M.S. Degree in Human Resources (MSHR)
Program Review
December 2007
John Sherlock, HR Program Director
Human Resources
Program Review - Campus Visit
February 21-23, 2008

Thursday, February 21st
Arrivals
Jim Gelatt, Asheville Airport, Arrive 3:39pm, John will pick up
Terry Carter, Asheville Airport, Arrive 5:14pm, John will pick up

6:45
Dinner at Balsam Mountain Inn (Reservations for 4)
Attending: Review Team (2), Sherlock (pick-up/drop-off), Jim Kirk

Friday, February 22nd
7:30-8:45
Breakfast, Mary Will Mitchell Room
Attending: Review Team, Melissa Wargo (pick-up), John Sherlock (drop-off at UC)

8:55-9:50
Meet w/ Department Head, Lisa Bloom – UC Dogwood Rm.

10:00-10:50
Meet with Michael Dougherty (Dean of CEAP) – UC Dogwood Rm.

11:00-11:45
Meet with Kyle Carter (Provost) and Beth Lofquist (Assoc. Provost) – UC Dogwood Rm.

12:00-12:50
Lunch with Students and/or Alumni – UC Rogers Rm.

1:00-1:30
Meet with Regis Gilman (Educational Outreach) - UC Rogers Room

1:30-2:00
Meet with All Program Faculty (minus Program Director) – UC Rogers Rm.

2:00-2:45
Meet with All Program Faculty – UC Rogers Rm.

3:00-3:45
Meet with Scott Higgins (Dean, Graduate School & Research) – UC Dogwood Rm.

3:45-5:45
Private Work Meeting, Review Team (Melissa will transport back to Madison)

6:30
Dinner, 553 West Main
Attending: Review Team (3), Bloom (pick-up, drop-off)

Saturday, February 23rd
Departures
Carter-Depart AVL-11:42am; Melissa will transport
Gelatt-Depart AVL-12:27pm; Melissa will transport
Western Carolina University

M.S. Degree in Human Resources (MSHR) Program

Response to Program Review Standards

(15 pages max.)

December 2007

Standard 1: Program Purpose

The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College.

The MSHR Program has as its primary purpose to provide students with the academic and professional experience needed for the independent and competent practice of human resources in a variety of professional settings. Furthermore, the program is committed to honoring the individual differences and needs of culturally diverse populations.

The program has the following outcome goals:

1. Program graduates will have a general knowledge of all of the major functions of human resources in an organization and how to help an organization realize its full performance potential.
2. Program graduates will be technologically literate and adept at using technology as a tool to help them perform.
3. Program graduates will have the ability to think analytically about a complex organizational issue and articulate a clear point of view about the issues and what should be done to improve organizational performance, providing persuasive evidence to support their view.
4. Program graduates will be knowledgeable about how to research an issue through both academic and practitioner-oriented resources.
5. Program graduates will be more knowledgeable about their own strengths and weaknesses, their passions and values, and how they can best contribute to the success of an organization.

Further, the MSHR program has established the following vision:
1. To provide an exceptional learning experience for our students that enhances their knowledge of and passion for the potential of people in organizations.
2. To be one of the premier graduate human resources program worldwide.
3. To be THE premier graduate human resources program in NC.

The purpose, goals, and vision of the MSHR program at Western Carolina University align very closely with the mission of WCU and the mission of the College of Education and Allied Professions (CEAP) where the MSHR program resides. Copies of both the university and college mission statements can be found in the appendices. In particular, our MSHR program emphasizes the teaching and learning emphases of WCU’s mission statement. Additionally, the MSHR program shares the university’s commitment to “…provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.” The CEAP mission places an emphasis on “…creating and nourishing a community of learners guided by knowledge, values, and experiences.” Our MSHR program shares this commitment to developing learning communities (whether virtual or in-person) where experiential learning and individual points of view are encouraged. The MSHR program also shares the following three guiding principles reflected in the CEAP mission statement: “(1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.” All of the MSHR courses have both discussions and assignments that encourage individual reflection on the course content. Additionally, all of the courses place an emphasis on the global marketplace where HR is practiced and on the value of diversity in the workplace. Finally, all of the courses are offered online where the responsible use of technology is expected. The CEAP also places in its mission statement a commitment to providing comprehensive opportunities for both traditional and non-traditional students. Nearly 100% of our MSHR students are non-traditional students who attend graduate school on a part-time basis while also working full-time demanding jobs. Further, our MSHR students are located throughout the state and the country where traditional graduate HR programs are unavailable locally. The MSHR program being available completely online has been praised by our students as enabling them to
study HR at the graduate level despite their location and hectic work schedules. Finally, the CEAP mission statement notes that graduates will “…be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.” This is very consistent with the learning outcomes of the MSHR program noted above and the personal aspirations of our MSHR students. In our capstone course (HR698), our students keep a reflective journal throughout the course; these indicate that many of our students choose human resources for their graduate study because of a strong desire to have a positive impact on the people they come in contact with as an HR professional.

**Standard 2: Planning**

The program engages in ongoing, systematic planning that is reflective of the University’s strategic priorities.

Western Carolina University has identified as a planning priority the implementation of its Quality Enhancement Plan (QEP) which was part of its recent re-accreditation process with the Southern Association of Colleges and Schools (SACS) accrediting body. In its QEP, WCU places an emphasis on “intentional learning” where students are encouraged to synthesize their curricular and co-curricular (i.e., outside of courses) college experiences. This emphasis is also included in the MSHR program plan in that students are encouraged in each course to integrate the course material with their professional work (as previously noted, almost all of our students work full-time). In WCU’s QEP is also a strategic priority to develop students “who are intentional participants in their own educational journey.” Our MSHR program has been designed to give students flexibility in terms of the courses they take. There are six (6) required courses and students choose six (6) elective courses that best meet their interests and career goals and aspirations.

As noted in the response to Standard 1, the MSHR program has developed a challenging vision and set of outcome goals. The strategic planning process for the program is a continuous one, involving gathering and analyzing data from current students and program graduates, other MSHR programs, hiring organizations, and HR-related associations. The MSHR program director works closely with the Graduate School and the division of Educational Outreach.
(which oversees distance education) on budget, marketing, and enrollment issues. Graduate education has become highly competitive and enrollment is a function of not only a good program, but also good marketing. The program director has periodic formal and informal dialogue with the staff of the Graduate School and Educational Outreach to discuss the target markets for the program and the best way to reach them with information about our program.

Additionally, there is ongoing dialogue between the program director and the other full-time faculty member about both short-term and long-term issues relevant to the program. One prime example of the benefits of such dialogue was a discussion about two years ago about the future of the program and the changing profile of a typical MSHR student. A clear trend had emerged in the enrollment that students were increasingly not from the Cullowhee/Asheville area and would need to take all of their classes online. At that time, the decision was made to pursue having the MSHR program approved by the UNC system as a fully online program and to emphasize the online aspects of the program in our marketing efforts.

The program director also has dialogue (email, telephone, or in-person) with the adjunct faculty in the MSHR program. In addition to learning about short-term operational issues, such dialogue often identifies longer term issues for the program. For example, a recent discussion with adjunct faculty highlighted the need for more increased attention to international HR issues in a number of the MSHR courses.

The program director also attends meetings and conferences of online educators, HR practitioners, and HR professors. Such networking dialogue provides a rich source of information about what employers are looking for in our graduates, new ways to utilize technology in our program, and best practices in HR education. For example, it was through such networking that the decisions were made to add courses in HR legal issues and compensation & benefits, as well as begin using live (synchronous) audio software in several of the courses.
Standard 3: Curriculum

The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.

As stated in the previous responses, the MSHR program at WCU aspires to be one of the best in the country. The curriculum is one of the strengths of the program. The curriculum is derived from the learning outcomes of the program (noted in the Response to Standard 1 above). Those learning outcomes and related curriculum have evolved considerably since the program began in 1984 because of the changing requirements of HR professionals. HR professionals, once thought of as policy administrators, are now being asked to be strategic partners in organizations of all types. Such dramatic change in the roles of HR professionals entails the development of new competencies. As noted in the response to Standard 2, the program director maintains active involvement in HR-related associations and networks with HR professionals and HR faculty to stay abreast of HR issues that might impact the curriculum. Additionally, several HR-related associations have developed competency and curriculum models based on formal research of industry and higher education. The current MSHR curriculum is based on the competencies identified by the American Society for Training & Development (ASTD), the Academy of Human Resource Development (AHRD), the International Society for Performance Improvement (ISPI), and the Society for Human Resource Management (SHRM). SHRM has done the most comprehensive work to date on developing a model curriculum for graduate HR programs (See Standard 3 appendix for an excerpt). WCU’s MSHR curriculum is already closely aligned with both the HR “content competencies” (i.e., Employment law, HR and organizational strategy, etc.) and “personal competencies” (i.e., Change management, Leadership, etc.) identified by SHRM, but plans are in place to more closely align our curriculum with other HR content areas identified by SHRM’s research. In particular, there will be increased emphasis on HRIS (Human Resource Information Systems) and Global HR. SHRM, while not an accrediting body, has agreed to review and evaluate a graduate HR program’s alignment with the model curriculum. We anticipate pursuing such evaluation within the next two years. Those programs which do align sufficiently with the SHRM model curriculum are recognized by the association on its website. This will enhance the credibility of our MSHR program and help it achieve its vision.
The MSHR program at WCU is designed to meet the needs of both novice and experienced professionals. There are no pre-requisites for the program. Students earn their MSHR degree by successfully completing thirty-six semester hours (12 courses) of graduate level coursework (See Standard 3 appendix for additional course information). Students must also successfully pass a four-hour comprehensive essay exam in order to earn their degree. As noted in previous responses, MSHR students are typically full-time professionals and take courses on a part-time basis. As is shown in the appendix to this standard, most students complete the program within 3-3.5 years. Six required (Core) courses give students a foundation upon which to build the remainder of their programs. These include: Orientation to Human Resources, Human Resource Development, Human Resources Research and Evaluation Methods, Consultation in Human Resources, Seminar in Human Resources, and Field Experience in Human Resources. There is no formal course sequence although we do advise students to take certain courses (e.g., Orientation to Human Resources) early in the program and others near the end of their program (e.g., Seminar in Human Resources). Each course has specific learning objectives (See sample syllabi in appendix to this standard) which are aligned with the program learning outcomes described earlier.

