NORTHERN ARIZONA UNIVERSITY

UCC/<mark>UGC</mark>/ECCC
Proposal for New Course

Please attach proposed Syllabus in <u>approved university format</u>.

1. Course subject and number: **EPS 550**   2. Units: **3**
   <u>See upper and lower division undergraduate course definitions.</u>

3. College: **Education**   4. Academic Unit: **Educational Psychology**

5. Student Learning Outcomes of the new course. (*Resources & Examples for Developing Course Learning Outcomes*)

The readings, exercises, and assignments achieve these goals, and specifically assist each participant in:

- **locating themselves within the complex array of individual and group identities that characterize present day society;**
- **developing an appreciation for systematic inquiry and lifelong learning as they support improved professional practice;**
- **examining the importance and praxis implications of human relations issues with regard to quality professional practice;**
- **developing analytical skills to better understand individual, community and organizational dynamics;**
- **increasing personal awareness of human relations issues impacting the workplace, and how they might constructively intervene;**
- **examining research findings and trends in the study of human relations;**
- **fostering an understanding of the complex interactions between self-image, personality, group affiliations, and culture; as they form the underpinnings of differences in behaviors, beliefs, attitudes (world view), and dispositions.**

Students engaging fully in the course will develop an enhanced or expanded understanding of:

- **major psychological theories that contribute to understanding human relations in professional and private life;**
- **recent trends in social psychology and other social science fields relative to patterns and potentials of human interaction, conflict, and conflict resolution;**
- **organizational and interpersonal factors that influence human behavior and attributions made about human behavior;**
- **personal assumptions (beliefs, attitudes, implicit theories) regarding human nature, and the implications of these views for motivation, attributions, and skill in interpreting the meaning of life experiences;**

- **ways in which an ongoing engagement in learning about human relations can enhance career success.**

6. Justification for new course, including how the course contributes to degree program outcomes, or other university requirements / student learning outcomes. *(Resources, Examples & Tools for Developing Effective Program Student Learning Outcomes).*

A spring 2013 faculty review of the M.Ed. in Human Relations Program produced several recommendations. Among them was the recommended creation of an introductory foundations course that would address the wide range in student familiarity with Psychology theories, methods, and applications. That new course recommendation led to the development of the proposed EPS 550 course. This course will be one of the first two taken by students enrolling in the program. The course will provide the foundational tools necessary for full engagement with the curriculum. Through implementation of EPS 550, students will start the program with an appreciation of the inquiry tools involved in knowledge creation within Human Relations, and analytical tools useful in gaining a more nuanced understanding of human interactions in work, community, and home settings. These competencies relate to successful completion of the other required courses in the program of studies. Additionally, scheduling EPS 550 early in a student's coursework provides an opportunity to instigate self-directed professional development and skills necessary to being a self-reflective professional. With the wide range of backgrounds characteristic of students in this program, this course will promote both student success and elevated course interaction by reducing the knowledge and skill gap commonly found between enrolling students.

7. Effective **BEGINNING** of what term and year?   **Fall 2014**
   See effective dates calendar.

8. Long course title: **FOUNDATIONS OF INQUIRY AND PRACTICE IN HUMAN RELATIONS**
   (max 100 characters including spaces)

9. Short course title: **FNDTNS & PRCTC HUMAN RELATNS**
   (max. 30 characters including spaces)

10. Catalog course description *(max. 60 words, excluding requisites):*

Introduces the study of human relations, and prepares students to maximize success in the degree program, on the job, in their community, and at home. Using a modular format, the course builds competencies necessary for successful completion of degree requirements as well as developing insights and interpersonal skills essential in today's diverse and technologically driven society.

11. Will this course be part of any plan (major, minor or certificate) or sub plan (emphasis)?
    Yes ☒   No ☐

    If yes, include the appropriate plan proposal.

Human Relations; M.Ed.

12. Does this course duplicate content of existing courses?   Yes ☐   No x

If yes, list the courses with duplicate material. If the duplication is greater than 20%, explain why NAU should establish this course.

