



Course Prefix/Number/Title: HRM 270 Human Resource Portfolio and Information Systems

Number of Credits: 3 credits

Course Description: This course reviews and reinforces the principles covered in the Human Resource program through the development of a comprehensive student portfolio and simulated activities related to program outcomes and systems found in Human Resources. Students will apply basic concepts, terminology, functions, and outputs in a human resource information systems for operations and strategic planning..

Pre-/Co-requisites: None

Course Objectives: Upon successful completion of this course, you will be able to:

1. Relate the Human Resource program outcomes to workplace situations.
2. Analyze employment search processes.
3. Utilize technology in the job search process.
4. Identify concepts and technology common to human resource information system needs.
5. Evaluate the costs and benefits of acquiring and maintaining a human resource information system.
6. Apply human resource theories and principles in the design and utilization of a human resource information system.
7. Prepare and analyze career portfolios including cover letters, resumes, list of professional references, employment applications, and prepare interview questions for interviews.
8. Demonstrate confidence and professionalism in human resource skills by presenting portfolios to others.

Instructor: Crystal Beggs

Office Hours: By Appointment

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Textbook(s): Human Resource Information Systems: Basics, Applications, and Future Directions,
Author: M.J. Kavanagh, R.D. Johnson, ISBN #9781506351452

Course Requirements:

1. Completion of introduction (15 points), online assignments (275 points), tests (150 points), and discussions (135 points)
2. Develop and present a comprehensive student portfolio as a final project. (100 points).

Grading Scale: The final grade is based on the percent of total points a student earns.

90-100% = A 80-89% = B 70-79% = C 60-69% = D Below 60% = F

Tentative Course Outline:

- Week 1-2: Introduction to Human Resource Information Systems (HRIS) to include HR activities, technology and HR, learn what HRIS is, learn the value and risks of HRIS, types of HRIS, and evolution of HRM and HRIS. Learn about “The Cloud” and mobile technologies, HRIS within the broader organization and environment, and themes within HRIS.
- Week 3-4: Entities and attributes of an HRIS, tables, relationships, primary keys, queries, forms, reports, MS Access, designing and MS Access database, HR database application using MS Access, and other databases. Learn the systems developments life cycle, analysis, needs analysis to include needs analysis planning, observation, exploration, evaluation, reporting.
- Week 5-6: Learn the elements of data, information, and knowledge in HRIS, database management systems (DBM), early and relational DBMs, data sharing between different functions and different levels, and across locations. HRIS justification, guidelines on investment to HRIS, cost-benefit analysis, identifying sources of value for benefits and costs, direct and indirect costs.
- Week 7-8: Average employee contribution, avoiding common problems, HRIS applications, HRM administration and organizing approaches, self-service portals and HRIS, shared-service centers and HRIS. Legal compliance, Equal Employment Opportunity, US Civil Rights Act of 1964, Title VII, EEO-1 Report and Occupational Safety and Health Act record keeping, and OSHA Form 300.
- Week 9-10: Learn the concepts of recruitment and selection and the use of the Internet and an HRIS to the operation of these HR programs. Effective design of training and development, and how technology is transforming training and development.
- Week 11-12: Learn the role of performance management as part of the talent management process, and how in concert they maintain market competitiveness for the organization. Brief history of the efforts involved in the development of HR metrics and workforce analytics and of how these efforts have been enhanced by the advent of integrated HRIS.
- Week 13: Technology and mandated governmental, privacy requirements, goal achievement. Look ahead to where the field of HRIS is moving in the future.
- Week 14: Review and work on final project.
- Week 15: Review and work on final project.

Week 16: Review and work on final project.

Final Week: Final Project

General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning

Outcome(s):

Dakota College at Bottineau emphasizes nature, technology, and beyond as a focus for the unique blend of courses offered by its instructors. This course will emphasize communication and technology to enhance “human” nature in the work environment.

Course Policies:

Assignments Late work will incur point deductions which is 10% off in points for each day it is late. Any assignment turned in after 3 days will result in a 0. This is the policy for all assignments. Participation is expected. You are responsible for the activities for each weekly module. If you know of a conflict ahead of time, you are welcome to request to submit assignments early or notify your instructor before the assignment due date.

Discussions/
Bonus Questions Discussions and bonus questions are due when the due date is indicated. There will be no late submissions allowed for discussion to ensure all students participate and provide meaningful discussion throughout the week.

Tests Tests are due when the due date is indicated. There will be no late submissions, unless arrangements were made ahead of time and an acceptable excuse to missing.

Student Email Policy:

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

Academic Integrity:

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

Disabilities or Special Needs:

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

Title IX:

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.