A variety of strategies are currently used to evaluate the quality of the curriculum in addition to its alignment with national association models. Each places an emphasis on student learning and include:

1. **Semester review of syllabi and online courses.** The HR program director reviews the syllabi of the courses offered for evidence of proper course design principles (course objectives, clear expectations, etc.). The HR program director also typically has “guest” access to the online courses offered and periodically visits the class to gauge student engagement, etc.

2. **Students' performance in terms of grade point average (GPA).** The HR Program Director examines students' transcripts to see if there are specific courses in which students are performing poorly or if there are particular students having difficulty in their studies.

3. **Administration of HR Comprehensive Examination.** This four-hour exam tests students' abilities to apply concepts and models in human resource practice, human resource development, human resource consultation, and human resource research
and evaluation. While the vast majority of students pass the exam on their first attempt (students only have two attempts to successfully pass all sections of the exam), student feedback strongly indicates that students find the exam to be a very challenging test of their learning from the program. At the time of the program’s last program review (2002), reviewers commented “The written comprehensive examination as required seems to be very appropriate for evaluating student competencies at the end of the program.”

4. **Annual program assessment reports documenting needed, proposed, and achieved changes in the HR program.** The annual reports are prepared by the HR Program Director. The reports document changes that are needed in the program as well as the steps taken during the academic year to meet observed needs.

5. **Periodic program evaluations by graduates.** Program alumni are surveyed about the quality and helpfulness of the program in preparing them to perform their professional roles. This activity, until this year, has been completed by the MSHR program director. This year, WCU has undertaken a broad alumni research initiative which is currently underway.

6. **Student course evaluations.** At the end of each course, students are asked to evaluate various aspects of the course. This feedback is used to help instructors make improvements in HR courses.

7. **HR Student Center.** This is a relatively new website created for all MSHR students. There are several areas of the website which invite students to give suggestions about the curriculum.

8. **Regularly scheduled program evaluations.** Every six years graduate programs at Western Carolina University undergo a thorough evaluation utilizing outside expertise to assist graduate programs maximize student learning and achieve its other program goals. Such reviews provide an excellent opportunity to analyze the curriculum and consider improvement opportunities.
Standard 4: Faculty Resources

The program has sufficient faculty resources to meet its mission and goals.

The MSHR program has grown to nearly 100 students, and classes each semester now reach capacity very quickly. Just this semester, we have had to add additional sections of courses in order to meet the student demand for courses. Fortunately, we were able to draw upon our very competent pool of adjunct faculty who helped us meet this increased demand. In order to facilitate meaningful dialogue in an online graduate class, we believe class size should be limited to twenty students or fewer. The CEAP has been very supportive of authorizing the creation of additional sections of a course and hiring adjunct faculty rather than overloading the classes.

The MSHR program currently has two full-time faculty members (see appendix for CVs of the full-time and adjunct faculty). In the last program assessment, “The complimentary backgrounds of the two full-time faculty members is a clear program asset.” Dr. Kirk has been with the program for more than twenty years and will be retiring in the next few years. His expertise and program leadership will be difficult to replace. Dr. Sherlock has been with the program for 5+ years and is the program’s director. He is currently up for tenure and is hopeful of staying with the program for many years to come. The full-time faculty would not be successful in managing their teaching, research and service responsibilities without the support of graduate assistants (GAs). The MSHR program has been assigned two (2) GAs each semester one (1) GA during the summer to work with full-time faculty. It is critical that this GA support be continued and increased when an additional full-time faculty member is hired. Given current enrollment trends and the vision for the program, we will need a third full-time faculty member in the very near future. The university uses a student credit hour formula to determine when another full-time faculty position can be authorized. Given the considerable time it takes to recruit for a full-time faculty position, there is a concern that the program will be short-staffed if the authorization is not granted at the earliest possible opportunity.

The MSHR program is fortunate to have four (two male, two female) very qualified adjunct faculty teaching for the program. Given that we only have two full-time faculty members teaching in the program, the adjunct faculty serve an important role in giving our students exposure to a variety of teaching styles and learning experiences. The MSHR Program Director currently evaluates the adjunct faculty by monitoring their online courses periodically and by
reviewing their course evaluations. The MSHR Program Director also talks with them throughout the term to discuss any problems they are experiencing. We typically also talk at the close of a term to talk about challenges, changes, etc.

There have been four primary challenges in recruiting and retaining qualified adjunct faculty for the MSHR program:

1. The low rate of pay (it is understood that this is regulated at the state level but the current rate is well below many other institutions);
2. Candidates’ lack of online teaching experience;
3. The fact that those individuals most qualified to teach MSHR courses in terms of subject matter expertise usually do not hold a doctoral degree in HR or a related discipline (a SACS accreditation requirement);
4. The lack of training and professional development support for adjunct faculty.

In regard to item #3 above, our program has been able to show that our adjunct faculty members not holding a doctoral degree (a SACS requirement for faculty teaching at the graduate level) are nevertheless exceptionally qualified to teach in our program because of their specific HR work experience in the content area of the course(s) and/or because of special credentials they possess or outside training they have had. All adjunct faculty hold earned master’s degrees in either human resources or in HR-related fields. Given the paucity of doctoral programs in human resources, it is important that the university recognize that requiring graduate adjunct faculty teaching in our MSHR program to have a doctoral degree is not going to be feasible and that it is not necessary in order to obtain qualified adjunct faculty.

In regard to item #4 above, an important area for program improvement involves the level of training and professional development support for adjunct faculty. In addition to the very low pay rate per course (which is controlled by administrators of the UNC system, not WCU), there is little or no funding to support the training and professional development of adjunct faculty (irrespective of their years of service to the program). This makes recruiting and retaining quality adjunct faculty a real challenge.
Standard 5: Students

The program attracts, retains, and graduates high quality students.

As noted in the appendices, the number and diversity of students in the MSHR program have increased substantially over the last few years. Having the MSHR program available completely online has had a very positive impact on the program’s ability to grow enrollment and attract a more diverse, high quality, student population. In particular, we have a much higher percentage of male and African American students now than just a few years ago. The MSHR program attracts applicants with varied career interests. While many applicants are working HR professionals interested in advancing their current HR career path, there are many others who pursue the MSHR degree as a means of switching careers. These individuals typically have a strong interest in the “people side” of the organization and see the MSHR degree as an opportunity to launch a traditional HR professional career path or to enter into HR-related consulting. We also have applicants who are currently in human service career paths (working for the government or nonprofit agencies) who want to pursue a master’s degree and see the online MSHR program as one that offers accessibility other graduate programs do not and aligns well with their values and interests.

Students applying to the MSHR program must have a Bachelors Degree from an accredited institution of higher education. In evaluating candidates, we look for a minimum 3.0 GPA during their last 60 semester hours of undergraduate work, a GRE combined score of at least 900 on the verbal and quantitative sections and at least 3.5 on the writing portion. We also look for strong recommendations from three individuals qualified to comment on the applicant’s potential to succeed in graduate school. Our admission criteria are at the same level or higher with several other graduate programs at Western Carolina University. Our admission criteria are clearly posted on our program website, so most serious applicants do generally meet the criteria. The program director has the discretion to recommend admission for an applicant who may be deficient in one area but particularly strong in another. The graduation rates (see appendix) reflect that the admission process is a sound one in terms of attracting students who complete the program.

All admitted students are assigned a full-time faculty advisor (either Dr. Kirk or Dr. Sherlock) who works with them in laying out a course plan and provides advice as needed
throughout their graduate journey. Given that the program is fairly straight forward in its requirements (36 credit hours required to graduate; 6 required courses; 6 electives), our graduate students typically do not require extensive guidance in selecting courses. It is our understanding that new software is going to be implemented which will allow online graduation checklists to be used and monitored by both students and their advisors. Such a tool will greatly enhance the faculty’s ability to provide high quality advising and to follow up with students who are falling behind in their plan.

Newly admitted students are added into the MSHR Student Center website where they can receive information about the program and network with other students. Additionally, students are encouraged to join the Society for Human Resource Management (SHRM) as student members.