13. Will this course impact any other academic unit's enrollment or plan(s)?   Yes ☐   No ☒
    If yes, describe the impact. If applicable, include evidence of notification to and/or response from each impacted academic unit

14. Grading option: Letter grade ☒   Pass/Fail ☐   Both ☐

15. Co-convened with: _____ 14a. UGC approval date*: _____
    (For example: ESE 450 and ESE 550)   See co-convening policy.
    *Must be approved by UGC before UCC submission, and both course syllabi must be presented.

16. Cross-listed with: _____
    (For example: ES 450 and DIS 450)   See cross listing policy.
    Please submit a single cross-listed syllabus that will be used for all cross-listed courses.

17. May course be repeated for additional units?   Yes ☐   No ☒
    16a. If yes, maximum units allowed?   _____
    16b. If yes, may course be repeated for additional units in the same term?   Yes ☐   No ☐

18. Prerequisites: **None**   _____
    If prerequisites, include the rationale for the prerequisites.

19. Co requisites: _____
    If co requisites, include the rationale for the co requisites.

20. Does this course include combined lecture and lab components?   Yes ☐   No ☒
    If yes, include the units specific to each component in the course description above.

21. Names of the current faculty qualified to teach this course: **Melvin Hall, Susan Longerbeam**

22. Classes scheduled before the regular term begins and/or after the regular term ends may require additional action. Review "see description" and "see impacts" for "Classes Starting/Ending Outside Regular Term" under the heading "Forms" http://nau.edu/Registrar/Faculty-Resources/Schedule-of-Classes-Maintenance/.
    Do you anticipate this course will be scheduled outside the regular term?   Yes ☐   No ☒

Answer 22-23 for UCC/ECCC only:

23. Is this course being proposed for Liberal Studies designation?   Yes ☐   No ☐
    If yes, include a Liberal Studies proposal and syllabus with this proposal.

24. Is this course being proposed for Diversity designation?   Yes ☐   No ☐
    If yes, include a Diversity proposal and syllabus with this proposal.

FLAGSTAFF MOUNTAIN CAMPUS

Scott Galland	**2/4/2014**
Reviewed by Curriculum Process Associate	Date
Approvals:	
Department Chair/Unit Head (if appropriate)	Date
Chair of college curriculum committee	Date
Dean of college	Date
For Committee use only:	
UCC/UGC Approval	Date

Approved as submitted: Yes ☐   No ☐

Approved as modified: Yes ☐   No ☐

EXTENDED CAMPUSES

Reviewed by Curriculum Process Associate	Date
Approvals:	
Academic Unit Head	Date
Division Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Division Administrator in Extended Campuses (Yuma, Yavapai, or Personalized Learning)	Date

Faculty Chair of Extended Campuses Curriculum Committee (Yuma, Yavapai, or Personalized Learning)	Date
Chief Academic Officer; Extended Campuses (or Designee)	Date

Approved as submitted: Yes ☐ No ☐

Approved as modified: Yes ☐ No ☐

EPS 550 Foundations of Inquiry and Practice in Human Relations
Course Syllabus
FALL SEMESTER 2014

Course Dates:
August 28th – December 18th

Delivery Mode:
Asynchronous Online Delivery

Course Instructor:
Melvin E. Hall, Professor
Department of Educational Psychology
15601 N. 28th Avenue, #131
Phoenix, AZ 85053

Instructor Contact:
Melvin.hall@nau.edu
602-776-4612

Office Hours by Phone or Video Appointment

Course Description

Understanding human interactions is a foundation for any professional activity in which other individuals or groups are involved; this of course, includes virtually every area of professional practice imaginable. Ironically, the skills most often used in professional life, getting along and communicating with others, are typically not emphasized in pre-professional coursework; instead these skills are a consistent theme in professional development workshops and on-the-job-training. In the NAU Human Relations Master's Program, the skills and understanding necessary to successfully develop and maintain effective relationships with clients, customers, peers, subordinates and those in leadership positions is at the core of our program objectives. The program assists students with developing skills that promote effective human relations across all social-cultural boundaries and group affiliations. To develop human relations skills we offer a variety of required courses and this course provides foundational material useful for mastering the content included throughout the program of study. This introductory course systematically introduces human relations as a field of study, and provides the tools necessary for success in the program. Effective human relations skills are not the same as the skills taught in counseling, teaching, management, health care or other areas of practice in human affairs; these skillsets are broader in scope, more generic, and more pragmatic in nature. The goal of this course is to assist participants in developing better self-understanding, while attaining stronger skills for effective work with others.

