybrid delivery justification: This course will be offered as part of the new Masters of Science in Talent Development. This program will be offered completely online or in a hybrid format within the Chicagoland area.

Instruction: Instructional materials and assessments in the online course will be used to support students' learning. The instructor will have completed training (e.g. OCDI) for online course delivery and will sequence the presentation of content and pace the material so as to avoid content overload, and also personalize instruction to be relevant to the needs of individual participants.

The curriculum will be designed especially for the short-term, collaborative nature of online learning. Course content will ultimately be organized in modules with clear deadlines for assigned work. Instructors will give simple, clearly defined assignments, and will not assign over-complicated tasks. Ample time will be provided for the completion of assigned work. Lectures will be reduced and balanced with open-ended remarks that elicit discussion and varying viewpoints. The curriculum will include a focus on application of knowledge to the real world, and it will foster critical thinking skills with opportunities for an interchange of

ideas among students and instructor. A qualified online instructor will utilize the facilities that accommodate interactive, high quality instructional delivery. Students will watch videos, perform case study analyses, and receive lectures delivered from actual classroom settings where available.

**Integrity:** Students will use a log-in/password system to access and complete assessment materials. Assessment materials will be difficult enough so that people who have not performed the requisite work in the course will be highly challenged to successfully complete the assignments. Many short assessments/exams will be embedded in class exercises so that it will be difficult for a student to have "help" available for all of them. The instructor will ask mastery-type questions so that a student must know the material himself/herself in order to answer the question (e.g., case studies vs. memorization questions). The instructor may ask students to relate the subject matter to their own personal/professional/life experiences so their answers are personalized and difficult to replicate. If the time frame allows, the instructor may require students to submit an outline and rough draft of essays before papers are due, so that the instructor can see the work in progress. Depending on technology capabilities, the instructor may limit the times when the online tests are available to ensure that tests are taken within a finite temporal window. The instructor may alternatively require one or more proctored, non-online examinations for course credit (i.e. on campus, at a testing center, library, etc.).

**Interaction:** The curriculum will be designed to promote synergistic online dialog among the participants, using online discussion boards and similar software tools for collaborative activity. The instructor will create an atmosphere of collaborative teamwork and prioritize practices that help the students work with and learn from each other. The instructor will ask open-ended discussion questions that span different intellectual levels. The instructor will also strive to find a balance between autocratically leading the class and creating a democratic environment where students help each other meet the learning objectives.

## **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title: MSTD 5230 - Talent Development Administration
2. Catalog description: This course emphasizes the skills needed to effectively manage talent development. Course topics include managing content strategies, vendor relations, assigning facilitator roles, monitoring talent development progress and risks, and managing professional development.
3. Learning objectives.  
Upon completion of this course students will be able to:
  1. Plan new learning programs and create talent development strategies. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
  2. Estimate talent development costs and create budgets. (G1/content knowledge, G2/critical thinking, G3/communication)
  3. Identify outsourcing opportunities and manage vendor relationships. (G1/content knowledge, G2/critical thinking, G3/communication)
  4. Conduct a talent development risk assessments and detect need for program changes. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)
  5. Manage talent development projects. (G1/content knowledge, G2/critical thinking, G3/communication, G4/advanced research)

**4. Course materials.**

Martin, V. (2006). Managing projects in HR, Training and Development. UK: Kogan Page.  
Barbazette, J. (2008). Managing the Training Function for Bottom-Line Results. San Francisco: Pfeiffer.

**5. Weekly outline of content.**

| <b>Week</b> | <b>Topic</b>                                      | <b>Hybrid</b> | <b>Internet</b> |
|-------------|---|---------------|-----------------|
| 1           | Intro to Talent Development Administration        | 1st Sat/F2F   | 1               |
| 2           | Creating New Talent Development Programs          | 1st Sat/F2F   | 2               |
| 3           | Planning for Talent Development                   | Online        | 3               |
| 4           | Talent Development Strategies                     | Online        | 4               |
| 5           | Talent Development Life Cycles                    | 2nd Sat/F2F   | 5               |
| 6           | Talent Development Costs                          | 2nd Sat/F2F   | 6               |
| 7           | Talent Development Budgets                        | Online        | 7               |
| 8           | Outsourcing Talent Development                    | Online        | 8               |
| 9           | Managing Vendor Relationships                     | Online        | 9               |
| 10          | Determining Risks for Talent Development          | Online        | 10              |
| 11          | Conducting Risk Assessments                       | 3rd Sat/F2F   | 11              |
| 12          | Detecting Needs for Change to Talent Development  | 3rd Sat/F2F   | 12              |
| 13          | Managing Talent Development Projects              | 3rd Sat/F2F   | 13              |
| 14          | Managing Talent Development Projects              | Online        | 14              |
| 15          | Individual Talent Development Administration Plan | Online        | 15              |
| 16          | Final Exam/Final Project                          | Online        | 16              |

**6. Assignments and evaluation, including weights for final course grade.**

| <b>Assignment</b>   | <b>Weight</b> |
|---|---------------|
| In-Class Discussions - Students will be expected to substantively participate and engage in class discussion.   | 20%           |
| Case Study Write-ups (2 @ 10% each) - The student will analyze cases related to issues talent development administration (e.g. risk assessment, costs, program changes, strategies)                                   | 20%           |
| Exams (2 exams @ 15% each)  | 30%           |
| Individual Talent Development Administration Plan - The students will develop a detailed plan to manage a talent development program including strategies for success, costs/budgets, vendors, risk assessments, etc. | 30%           |

**7. Grading scale. Standard A = 90-100%; B = 80-89%; C = 70-79%; D = 60-69%; F = 0-59**

**8. Correlation of learning objectives to assignments and evaluation.**

| Objective | Class Discussions | Exams | Case Studies | Administration Plan |
|-----------|-------------------|-------|--------------|---------------------|
|           |                   |       |              |                     |
| 1         | X                 | X     |              | X                   |
| 2         | X                 | X     | X            | X                   |
| 3         | X                 | X     | X            | X                   |
| 4         | X                 | X     | X            | X                   |
| 5         | X                 | X     |              | X                   |

**Date approved by the department or school: 01/14/02016**

**Date approved by the college curriculum committee: 03/02/2016**

**Date approved by the Honors Council (*if this is an honors course*):** **Date approved by CAA:** **CGS: 5-3-16**