The ability to attract quality students into the program requires effective marketing. The vast majority of program marketing for the MSHR program has been initiated and implemented by the program faculty. Faculty developed the program website to be more promotional, sought out online advertising vehicles, conference exhibit opportunities, etc. More recently, both the Graduate School and the division of Educational Outreach has offered increased financial support for the MSHR program. Such support must not only be continued but enhanced.

Competitive online programs are being launched regularly and our program will not get noticed without a significant advertising investment. Our research indicates that most students learn about the program from internet searches. Online advertising has become quite sophisticated with the predominance of Google and other large search engines being used by prospective students to find online education programs. For example, if one were to “Google” the following phrase: “Online graduate human resource degree program,” there would be approximately 209,000 hits. The search results show eight (8) “banner” advertiser hits (those universities who have paid to have a premium along the right-hand column) three (3) shaded advertiser hits listed at the top of the page (a premium was also paid for this location). WCU’s MSHR program is not listed in any of these search locations. Neither is a link to our specific program found in the first hundred listings. While the MSHR program has been very successful in recruiting students to date, this lack of internet visibility is insufficient for a program that seeks to grow enrollment and gain a national reputation. There are marketing firms that focus on consulting online college/university programs on online advertising. Our program would be very well served by
such consultation. Such consultation would benefit not only our program but many others at WCU.

**Standard 6: Administrative Structure**

The program has an administrative structure that facilitates achievement of program goals and objectives.

The MSHR program has been well served being part of the Human Services department of the College of Education and Allied Professions (CEAP). From the time the MSHR program was first launched (1984), there has been a curriculum emphasis on improving organizational performance through employee learning and development, so having it located in the CEAP makes sense. Additionally, the students who pursue graduate study in human resources often have chosen this field because of a strong desire to help employees reach their full potential and to positively impact employees’ lives. In this regard, the MSHR program fits very well within the mission of the Human Services department of the CEAP.

The MSHR program director has frequent discussions with the head of the Human Services department about pertinent MSHR program issues. If there are any problems or specific needs, the program director feels very comfortable in calling on his department head or the dean of the CEAP for assistance. The program director consults with the other full-time faculty member regarding issues that are related to program operations, program marketing, curriculum, and program policy. The program director also consults with the adjunct faculty on particular matters pertinent to the program.

The Human Services department typically makes a minimal amount of funding available ($250) for full-time faculty member professional development. However, the department and the CEAP have gone well beyond this amount in supporting the professional development of the program director and other full-time faculty member. WCU’s Educational Outreach division, which oversees all distance education, has also been very supportive of the MSHR program and has provided support for the professional development of the program director.
Standard 7: Budget and Facilities

The program has adequate resources to meet its goals and objectives.

As noted previously in this document, the MSHR program and its students have benefited from the support received in recent years from several areas within the university (in particular, the Human Services department, the CEAP, the Division of Educational Outreach, and the Graduate School). However, in order for the program to continue to grow enrollment and achieve its vision of being one of the premier MSHR programs in the country, enhanced budget support is needed in the following areas:

1. **More sophisticated online advertising:** Per the response to Standard 5, we recommend using an online advertising firm with expertise in this area. The benefits of such an investment will accrue not only to the MSHR program but many other WCU programs.

2. **Powerful laptops for full-time faculty with wireless access and webcams:** It is critical that faculty members who are teaching all of their courses online are using PCs that are mobile (to allow working while on campus, at home, or at conferences, etc.) and have high functionality to allow for use of multimedia technology in teaching.

3. **Training support for adjunct faculty:** It is critical that adjunct faculty teaching for the MSHR program receive ongoing training on WCU’s online education software platform (WebCT/Blackboard). Additionally, funding should be provided for adjunct faculty to attend the NC Teaching & Learning with Technology conference so that they stay abreast of the latest trends and tools regarding online pedagogy.

4. **Assurance of a minimum of two graduate assistants (GAs) per full-time faculty member each semester, with a minimum of one GA per summer term.**

5. **An additional full-time faculty member:** It is understood that additional faculty positions are tied to a formula based on student credit hours, but our program is very close to meeting that requirement now, and it is very important that we’re given the go-ahead to recruit at the earliest possible time (it is difficult to recruit for faculty positions less than 9-12 months in advance of a Fall start date).
In conclusion, the MSHR program at Western Carolina University is a respected graduate degree program at the university level, the local community level, the state level, and is increasingly being recognized at the national level. By building on the current elements in place for the program and increasing the budget support in the areas indicated, the MSHR program will continue to thrive and achieve its vision of being one of the premier graduate HR programs in the United States.
Standard 1: Program Purpose

The purpose of the program reflects and supports the mission and strategic vision of Western Carolina University and the mission of its School and/or College.)
Statement of Educational Mission

A member of the University of North Carolina, Western Carolina University offers courses in the arts, sciences, technologies, humanities, and professions. Students can elect degree programs at the bachelor's or master's level, or doctoral level study in educational leadership. As a regional comprehensive institution, it serves the people of North Carolina from its residential campus at Cullowhee and through off-campus instruction in Asheville and other locations.

Teaching and learning constitute the central mission of Western Carolina University. The University seeks to create a community of scholarship in which the activities of its members are consistent with the highest standards of knowledge and practice in their disciplines. The commitment of the community to service, research, and creative activities complements the central mission and extends the benefits of its scholarship to society. As a major public resource for western North Carolina, the university promotes regional economic development through its teaching, research and service. Western Carolina University seeks to provide an environment in which students, faculty, and staff jointly assume responsibility for learning, where free exchange of ideas, intellectual challenge, and high standards of scholarship prevail.
The College of Education and Allied Professions is one of four colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master’s, intermediate, and doctoral levels.

The primary role of the College of Education and Allied Professions is to prepare educators, counselors, psychologists, speech-language pathologists, recreation personnel and other human service specialists at both entry and advanced levels. These professionals will staff public elementary, secondary, postsecondary schools, sport and recreation agencies, and other human service organizations in North Carolina and the region beyond. The College fulfills its mission by developing and maintaining a community of scholars that promotes and recognizes good teaching, service, and research. Of these three scholarly activities, providing optimal learning environments for students is most important, followed by service and research.

The College strives to provide leadership and technical assistance for the improvement of teacher preparation and elementary and secondary schooling in North Carolina, the nation, and developing countries. The College is strongly committed to partnering with the public schools in order to educate pre-service teachers to teach all children to high standards, to assist beginning professional educators to be successful and remain in the profession, and to provide quality staff development for career professional educators.

Additional fundamental roles of the College are to serve the liberal studies program of the University and to offer programs and special clinical services that relate closely to the mission of the College and that are needed by its constituencies.

The College fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

**Vision Statement**

By the year 2010, the College of Education and Allied Professions will be recognized nationally as a community of scholars who promote excellence in teaching, service, and research. The College will have created a niche as the university-of-choice for all programs offered.

These programs will have a culturally diverse faculty, staff and student body, and the curricula in these programs will be state-of-the-art, fully staffed, and sufficient in kind and number to meet the needs of its clientele. The College’s fully accredited programs will receive exemplary status on all pertinent performance reports.

Assessment systems will ensure quality program development which, in turn, will have resulted in high levels of authentic student learning. The programs will have integrated technology including distance
learning and web-based courses. Appropriate programs will be recognized for their expertise in rural matters.

The faculty members of the College will be noted for their teaching excellence, concern for individual students, and modeling of the qualities that they attempt to instill in their students.

The College will continue to be a leader in providing comprehensive opportunities for traditional and non-traditional students. The College’s graduates will be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.

The College, through its faculty and staff, will be responsive to the needs and the concerns of the people and agencies located in its service area. To this end, the College will engage effectively in a variety of university and community partnerships that include, among others, the public schools, the College of Arts and Sciences, the North Carolina Center for the Advancement of Teaching and the Western Region Education Service Alliance and the Education and Research Consortium of North Carolina.

The College will be noted for its research and its collaborative inquiry as well as its alignment of research and teaching. Evidenced-based validation of knowledge and methods will be highly valued. In order to support the goals in teaching, service and research, the College will have acquired external and internal resources to enhance its programs and meet its mission.
Standard 2: Planning

The program engages in ongoing, systematic planning that is reflective of the University’s strategic priorities.
WCU MSHR Program

Strategic Vision

- To provide an exceptional learning experience for our students that enhances their knowledge of and passion for the potential of people in organizations.
- To be one of the premier graduate human resources program worldwide
- To be THE premier graduate human resources program in NC.

To achieve our strategic vision, we will ensure that graduates of our program:

1. Have a general knowledge of all of the major functions of human resources in an organization and how to help an organization realize its full performance potential.
2. Be technologically literate and adept at using technology as a tool to help them perform.
3. Have the ability to think analytically about a complex organizational issue and articulate a clear point of view about the issues and what should be done to improve organizational performance, providing persuasive evidence to support their view.
4. Be knowledgeable about how to research an issue through both academic and practitioner-oriented resources.
5. Be more knowledgeable about their own strengths and weaknesses, their passions and values, and how they can best contribute to the success of an organization.
6. Have developed competencies in the primary areas advocated by SHRM, ASTD, and ISPI.
Executive Summary

Western Carolina University

Western Carolina University (WCU), a constituent institution of the University of North Carolina, has a current student enrollment of almost 8,900 students. Established in 1889, the university offers more than 120 undergraduate and 50 graduate programs in the arts, humanities, sciences, education, business, engineering, and health professions. WCU is located in Cullowhee in western North Carolina, near the Blue Ridge Parkway and the Great Smoky Mountains.