Course Learning Outcomes

The readings, exercises, and assignments achieve these goals, and specifically assist each participant in:

- locating themselves within the complex array of individual and group identities that characterize present day society;
- developing an appreciation for systematic inquiry and lifelong learning as they support improved professional practice;
- examining the importance and praxis implications of human relations issues with regard to quality professional practice;
- developing analytical skills to better understand individual, community and organizational dynamics;

- increasing personal awareness of human relations issues impacting the workplace, and how they might constructively intervene;
- examining research findings and trends in the study of human relations;
- fostering an understanding of the complex interactions between self-image, personality, group affiliations, and culture; as they form the underpinnings of differences in behaviors, beliefs, attitudes (world view), and dispositions.

Students engaging fully in the course will develop an enhanced or expanded understanding of:
- major psychological theories that contribute to understanding human relations in professional and private life;
- recent trends in social psychology and other social science fields relative to patterns and potentials of human interaction, conflict, and conflict resolution;
- organizational and interpersonal factors that influence human behavior and attributions made about human behavior;
- personal assumptions (beliefs, attitudes, implicit theories) regarding human nature, and the implications of these views for motivation, attributions, and skill in interpreting the meaning of life experiences;
- ways in which an ongoing engagement in learning about human relations can enhance career success.

Required Reading

EPS 550 has two required textbooks. Additional required and supplemental materials selected from published literature related to the course topic, are also required. Through use of the professional literature, this investigation of the course topic will feature the disparate voices of leading theorists and practitioners, requiring each course participant to develop their own synthesis of key course concepts. Required and supplemental readings other than the textbook will be available via links within the Bb Learn Course Shell.

1. Sharon F. Rallis and Gretchen B. Rossman, (2012). *The Research Journey: Introduction to Inquiry,* The Guilford Press.

Designed to foster "inquiry-mindedness," this book prepares graduate students to develop a conceptual framework and conduct inquiry projects that are linked to ongoing conversations in a field. The authors examine different ways of knowing and show how to identify a research question; build arguments and support them with evidence; make informed design decisions; engage in reflective, ethical practices; and produce a written proposal or report. Each chapter opens with a set of critical questions, followed by a dialogue among five fictional graduate students exploring questions and concerns about their own inquiry projects; these issues are revisited throughout the chapter.

2. Lee G. Bolman, Terrence E. Deal (2013). *Reframing Organizations: Artistry, Choice, and Leadership, 5th Edition,* Jossey Bass Publishers.

Thoroughly updated, this fifth edition of the classic book outlines its four-frame model that examines organizations as factories, families, jungles, and theaters or temples: The Structural Frame: organize and structure groups and teams; The Human Resource Frame: tailor organizations to satisfy human needs, improve HRM, and build positive personal and group dynamics; The Political Frame: cope

with power and conflict, build coalitions, hone political skills, and deal with politics; and The Symbolic Frame: shape a culture that gives purpose and meaning to work, stage organizational drama, and build team spirit.

3. Required Book Chapters, Articles, and other materials: (See Course Shell)

Course Requirements & Policies
- Class participants are responsible for assuring that they have access to computer equipment that meets the technology requirements for full course participation. Tutorials and other support are available through the eLearning Department at: http://www8.nau.edu/elearning/
- Consistent participation is expected, if a student is unable to participate in a class activity or assignment, he/she is expected to communicate this to the instructor in advance, if possible. When an emergency situation arises that would prevent participating in class, an e-mail message may be left at any time.
- The quality of assignments should reflect graduate level work and best effort. Assignments may not be re-submitted once uploaded. It is expected that written work will be free of mechanical errors and submitted electronically in MS Word compatible (.doc, docx. or .rtf) documents (no pdf, zip, Word Perfect, Works, etc.). Fax submissions are not accepted. Once assignment points post in the course shell contact the instructor if there are errors or discrepancies.
- Submit exams & assignments by the due dates and times indicated on the course calendar. Late work will be accepted but with penalty unless an arrangement has been made with an instructor prior to the due date and time. Points awarded for assignments will determine the final course grade as specified in this syllabus; and as in real professional life, there are no provisions for extra credit work in this course.
- The instructor will respond to e-mail messages within the course messaging system typically within one week; for a more prompt response (usually within 24 hours), messages should be sent to the NAU email address noted in the instructor contact section of this syllabus (melvin.hall@nau.edu .
- EPS 550 is not a "self-paced" class; working significantly ahead of the printed schedule hinders participation in discussions with classmates. Content and assignment pacing is built into release dates; however, once assignments are available and the drop-box is open, students may submit assignments prior to the deadline. Typically this will allow for working 1 – 2 weeks ahead of the scheduled course calendar, but no further.