The Quality Enhancement Plan

1. Overview

Synthesis: A Pathway to Intentional Learning at Western Carolina University initiates new and enhances current connections among existing programs to create a more holistic approach to educating students. WCU faculty and staff recognize that a major challenge of higher education is the need for students to synthesize their curricular and co-curricular (outside of courses) college experiences. The Quality Enhancement Plan (QEP) uses synthesis – the ability to integrate knowledge from different areas into an original whole – as the driving framework for teaching and learning. This emphasis on synthesis enhances students’ educational journey and helps prepare them for life beyond college. Many students may view their courses and co-curricular experiences as isolated activities to be approached in check-list fashion. The QEP fosters synthesis across the disciplines, coordinating curricular and co-curricular experiences to facilitate students’ development of a clearer purpose at the university. The plan’s implementation will impact academics, residential life, service learning, student leadership, study abroad, and career planning/education. The outcome of the plan will be students who are intentional participants in their own educational journey.

2. Learning Goals/Outcomes of the QEP

The overarching learning goal of the QEP is one where students will synthesize knowledge and skills from their academic and co-curricular experiences to become intentional participants in their own learning. Specifically, students will:

1. Identify their aptitudes, abilities, and interests and articulate their future goals and aspirations;
2. Modify behaviors and values in response to knowledge and skills gained from their academic and co-curricular experiences; and
3. Recognize the synthesis of their university experiences and evaluate those experiences relative to their future education and career goals.

3. Implementation

The successful implementation of the QEP will rely on a coordinated university effort centered on the principles of synthesis. The key elements of the plan’s implementation are:
1. The creation of a QEP oversight structure that will implement, coordinate, and monitor the plan;
2. The development of a pilot study that will enable the university to implement, assess, and fund the QEP as it expands over time;
3. An enhancement of services offered by the Coulter Faculty Center for Excellence in Teaching and Learning to train faculty and staff to integrate the QEP into their teaching and university work;
4. An integration of the synthesis concepts into admissions, orientation, and other early academic/co-curricular services offered to students;
5. The coordination of advising, service learning, international programs, undergraduate research, and career education through the synthesis concept; and
6. The development of the “Education Briefcase”: an electronic portal through which students will be able to interact with faculty, advisors, and career counselors; it is the manifestation of the student’s learning plan.

Conclusion

*Synthesis: A Pathway to Intentional Learning at Western Carolina University* intends to diminish barriers that inhibit students’ abilities to identify and benefit from the interrelationships of their curricular and co-curricular experiences. The plan’s knowledge base is derived from research on learning conducted by Bloom (1956) and his successors and reflected in his taxonomy of learning and D. A. Kolb’s (1984) model of experiential learning. The plan also incorporates many precepts presented in *Learning Reconsidered: A Campus-wide Focus on the Student Experience* (Keeling, 2004), *Learning Reconsidered 2: A Practical Guide to Implementing a Campus-wide Focus on the Student Experience* (Keeling, 2006), and *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (Association of American Colleges and Universities, 2002).
Standard 3: Curriculum

The program provides and evaluates a high quality curriculum that emphasizes student learning as its primary purpose.
Our Mission is...

- To provide an exceptional learning experience for our students that enhances their knowledge of and passion for the potential of people in organizations.
- To be one of the premier graduate human resources program worldwide.
- To be the premier graduate human resources program in NC.

HR Curriculum Overview

By completing only 12 courses offered online over the web, you can earn your MS Degree in Human Resources at Western Carolina University. The curriculum consists of 6 required courses that all students take and 6 elective courses (see below). HR 605, HR 602, & HR 610 are taken at the beginning of the program. HR 683 & HR 698 are usually taken during a student's last semester in the program. Students with more than 5 years of full-time HR related work experience may substitute a course for HR 683.

Required Core Courses

- HR 602 Research & Evaluation Methods in Human Resources
- HR 605 Orientation To Human Resources
- HR 610 Human Resource Development
- HR 645 Consultation in Human Resources
- HR 683 Field Experience in Human Resources (see Field Experience FAQ)
- HR 698 Seminar in Human Resources

Popular Electives Course

- HR 615 Organization Development
- HR 617 Organization Performance
- HR 660 Career Development/Management Systems
- HR 675 Leadership in Human Resources
- HR 678 Guided Projects In E-Learning
- HR 693 Selected Topics: Comps & Benefits
- HR 693 Selected Topics: Legal Issues in Human Resources
- HR 693 Selected Topics: Organization Planning & Execution in Human Resources

*Other course accepted pending approval of student advisor
Projected HR Course Schedule 05-09

**Fall 05**
- HR 602 Research/Eval Methods
- HR 605 Orientation To HR
- HR 610 Human Resource Dev
- HR 617 Org. Performance
- HR 675 Leadership in HR
- HR 683 Field Experience in HR

**Spring 06**
- HR 610 Human Resource Dev
- HR 645 Consultation in HR
- HR 693 Org Plan & Execution
- HR 683 Field Experience in HR
- HR 698 Seminar in HR

**Summer 06**
- HR 693 Comp & Benefits

**Fall 06**
- HR 605 Orientation to HR
- HR 610 HR Dev
- HR 615 Org. Development
- HR 660 Career Dev. Systems
- HR 675 Leadership in HR
- HR 683 Field Experience in HR

**Spring 07**
- HR 602 Research/Eval Methods
- HR 617 Org. Performance
- HR 645 Consultation in HR
- HR 678 Guided Proj. in E-Learn
- HR 683 Field Experience in HR
- HR 698 Seminar in HR

**Summer 07**
- HR 693 Legal Issues

**Fall 07**
- HR 605 Orientation to HR
- HR 610 HR Dev
- HR 693 Org. Plng. & Exec.
- HR 660 Career Dev. Systems
- HR 675 Leadership in HR
- HR 683 Field Experience in HR

**Spring 08**
- HR 602 Research/Eval Methods
- HR 617 Org. Performance
- HR 645 Consultation in HR
- HR 678 Guided Proj. in E-Learn
- HR 683 Field Experience in HR
- HR 698 Seminar in HR

**Summer 08**
- HR 693 Comp & Benefits

**Fall 08**
- HR 605 Orientation to HR
- HR 610 HR Dev
- HR 675 Leadership in HR
- HR 660 Career Dev. Systems
- HR 683 Field Experience in HR
- HR 615 Org. Development

**Spring 09**
- HR 602 Research/Eval Methods
- HR 617 Org. Performance
- HR 645 Consultation in HR
- HR 678 Guided Proj. in E-Learn
- HR 683 Field Experience in HR
- HR 698 Seminar in HR

**Summer 09**
- HR 693 Legal Issues

**Fall 09**
- HR 605 Orientation to HR
- HR 610 HR Dev
- HR 660 Career Dev. Systems
- HR 675 Leadership in HR
- HR 683 Field Experience in HR
- HR 693 Org. Plng.& Exec.

**Spring 10**
- HR 602 Research/Eval Methods
- HR 617 Org. Performance
- HR 645 Consultation in HR
- HR 678 Guided Proj. in E-Learn
- HR 683 Field Experience in HR
- HR 698 Seminar in HR

**Summer 11**
- HR 693 Comp & Benefits
Appendix A:
Definitions of HR Content, Personal Competencies and Business or Policy Applications

HR Content (Note: Content areas with an asterisk (*) below are minimum required HR content areas.)

Career planning
- Learn important elements of career development programs.
- Match individual and organizational needs.
- Identify stages of career development.

Compensation, benefits and total rewards*
- Identify the major provisions of the federal laws affecting compensation.
- Understand the issues of equal pay for comparable work, pay compression, living wage laws.
- Analyze the extent of linkages between pay, employee performance and organizational objectives.
- Understand variable pay and other incentive plans.

Employee and labor relations*
- Identify approaches to disciplinary actions and the various types of alternative dispute resolution procedures.
- Identify the principal federal laws that provide the framework for labor relations.
- Understand facets of the labor relations process: collective representation, union organization, bargaining and negotiations.
- Understand how employee relations can create a positive organizational culture.
- Learn how to create an inclusive work environment that fosters diversity in the workplace.

Employee benefits
- Identify the employee benefits required by law.
- Learn the cost implications of employee benefits and strategies to control them.
- Understand the major trends in retirement policies and pension plans.
- Understand the strategic consideration that should guide the design of benefits programs.

Employment law*
- Learn all aspects of employment law, understand the concepts of employee rights and employer responsibilities.
- Explain the concepts of employment at will, wrongful discharge, implied contract, constructive discipline and the proper implementation of organizational rules.
- Learn how creating a diverse workplace can enhance employee perceptions of fairness and equity throughout the organization.

History of HR and its role*
- Discuss the evolution of HR field in the United States within the last 100 years to its current role in modern capitalist societies.