Assessment of Learning
Assessment of participant learning is comprised of points accumulated from a variety of assignments and activities. The final course grade results from the percentage of points accumulated. See the course calendar for assignment due dates.

160 points	Course participants will post a weekly journal entry that will comprise a private conversation with the instructor. Each post will be worth 10 points, regardless of content. The post should be done prior to midnight each Tuesday of the course, creating a two-way private conversation focused on further understanding and consideration of course content.

Course materials include an assignment sheet describing the online journal.

200 points

Course participants will write a paper of 10-12 pages articulating the results of a personal inventory; this inventory will prompt self-reflection regarding the status of personal human relations skills and continuing need for improvement. Using conceptual tools presented throughout the course, this exercise will also require students to relate the theories and concepts of the course to their own self-assessment and career goals. The paper is a self-assessment and action plan. Please see the assignment sheet for further details.

200 points

Tests for the course will be comprised of a series of writing prompts requiring application of the course content. Exams questions are due in sections throughout the course to link questions and course content. The number of questions will vary from module-to-module based upon the content covered. Exam questions post at the beginning of modules included, encouraging participants to conceptualize and develop responses while completing the readings covered in the exam. In this way, the exam questions serve as both a study guide and assessment of reading comprehension.

90 points

Discussion topics (6) post during the course. For each topic, participants must post a comment comprising their response to the discussion prompt. In addition, comments reacting to the posts of other participants are expected (no minimum criterion). The first discussion topic calls for individual student introductions to the class.

Accumulated points determine course grade, as follows:

585 – 650 = A
520 – 584 = B
455 – 519 = C
390 – 454 = D
Up to 389 = F

Course Calendar

Week	Dates	Topic/Module	Overview	Assignments Due[1]
1	8/28 -9/3	Defining Human Relations as a Discipline and Field of Study Major Themes in Human Relations ⚓ Self ⚓ Interpersonal ⚓ Organizational	⚓ Definitions (and history) of human relations as a field of study ⚓ Key theories that impact our understanding of human relations from fields like psychology, sociology, anthropology, social work, philosophy; linguistics; and communications ⚓ Definition of key terms such as inter-cultural; self-identity; attribution; locus of control; and deficit theory. ⚓ Important distinctions between the study of human resources and the study of human relations ⚓ NAU Human Relations Program structure, options, and limitations.	Journal 1 Discussion 1
2	9/4 - 10	Understanding the total person	⚓ Epistemology and Ontology ⚓ Introduction to Erik Erickson's and Robert Kegan's Ideas about	Journal 2 Discussion 2