• Describe HR’s role in developing human capital and its impact on firm success.
• Understand the partnership of line managers and HR departments.

HR and downsizing
• Identify the legal issues associated with organizational layoffs.
• Understanding the business and people issues when making layoff decisions.

HR and globalization*
• Managing across borders: understand the impact of a country’s culture on workforce practices and expectations.
• Understand human resource management practices as a cultural variable.

HR and mergers and acquisitions*
• Understand HR practices that support the success of corporate mergers and acquisitions.

HR and organizational strategy*
• Understand business strategies and learn how to devise HR practices to support them.
• Identify how firms gain sustainable competitive advantage through effective human capital strategies and practices.
• Understand how workforce diversity is capable of enhancing an organization’s human capital talent in order to drive successful business results.

HR and the entrepreneurial firm
• Understand the unique business characteristics of an entrepreneurial firm and how HR practices can support them.

HR and the high-tech firm
• Understand the unique business and market characteristics of a high-tech firm and how HR practices can support them.

HR information systems (HRIS)*
• Learn how technology can provide decision support mechanisms that allow HR to make short- and long-term decisions.
• Understand how HRIS can lessen transactional HR activities to allow HR professionals to focus on strategic activities.

Internal consulting
• Identify the framework for planning and scoping a project for a client.
• Learn techniques to develop a client-service focus and the keys to building internal credibility.

Job analysis
• Identify the methods by which job analysis typically is completed.
• Learn the various factors that must be taken into account in designing a job.
• Understand the various sections of job descriptions.

Managing a diverse workforce
• Understand major laws and various enforcement procedures affecting equal employment opportunity.
• Learn strategies for successfully increasing diversity in the workforce.
• Learn how a diverse workforce can drive business results.

Measuring HR outcomes and the bottom line*
• Learn measurement strategies that link HR practices to achieving bottom-line business results.
Occupational health, safety and security*
• Understand the general provisions of the Occupational Safety and Health Act of 1970 (OSHA).
• Identify the measures that create a safe work environment, the role of employee assistance programs and services for building a healthy workplace.

Organizational entry and socialization
• Learn the importance of familiarizing new employees with the organization, their jobs and work units; understand the relationship of this orientation to productivity and employee motivation and success.
• Communicate the importance of valuing and respecting differences in the workplace.

Outsourcing
• Learn the differences between employee leasing and outsourcing and the advantages and disadvantages of each.

Performance appraisal and feedback*
• Identify the purpose, characteristics, methods and communication techniques of an effective performance appraisal program.
• Learn how to develop a clear line of sight between performance appraisals and organizational goals.

Recruiting and selection*
• Learn about the development of a staffing plan and the various methods of locating qualified job candidates and the advantages and disadvantages of each.
• Understand successful strategies for developing a diverse talent pool of qualified candidates.
• Compare and contrast the value of different assessment methods for identifying a candidate’s suitability for employment.
• Identify the various sources of information used for personnel selection.

• Learn the various legal implications associated with employment interviewing and selection.

Training and development
• Understand how to link training objectives to organizational goals.
• Identify the principles of learning and describe how they facilitate training.
• Learn the components of training-needs assessment and the advantages and disadvantages of evaluation criteria.

Workforce planning and talent management*
• Identify the basic approaches to human resource planning and how they relate to corporate strategy.
• Understand the advantages of integrating human resource planning and strategic planning.
• Understand how to develop successful workforce diversity strategies to enhance organizational talent and drive business results.
• Understand how to link training objectives to organizational goals.

Personal competencies

Change management
• Demonstrate an ability to develop a planned approach to help employees adjust to changes within an organization. Typically the objective is to maximize the collective efforts of all people involved.

Communication skills
• Demonstrate an ability to convey information both verbally and in writing so that it is received and clearly understood.
Conflict management
- Demonstrate an ability to develop strategies to help productively resolve disagreements between individuals or groups within an organization.
- Demonstrate an ability to appreciate how an employee’s cultural background and experiences can positively impact an organization.

Cross-cultural effectiveness
- Demonstrate an ability to successfully recognize cultural differences that may affect behavior in the workplace.
- Understand how to effectively assess the best plan of action in the context of the culture in which the individual is working.

Ethical decision-making
- Demonstrate an ability to make decisions that reflect a standard of professional behavior and values in dealing with others within an organizational setting.

Leadership
- Demonstrate an ability to direct, lead and inspire others in a shared vision by fostering an environment within the organization that encourages risk-taking, recognition and rewards and empowerment.

Managing organizational culture
- Demonstrate an ability to recognize organizational norms, values and standards of the organization when making decisions that influence people and processes to achieve organizational goals.

Negotiation skills
- Demonstrate an ability to communicate, discuss and agree on something among people with differing objectives.

Quantitative analysis
- Demonstrate an ability to ascertain the magnitude, amount or size, for example, of the attributes, behavior or opinions of the entity being measured.

Team building
- Demonstrate ability to engage in a planned effort in order to improve communications and working relationships with a group of people in an organizational setting.

Vendor management
- Demonstrate ability to understand issues surrounding HR outsourcing and management of outside consultants to better deliver HR.
I. Elements of Mission

1. To provide an exceptional learning experience for our students that enhances their knowledge of and passion for the potential of people in organizations.
2. To be one of the premier graduate human resources program worldwide.
3. To be THE premier graduate human resources program in NC.

II. Learning Objectives

1. Program graduates will have a general knowledge of all of the major functions of human resources in an organization and how to help an organization realize its full performance potential.

2. Program graduates will be technologically literate, adept at using technology as a tool to help them perform.

3. Program graduates will have the ability to think analytically about a complex organizational issue and articulate a clear point of view
about the issues and what should be done to improve organizational performance, providing persuasive evidence to support their view.

4. Program graduates will be knowledgeable about how to research an issue through both academic and practitioner-oriented resources.

5. Program graduates will be more knowledgeable about their own strengths and weaknesses, their passions and values, and how they can best contribute to the success of an organization.

III. Assessment Activities

1. Administration of Comprehensive Exam in Human Resources in November and April each academic year. This exam is four hours and covers the core subject areas of the MSHR program. It is the most tangible assessment of a student’s achievement of the program’s content learning objectives #1 and #3.

2. Bi-annual survey of HR Students (both current and graduates) – last survey administration April, 2004; next administration to be conducted September, 2006.

3. Semi-annual new Student Survey – Online survey conducted each Fall and Spring for new students entering the program. Last survey administration, September 2005.

4. Course assessment – Each semester. I personally challenge all the instructors in the program to be “tough” graders. Yet, our student grades for 2005-6 year show that students are demonstrating a high level of knowledge in HR subject areas (95%+ getting B’s or better). Additionally, course evaluation questions go beyond the standard
university set and address areas relevant for assessing our progress in meeting our program learning objectives. For example, all the courses (either the completely online format or web-enhanced) now are heavily oriented to the use of technology which helps the program to achieve learning objective #2. Additionally, the courses are also designed to include a research component (objective #4); further, in pursuit of program objective #3, students in most courses are now assigned a group project that challenge students to analyze a situation and develop and defend a set of recommendations.

IV. Program Improvement Plans Based on Data Gathered

Assessment activity #1 (refer to above): 90+% pass rate on the Comprehensive exam for 2005-6 year. We did learn, however, from interviewing those students following the exam (both those who passed and those who were unsuccessful) that many felt unprepared for taking exams under tight time constraints. As a result of this, we have incorporated into a number of courses (HR602, HR698, HR693, HR675, HR610, HR645) timed tests to better prepare students for the timed exam conditions of the Comprehensive exam.

Assessment activity #2: The 2004 survey data indicated that 96% of the students believed that the program had given them a solid understanding of the key functions of HR (learning objective #1); Thus, our improvement plans are directed toward maintaining this high level of program quality. We also will be asking more specific questions of students relating to program learning objectives #2-5.
Assessment activity #3: The new student survey comments indicated 60% of new students are most attracted to our program because of the flexibility of courses being offered online. Thus, actions were taken to increase the distance education options for students with all of our courses. Most notable among these actions is the application for and approval of our Master's program as a fully online degree program by the UNC system, effective January 2005. Additionally, this academic year (2005-6), investments have been made to develop an active online “HR Student Center” where all students can receive information about the program, job opportunities are posted by program faculty and fellow students, Comprehensive exam study groups are formed, and, in general, a strong sense of community is built. Additionally, with new student survey data indicating that more than 70% intend on taking all their courses online, investments have been made this year to enhance our online courses; specifically, a number of courses now utilize audio overlays for their PowerPoint content presentations (HR610, HR645, HR660, HR693-Org. Plng & Execution), streaming video content (HR693-Org. Plng & Execution), online chats with guest speakers (HR605), and synchronous and asynchronous audio discussions (HR602, HR610, HR645, HR693, HR698), and HR698 was used as a pilot program for testing the Centra synchronous audio software.

4. Course assessment data suggested that group projects should not only have a group grade, but also an individual contribution grade to provide a more accurate assessment of their work. As a result of this data, a revised grading scheme for group projects which
incorporates individual contributions has been developed. Additionally, course comments suggested that online students wanted more than text based discussion. As a result of this data, increased use of WebCT’s Wimba voice discussion and trial use of Centra voice discussion have been implemented. Surveyed students this past year rated very positively the enhanced online discussions—with 93% stating that the online discussions were challenging and helped them learn.