		Ways of Knowing and Knowledge Creation Understanding the world of work	↓ Human Development and Meaning Making ↓ Blended influence of genetics and environment ↓ The Paradox of Culture and Other Views of Human Interaction That Help Us Understand the Contexts in Which We Live and Work ↓ Ways to frame our analysis of organizations ↓ Locating Ourselves in the Effort to Create New Knowledge in the Field of Human Relations	
3	9/11 - 17	Organizations at Work and At Home	↓ The Four Frames useful in viewing expectations and behavior ↓ Language Use – Metaphors, Framing, and Disinformation ↓ Privileges, Barriers, and Predispositions ↓ The Pressure to Conform	Journal 3 Test1 Responses
4	9/18 - 24	Ethical Engagement and Leadership in Human Relationships	↓ Theories of Leadership in a Human Relations Framework ↓ Factors influencing personal and group power ↓ Trends and Traditions of Power Inequality ↓ Professional Ethics across the Power Divide ↓ An Overview of Critical Theory & Identity Politics	Journal 4 Discussion 3
5	9/25 – 10/1	Skills needed to be effective in development and maintenance of quality human relationships	↓ Update on promising areas of research and training ↓ Implications for On-the-Job Success ↓ Skills Self-assessment and Continuous Lifelong Learning ↓ What would you do?	Journal 5
6	10/2 - 8	Human Behavior: General Principles	↓ Insights from Learning Theory ↓ Mindset & Locus of Control ↓ Motivation ↓ Ethical Conduct and Self Control ↓ Role of Culture ↓ Distal, Proximal & Concurrent Influences	Journal 6 Test 2 Responses
7	10/9 - 15	Human Behavior Influences: On the Job	↓ Things to know about: Harassment, Reporting Child Abuse Suspicions, Handling Confidentiality; Professional Liability; Employee Assistance Programs; Managing Burnout; New Frontiers of Vulnerability from Technology, Anti-terrorism Initiatives, Freedom of Information Inquiries, Social Networking (as a special instance of technology)	Journal 7 Discussion 4
8	10/16 - 22	Human Behavior Influences: In the Community	↓ Socio-Identity & Strength of Affiliations ↓ Perceptions & Predispositions influenced by group affiliation ↓ Prejudice & Discrimination ↓ Identity Politics ↓ Community as a living system	Journal 8
9	10/23 - 29	Human Behavior Influences: At Home	↓ Family dynamics as influence on work behavior ↓ Power and privilege ↓ Compensation & Resilience	Journal 9 Test3 Responses
10	10/30 – 11/5	Core Competency: Self Knowledge, Resilience, & Cognitive Executive Functions	↓ Skills for Self-assessment and Continuous Lifelong Learning ↓ Intersectionality ↓ Traits, Habits of Heart and Mind	Journal 10 Discussion 5
11	11/6 – 12	Core Competency: Human Communication	↓ Role of Language in Cognition ↓ Basic Human Communications ↓ Intercultural Communication Issues ↓ Technology and Communication – Social Media & Email	Journal 11
12	11/13 - 19	Core Competency: Relationship Building	↓ Types of relationships at home and work ↓ Negotiating and understanding mutual expectations and needs ↓ Things expressed and unexpressed ↓ Conflict anticipation and management ↓ What to make of personality types and self-help theories	Journal 12
13	11/20 - 26	Core Competency: Networking	↓ Setting networking priorities and goals ↓ Networking strategies ↓ Relationship between networking and future job plans ↓ Recruiters and Executive Search Firms ↓ Professional organizations	Journal 13
14	11/27 - 12/3	Core Competency: Leadership	↓ Professionalism ↓ Power and how to handle it ↓ Como Verse ↓ Viewpoint, vantage Point, Voice	Journal 14 Discussion 6
15	12/4 - 10	Core Competency: Understanding Creation and Critique of New Knowledge in Human Relations	↓ Systematic Inquiry Strategies ↓ Action Research & Practice Improvement ↓ Update on promising areas of research and training ↓ Implications for On-the-Job Success ↓ Self as first instrument of inquiry	Journal 15 Test4 Responses
16	12/11 - 18	Getting The Most Out Of Your NAU Human Relations Degree Program Experience	↓ Planning Coursework ↓ Interrelating course content ↓ Resource Management Strategies ↓ Program Participant Partnerships and Cohorts	Journal 16 Final Paper Due

[1] **Each assignment listed is due before midnight on the final day of the module (Tuesday) as listed in the course calendar.**

Effective Fall 2013

Related University Policies

NAU's Safe Working and Learning Environment Policy seeks to prohibit discrimination and promote the safety of all individuals within the university. The goal of this policy is to prevent the occurrence of discrimination on the basis of sex, race, color, age, national origin, religion, sexual orientation, disability, or veteran status and to prevent sexual harassment, sexual assault or retaliation by anyone at this university. You may obtain a copy of this policy from the college dean's office. If you have concerns about this policy, it is important that you contact the departmental chair, dean's office, the Office of Student Life (523-5181), the academic ombudsperson (523-9368), or NAU's Office of Affirmative Action (523-3312).

Policy for Students with Disabilities: If you have a disability, you can arrange for accommodations by contacting the office of Disability Support Services (DSS) at 523-8773 (voice) 523-6906 (TTY). You are encouraged to provide documentation of the disability to DSS at least 8 weeks prior to the beginning of the semester so arrangements can be made to meet your individual needs. You must register with DSS each semester you are enrolled and wish to use accommodations. Faculty members are not authorized to provide accommodations without prior approval from DSS. Students are encouraged to notify their instructors a minimum of one week in advance of the need for accommodation. Failure to do so may result in a delay in provision of the accommodation. Concerns may be brought to the attention of the office of Disability Support Services or to the ADA coordinator in the Affirmative Action Office.

Institutional Review Board: Any study involving observation of or interaction with human subjects that originates at NAU - including a course project, report, or research paper - must be reviewed and approved by the Institutional Review Board (IRB) for the protection of human subjects in research and research-related activities. The IRB meets once each month. Proposals must be submitted for review at least fifteen working days before the monthly meeting. You should consult with your course instructor early in the course to ascertain if your project needs to be reviewed by the IRB and/or to secure information or appropriate forms and procedures for the IRB review. Your instructor and department chair or college dean must sign the application for approval by the IRB. The IRB categorizes projects into three levels depending on the nature of the project: exempt from further review, expedited review, or full board review. If the IRB certifies that a project is exempt from further review, you need not resubmit the project for continuing IRB review as long as there are no modifications in the exempted procedures. A copy of the IRB Policy and Procedures Manual is available in each department's administrative office and each college dean's office. If you have questions, contact Carey Conover, Office of Grant and Contract Services, at 523-4889.

Academic Integrity: All students will strictly adhere to academic integrity. As noted in the NAU Student Handbook "ACADEMIC INTEGRITY means that students and faculty jointly agree to adhere to a code of conduct appropriate to the mutually trusting relationship that must exist between student and teacher. Those values will not allow either to take credit for work not their own, or to be deceitful in any way, or to take unfair advantage of other students or of each other, or to be other than totally truthful and straightforward in all that they do." Any allegation of academic dishonesty will be thoroughly invested immediately.
For information on the ACADEMIC DISHONESTY policy, please refer to the NAU
Student Handbook available at: http://www4.nau.edu/stulife/handbookdishonesty.htm

Academic Contact Hour Policy: The Arizona Board of Regents Contact Hour Policy (ABOR Handbook, 2-206, Academic Credit) states: "an hour of work is the equivalent of 50 minutes of class time . . . at least 15 contact hours or recitation, lecture, testing or evaluation, seminar, or colloquium as well as a minimum of 30 hours of student homework is required for each until of credit." The

reasonable interpretation of this policy is that for every credit hour, a student should expect, on average, to do a minimum of two additional hours of work per week; e.g. preparation, homework, studying.

Classroom Management Statement: Membership in the academic community places a special obligation on all members to preserve an atmosphere conducive to a safe and positive learning environment. Part of that obligation implies the responsibility of each member of the NAU community to maintain an environment in which the behavior of any individual is not disruptive. It is the responsibility of each student to behave in a manner which does not interrupt or disrupt the delivery of education by faculty members or receipt of education by students, within or outside the classroom. The determination of whether such interruption or disruption has occurred has to be made by the faculty member at the time the behavior occurs. It becomes the responsibility of the individual faculty member to maintain and enforce the standards of behavior acceptable to preserving an atmosphere for teaching and learning in accordance with University regulations and the course syllabus. At a minimum, students will be warned if their behavior is evaluated by the faculty member as disruptive. Serious disruptions, as determined by the faculty member, may result in immediate removal of the student from the instructional environment. Significant and/or continued violations may result in an administrative withdrawal from the class. Additional responses by the faculty member to disruptive behavior may include a range of actions from discussing the disruptive behavior with the student to referral to the appropriate academic unit and/or the Office of Student Life for administrative review, with a view to implement corrective action up to and including suspension or expulsion.