V. Faculty Involvement

All program faculty, both full-time (2) and adjunct (2), are involved in developing the assessments and in evaluating the survey data.

VI. Parties Responsible for Annual Assessment

John Sherlock, HR Program Director.
Primary Contact Name/Info:
Dr. John J. Sherlock, Program Director, MSHR Program. Email: Sherlock@email.wcu.edu; 227-3380.

<table>
<thead>
<tr>
<th>Program or Learning Outcomes Assessed in 2006-07</th>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
</tr>
</thead>
</table>
3. Program graduates will have the ability to think analytically about a complex organizational issue and articulate a clear point of view about the issues and what should be done to improve organizational performance, providing persuasive evidence to support their view.

4. Program graduates will be knowledgeable about how to research an issue through both academic and practitioner-oriented resources.

HR675 Fall 2006 Course evaluations

HR698 Spr 2007 Course evaluations

HR675 Fall 2006 Provocative Statement assignment grades

HR698 Spr 2007 HR Topic Briefing assignment grades

MSHR Fall '06 and Spring '07 Comprehensive Exam results

HR675 had a specific assignment (the provocative leadership statement group project) that provided a good measure for learning outcomes #3 & #4. The assignment requires the students to consider a provocative statement about leadership and develop their point of view of agreement or disagreement. Then, using research from both academic and practitioner resources students present and defend their position. The performance on the assignment was very high, with no scores below 67% and 40%+ receiving the grade of "A". Questions were added to the student evaluation to get specific feedback on the value of this assignment to students’ learning. Over 90% agreed that: "The statements used in the group projects helped me to recognize contradictions in my own thoughts and work through them" and "The statements used in the group projects facilitated a learning experience that would be difficult to duplicate in a different assignment format.

HR698 also had a specific assignment (the HR topic briefing project) that provided a good measure for learning outcomes #3 & #4. The assignment requires that students select a relevant topic in the field and research the topic’s related issues using both academic and practitioner oriented resources. They must then develop a point of view regarding what the implications of the topic are for HR professionals and persuasively present their recommendations. The performance on the assignment was very high on this assignment, with the average score being just under 90%. A question was added to the course evaluation to get specific feedback on the value of the assignment to student learning. Students strongly agreed (4.25/5) with the statement "The HR Topical Briefings/Analysis Assignment was challenging and helped me learn."

Based on the results of these assessment activities, the program director will be discussing with all MSHR program faculty (full-time and adjunct) about the results of the assessment and the importance of including in course designs those assignments that specifically address learning outcomes #3 and #4. A common set of grading criteria for such assignments will be pursued.

The MSHR program will be undergoing its 6-year program review in the Spring of 2007. One of the items to be explored with the review committee is the potential substitution of a learning portfolio/electronic briefcase for the time 4-hour comprehensive exam. Research into other programs at Western where this has occurred will be researched in time to discuss this with the review committee.
WESTERN CAROLINA UNIVERSITY
HR605-51: Orientation to Human Resources
Fall 2007
SYLLABUS

Instructor: Shelley McGrail
Course Format: 100% Online via WebCat

Contact Info:

E-mail: WebCat e-mail (Best way to contact me)
Office hours by appointment

Required text (supplemental reading material will be supplied by instructor):


Recommended text:

American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.) Washington, DC. (Note: There are internet resources for APA format but not all are accurate, so having an actual copy of the APA manual is recommended. The 5th edition has important new info for citing internet references.

Course Description:

This course is a graduate level exploration of the HR function within organizations. An emphasis is placed on the role that HR should play—as a strategic partner in the organization focused on enhancing organizational performance. This course covers all of the relevant functional areas of human resources, including recruiting and retention, compensation & benefits, performance management, and HR planning for strategic change. All areas will be considered from a global and ethical perspective.
Learning Objectives:

Upon the completion of this course, learners will be able to:

- Identify and discuss the major areas of the HR function
- Identify and discuss the competencies for HR professionals
- Research, interpret, and link the scholarly and practitioner literature in HR for a select issue
- Analyze HR case studies
- Describe and discuss how the HR function can serve as a strategic partner in the organization focused on enhancing organizational performance.

College Mission Statement:

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

Technology Focus:
HR605 emphasizes technology through the utilization of the WebCat course website; word processing and the use of graphics to produce professional documents; internet research and online use of library resources; email interchanges, weekly online topical discussions, and the use of internet websites.

Teaching Philosophy:

"Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand." ~ Native American Proverb

To a great extent, my teaching philosophy is a reflection and compilation of my experience as both a recent graduate student and HR leader. My goal for graduate students is to take charge of their learning process. Simply put, the more you invest, the greater the rewards of increased knowledge and personal growth. The course requirements, curriculum, and objectives are designed to give students the opportunity to link theory to practice. Through the on-line format, students will be encouraged and expected to demonstrate their ability to integrate HR theory into their everyday professional life.
**COURSE REQUIREMENTS:**
Grading is based on a ten-point scale: (80-89: B; 90-100: A)

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Short Paper</td>
<td>Written paper on HR topic of your choice. Paper should present a clear point of view on a topic (central thesis) and provide clear linkages to the scholarly literature AND to today's global workplace. APA format; 5 double-spaced pages MAX.</td>
<td>20%</td>
<td>Sept. 24</td>
</tr>
<tr>
<td>Mid-term</td>
<td>Exam covering first half of semester.</td>
<td>20%</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Group Case Study</td>
<td>Assigned groups analyze cases from an HR perspective. APA format; 7 double-spaced pages MAX.</td>
<td>20%</td>
<td>Nov. 19</td>
</tr>
<tr>
<td>Participation</td>
<td>Student contribution to the learning experience of the class. Looking for both quantity AND quality each week in live class and/or online discussions.</td>
<td>15%</td>
<td>All semester!</td>
</tr>
<tr>
<td>Final Exam</td>
<td>Comprehensive exam covering course material.</td>
<td>25%</td>
<td>Dec. 10</td>
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**COURSE SCHEDULE**

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<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL</th>
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<tbody>
<tr>
<td>Class week beginning Monday, August 20</td>
<td>Building a Strategic HR Function</td>
<td>Read the article: &quot;Building a Strategic HR Function: Continuing the Evolution&quot; (access articles from the Course Homepage: click on HR 605 Course Materials/Articles)</td>
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<tr>
<td>Class week beginning Monday, August 27</td>
<td>Managing HR Through Strategic Partnerships</td>
<td>Jackson/Schuler-Ch.1</td>
</tr>
<tr>
<td>Class week beginning Monday, September 3</td>
<td>Understanding the External and Organizational Environment</td>
<td>Jackson/Schuler- Ch.2; Also read the article: &quot;Strategic HR: A New Source of Competitive Advantage in the Global Arena&quot;</td>
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<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
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<tr>
<td>Class week beginning Monday, September 10</td>
<td>Ensuring Fair Treatment and Legal Compliance</td>
<td>Jackson/Schuler-Ch. 3; Also read the article: &quot;Workplace Diversity: Leveraging the Power of Difference for Competitive Advantage&quot;</td>
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<td>Class week beginning Monday, September 17</td>
<td>Live WIMBA Discussion 9/13 @ 7:30pm EST</td>
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<tr>
<td>Class week beginning Monday, September 24</td>
<td>HR Planning for Alignment and Change</td>
<td>Jackson/Schuler-Ch. 4</td>
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<tr>
<td>Class week beginning Monday, September 24</td>
<td>NO CLASS DISCUSSION – INDEPENDENT WORK</td>
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<tr>
<td>Class week beginning Monday, October 1</td>
<td>Job Analysis and Competency Modeling</td>
<td>Jackson/Schuler-Ch. 5</td>
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<tr>
<td>Class week beginning Monday, October 1</td>
<td>INDIVIDUAL SHORT PAPER due by midnight September 24</td>
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<tr>
<td>Class week beginning Monday, October 8</td>
<td>Recruitment and Retention GUEST SPEAKER</td>
<td>Jackson/Schuler-Ch. 6</td>
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<td>Class week beginning Monday, October 8</td>
<td>NO CLASS DISCUSSION – FALL BREAK</td>
<td>NO CLASS</td>
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<tr>
<td>Class week beginning Monday, October 15</td>
<td>Selecting Employees to Fit the Job and the Organization</td>
<td>Jackson/Schuler-Ch. 7; post exam October 11, 2007 MID-TERM EXAM due October 15 by midnight</td>
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<tr>
<td>Class week beginning Monday, October 22</td>
<td>Training &amp; Developing a Competitive Workforce GUEST SPEAKER</td>
<td>Jackson/Schuler-Ch. 8</td>
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<tr>
<td>Class week beginning Monday, October 29</td>
<td>Compensation/Performance-Based Pay</td>
<td>Jackson/Schuler-Ch. 9, 10</td>
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<tr>
<td>Class week beginning Monday, November 5</td>
<td>Performance Management</td>
<td>Jackson/Schuler-Ch. 11; Also read the article: &quot;Performance Management that Drives Results&quot;</td>
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<td>Class week beginning Monday, November 12</td>
<td>Providing Benefits and Services GUEST SPEAKER</td>
<td>Jackson/Schuler-Ch. 12</td>
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<tr>
<td>Class week beginning Monday, November 19</td>
<td>Unionization &amp; Collective Bargaining</td>
<td>Jackson/Schuler-Ch. 14; Also read the article: &quot;Future of Unions&quot;</td>
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<tr>
<td>Class Week beginning Monday, November 26</td>
<td>Understanding the HR Profession</td>
<td>Read the article: &quot;The Future of the HR Profession&quot;</td>
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</table>
IMPORTANT REMINDER:

Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.
WESTERN CAROLINA UNIVERSITY
HR605-80: Orientation to Human Resources
Fall 2007
SYLLABUS

Instructor: Anne McClintic
Course Format: 100% Online via WebCat

Contact Info:

E-mail: WebCat e-mail (Best way to contact me), or at: mcclintic@mchsi.com

Phone: (828) 213-4105

Required text (supplemental reading material will be supplied by instructor):


Recommended text:

American Psychological Association (2001). Publication manual of the American Psychological Association (5th ed.) Washington, DC. (Note: There are internet resources for APA format but not all are accurate, so having an actual copy of the APA manual is recommended. The 5th edition has important new info for citing internet references.

Course Description:

This course explores at the graduate level the HR function within organizations. An emphasis is placed on the role that HR should ideally play—as a strategic partner in the organization focused on enhancing organizational performance. This course covers all of the relevant functional areas of human resources, including recruiting and retention, compensation & benefits, performance management, and HR planning for strategic change. All areas will be considered from a global and ethical perspective.

Learning Objectives:

Upon the completion of this course, learners will be able to:

- Identify and discuss the major areas of the HR function
- Identify and discuss the competencies for HR professionals
- Research, interpret, and link the scholarly and practitioner literature in HR for a select issue
- Analyze HR case studies
- Describe and discuss how the HR function can serve as a strategic partner in the organization focused on enhancing organizational performance.

**College Mission Statement:**

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

**Technology Focus:**

HR605 emphasizes technology through the utilization of the WebCat course website; word processing and the use of graphics to produce professional documents; internet research and online use of library resources; email interchanges, weekly online topical discussions, and the use of internet websites.

**Teaching Philosophy:**

"Tell me, and I'll forget. Show me, and I may remember. Involve me, and I'll understand." ~ Native American Proverb

To a great extent, my teaching philosophy is a reflection and compilation of my experience as both a recent graduate student and HR professional. My goal for graduate students is to set direct their learning - to be responsible owners and managers of their own learning process. I certainly want students to learn the fundamental content of the course, however I strive to enhance learning opportunities by facilitating, not directing the learning process. The course requirements, curriculum, and objectives are constructed to give students the opportunity to "theory to practice" by applying what they learn in the classroom to meet their own personal and/or professional goals. Emphasis will be placed on the process of learning, not the end product. Through the on-site, on-line, and "blended" classroom formats, students will be encouraged and expected to demonstrate their ability to integrate HR theory into their every professional life.

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<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>% of Grade</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Short Paper</td>
<td>Written paper on HR topic of your choice. Paper should present a clear point of view on a topic (central thesis) and provide clear linkages to the scholarly literature AND to today's global workplace. APA format; 5 double-spaced pages MAX.</td>
<td>20%</td>
<td>Sept. 24</td>
</tr>
<tr>
<td>Mid-term</td>
<td>Exam covering first half of semester.</td>
<td>20%</td>
<td>Oct. 15</td>
</tr>
<tr>
<td>Group Case Study</td>
<td>Assigned groups analyze cases from an HR perspective. APA format; 7 double-spaced pages MAX.</td>
<td>20%</td>
<td>Nov. 19</td>
</tr>
<tr>
<td>Participation</td>
<td>Student contribution to the learning experience of the class. Looking for both quantity AND quality each week in live class and/or online discussions.</td>
<td>15%</td>
<td>All semester!</td>
</tr>
<tr>
<td>--------------</td>
<td>------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>Final Exam</td>
<td>Comprehensive exam covering course material.</td>
<td>25%</td>
<td>Dec. 10</td>
</tr>
</tbody>
</table>

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class week beginning</td>
<td>Building a Strategic HR Function</td>
<td>Read the article: &quot;Building a Strategic HR Function: Continuing the Evolution&quot; (access articles from the Course Homepage: click on HR 605 Course Materials/Articles)</td>
</tr>
<tr>
<td>Monday, August 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Managing HR Through Strategic Partnerships</td>
<td>Jackson/Schuler-Ch.1</td>
</tr>
<tr>
<td>Monday, August 27</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Understanding the External and Organizational Environment</td>
<td>Jackson/Schuler-Ch. 2; Also read the article: &quot;Strategic HR: A New Source of Competitive Advantage in the Global Arena&quot;</td>
</tr>
<tr>
<td>Monday, September 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Ensuring Fair Treatment and Legal Compliance</td>
<td>Jackson/Schuler-Ch. 3; Also read the article: &quot;Workplace Diversity: Leveraging the Power of Difference for Competitive Advantage&quot;</td>
</tr>
<tr>
<td>Monday, September 10</td>
<td>GUEST SPEAKER</td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>HR Planning for Alignment and Change</td>
<td>Jackson/Schuler-Ch.4</td>
</tr>
<tr>
<td>Monday, September 17</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Job Analysis and Competency Modeling</td>
<td>Jackson/Schuler-Ch. 5</td>
</tr>
<tr>
<td>Monday, September 24</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Recruitment and Retention</td>
<td>INDIVIDUAL SHORT PAPER due October 1 by midnight</td>
</tr>
<tr>
<td>Monday, October 1</td>
<td>GUEST SPEAKER</td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>NO CLASS DISCUSSION – FALL BREAK</td>
<td>NO CLASS</td>
</tr>
<tr>
<td>Monday, October 8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week beginning</td>
<td>Selecting Employees to Fit the Job and the Organization</td>
<td>Jackson/Schuler-Ch. 7; MID-TERM EXAM due October 15 by midnight</td>
</tr>
<tr>
<td>Monday, October 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Class week</td>
<td>Training &amp; Developing a Competitive</td>
<td></td>
</tr>
<tr>
<td>Beginning Monday, October 22</td>
<td>Workforce SPEAKER</td>
<td>GUEST</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Class week beginning Monday, October 29</td>
<td>Compensation/Performance-Based Pay</td>
<td>Jackson/Schuler-Ch.9, 10</td>
</tr>
<tr>
<td>Class week beginning Monday, November 5</td>
<td>Performance Management GUEST SPEAKER</td>
<td>Jackson/Schuler-Ch.11; Also read the article: &quot;Performance Management that Drives Results&quot;</td>
</tr>
<tr>
<td>Class week beginning Monday, November 12</td>
<td>Providing Benefits and Services GUEST SPEAKER</td>
<td>Jackson/Schuler-Ch.12</td>
</tr>
<tr>
<td>Class week beginning Monday, November 19</td>
<td>Unionization &amp; Collective Bargaining</td>
<td>Jackson/Schuler-Ch.14; Also read the article: &quot;Future of Unions&quot;</td>
</tr>
<tr>
<td>Class Week beginning Monday, November 26</td>
<td>Understanding the HR Profession</td>
<td>Read the article: &quot;The Future of the HR Profession&quot;</td>
</tr>
<tr>
<td>Class Week beginning Monday, December 3</td>
<td>FINAL EXAM – NO CLASS DISCUSSION</td>
<td>FINAL EXAM due December 10 by midnight</td>
</tr>
</tbody>
</table>

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Syllabus For HR 610  
Fall 2007

Dr. James Kirk, Department of Human Services  
226B Killian Building, kirk@email.wcu.edu

Details Available Online at  
http://ceap.wcu.edu/kirk/HR610_F07/hr610_F07.htm

<table>
<thead>
<tr>
<th>Course Description/Office Hrs</th>
<th>Course Schedule</th>
<th>Office Hours</th>
<th>Course Requirements</th>
<th>Text</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Description</strong></td>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
<td>Please e-mail me to schedule an appointment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An overview of the human resource development function including its academic underpinnings, professional practices and ethical standards. Special attention is given to training and development in organizations.</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Learning Goals</strong></th>
<th><strong>Grading Scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students successfully completing this course will be able to:</strong></td>
<td>The following scale will be used to assign letter grades to all assignments and tests.</td>
</tr>
<tr>
<td>- Identify the business factors that influence training activities in organizations.</td>
<td>A 94% - 100% Possible Points</td>
</tr>
<tr>
<td>- Identify the competencies of the various state areas of practice for HRD.</td>
<td>B 79% - 89% Possible Points</td>
</tr>
<tr>
<td>- Recognize how the training cycle approach leads to planned organizational change and performance improvement.</td>
<td>C 70% - 79% Possible Points</td>
</tr>
<tr>
<td>- Distinguish the ways needs assessment and evaluation help improve training and organization performance.</td>
<td>D 60% - 69% Possible Points</td>
</tr>
<tr>
<td>- Compare and contrast the basic tenants of behavioral and cognitive science.</td>
<td>F 0% - 59% Possible Points</td>
</tr>
<tr>
<td>- Explain the differences between andragogy and pedagogy.</td>
<td></td>
</tr>
<tr>
<td>- Describe the characteristics of adult learners.</td>
<td></td>
</tr>
<tr>
<td>- Identify personal learning styles and the connection between learning styles and the ways participants evaluate training experiences.</td>
<td></td>
</tr>
<tr>
<td>- Identify constructivist and learning cognitive principles.</td>
<td></td>
</tr>
<tr>
<td>- Differentiate the pros and cons of the various types of training delivery.</td>
<td></td>
</tr>
<tr>
<td>- Cultivate skills and knowledge needed to design, develop, implement, and assess instructional systems involved in human resource programs, program development, program delivery, program administration, program evaluation, and planned change.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Course Schedule</strong></th>
<th><strong>Office Hours</strong></th>
<th><strong>Grading Scale</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16</td>
<td>Please e-mail me to schedule an appointment</td>
<td>A 94% - 100% Possible Points</td>
</tr>
<tr>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td></td>
<td></td>
<td>F 0% - 59% Possible Points</td>
</tr>
</tbody>
</table>
### Accommodations

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-2124. E-mail: marcus.kim@wcu.edu.

### Plagiarism

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### Evaluation

Late work is subject to a 10% deduction in points per week. All written assignments must be typed according to APA style and submitted electronically in the specified format. Specific content, form, and neatness criteria are used to evaluate all written assignments.

### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date &amp; Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Week #1</td>
<td>Course Overview: Students will acquaint familiarize themselves with Week 1, including the WinBook, carefully read over the syllabus and related materials, and visit selected course web pages.</td>
</tr>
<tr>
<td>2</td>
<td>Week #2</td>
<td>Overview of the Training Function, the select training program, and the organizational level of the training. They will also be introduced to the Training Evaluation. The Oppor...</td>
</tr>
<tr>
<td>3</td>
<td>Sept 5</td>
<td>The Trainer as Change Agent: implementing training efforts, developing group facilitation skills, and the role of the trainer as a business partner. Refer to Lesson 4 Study Guide for details.</td>
</tr>
<tr>
<td>4</td>
<td>Sept 12</td>
<td>Training Proposals: content of training proposal, design, and style of training proposal, determining training costs &amp; benefits, and assessing training needs. Refer to Lesson 1 Study Guide for details.</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>Training Needs Assessment: diagnosing problems, planning, and objectives, internal research, sources, and individual analysis. Refer to the Lesson 3 Study Guide for details.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Details</td>
</tr>
<tr>
<td>------</td>
<td>-----------</td>
<td>-------------------------------------------------------------------------</td>
</tr>
<tr>
<td>6</td>
<td>Week #6</td>
<td>Research Skills for Trainers: techniques for gathering data, instrument development and validation, techniques of test construction, approaches for creating experimental research designs, and suggestions for using research results. Refer to Lesson 5 Study Guide for details.</td>
</tr>
<tr>
<td>6</td>
<td>Sept 26</td>
<td>All Mini Case Studies Due</td>
</tr>
<tr>
<td>7</td>
<td>Week #7</td>
<td>Program Evaluation: Criterion development, objective and subjective measures, evaluating results. Refer to Lesson 6 Study Guide for details.</td>
</tr>
<tr>
<td>7</td>
<td>Oct 3</td>
<td>Midterm Exam</td>
</tr>
<tr>
<td>8</td>
<td>Week #8</td>
<td>Learning Theory: Andragogy and pedagogy, behavior, and cognitive science. Refer to Lesson 7 Study Guide for details.</td>
</tr>
<tr>
<td>9</td>
<td>Oct 17</td>
<td>Instructional Delivery &amp; Strategies: lecture, role playing, case studies, small-group methods. Refer to Lesson 8 Study Guide for details.</td>
</tr>
<tr>
<td>10</td>
<td>Week #10</td>
<td>Training Games &amp; Simulations: lecture, role playing, case studies, small-group methods. Refer to Lesson 8 Study Guide for details.</td>
</tr>
<tr>
<td>10</td>
<td>Oct 24</td>
<td>All Training Proposals Due</td>
</tr>
<tr>
<td>11</td>
<td>Week #11</td>
<td>Learning: presentation technologies, video and multimedia, computer-aided training, and performance-support systems. Refer to Lesson 9 Study Guide for details.</td>
</tr>
<tr>
<td>11</td>
<td>Oct 31</td>
<td>Training Administration: registration and scheduling systems, the course catalog, human resources, management, the training department budget. Refer to Lesson 9 Study Guide for details.</td>
</tr>
<tr>
<td>12</td>
<td>Week #12</td>
<td>All Online Training Proposal Presentations Due</td>
</tr>
<tr>
<td>12</td>
<td>Nov 1</td>
<td>Review For Final Exam</td>
</tr>
<tr>
<td>15</td>
<td>Week #15</td>
<td>Final Exam</td>
</tr>
<tr>
<td>15</td>
<td>Dec 5</td>
<td>All Online Training Proposal Presentations Due</td>
</tr>
<tr>
<td>16</td>
<td>Week #16</td>
<td>Final Exam</td>
</tr>
<tr>
<td>16</td>
<td>Dec 12</td>
<td>All Online Training Proposal Presentations Due</td>
</tr>
</tbody>
</table>
Syllabus For HR 611-50 (Blended)
E-Learning
Dr. James Kirk - Fall 2004

Learn About The Web, Internet Explorer, & How To Find Things On The WEB
APA Style Resource//The Encyclopedia of Educational Technology
Active Learning On the WWW // Learning Fever
Hunter Library//Ramsey Library (UNCA)

Course Description/Office Hrs Objectives/Web Sites Course Requirements/Text/Grading Policies
Course Schedule 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

Course Description
Developing on-line learning systems for educational institutions, business organizations, and government agencies.

Office Hours
(Tuesdays 9:00-5:00) Call 251-6642 to schedule an appointment in Asheville.

Learning Goals
Upon the completion of this course, learners will be able to...

- Describe current theories, conceptual models, practices, trends, and issues in e-learning
- Describe their current e-learning competencies and career objectives
- Create an e-learning proposal for their employing organization

Grading Scale
The following scale will be used to assign letter grades to all assignments and tests.

A 94% - 100% Possible Points
B 80% - 93% Possible Points
C 70% - 79% Possible Points
F 0 - 69% Possible Points

Course Requirements

Class Participation (175 Points)
Read required materials
Take midterm exam (300 points)
Locate, attend, and write brief report on a webcast related to an e-learning topic (100 points)
Write a scholarly paper on a selected e-learning topic (300 points)
Take final exam (300 points)

Required Text & Software

E-Learning
by Marc Rosenberg
ISBN: 0071362681
Publisher: McGraw-Hill
Professional
Pub. Date: October 2000

Attendance
For on-site courses, the attendance policy of Western Carolina University's Graduate School is stated in the Graduate Catalog as follows: "Graduate students are expected to attend all class meetings. Specific attendance regulations are announced by the instructor." Specific attendance regulations pertaining to HR 611 E-Learning on-site require students to have no more than two absences and two tardiness. More than two absences may result in a recommendation of the instructor to withdraw from the class, a lowering of the final grade by 15% for each class missed, or a grade

Plagiarism
Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of plagiarism at Western

Evaluation
Late work is subject to a 10% reduction in points per week. All written assignments must be typed according to APA style and submitted electronically in the

http://online2.wcu.edu:8900/HR611 80 043/HR611BL/HR611.html

8/24/2004
of Incomplete. On-line students are required to attend two Saturday meetings. Requirements for removing a grade of Incomplete will be determined on a student-by-student basis. More than two tardiness' will result in a 3% reduction in a student's grade. Please refer to your Graduate Student Handbook for information regarding the policies of the Graduate School.

Carolina University are considered serious academic infractions and can result in a failing grade or removal from a program.

Specific content, form, and neatness criteria are used to evaluate all written assignments.

### Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Date &amp; Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Aug 26       | Overview of the Course  
Self-introductions, walk through the syllabus, HRNet website, and WebCT |
| 2    | Sept 2       | Introduction To E-Learning  
Lesson One Introduction To E-Learning |
| 3    | Sept 9       | Computer-Based-Training  
Lesson Two Why Most CBT Doesn't Work |
| 4    | Sept 16      | Knowledge Management  
Lesson Three Knowledge Management |
| 5    | Sept 23      | Blended E-Learning  
Lesson Four Integrating E-Learning With Classroom Learning |
| 6    | Sept 30      | E-Learning Infrastructures  
Lesson Five Building & Managing An E-learning Infrastructure |
| 7    | Oct 7        | Elements Of Successful E-learning  
Lesson Six Culture, Champions, Communications, & Change  
Webcast Report Due |
| 8    | Oct 21       | Midterm Exam  
(Exam will be posted on WebCT) |
| 9    | Oct 28       | Justifying E-Learning  
Lesson Seven Justifying E-Learning |
| 10   | Nov 4        | Reinventing Training  
Lesson Eight Reinventing The Training Organization |
| 11   | Nov 11       | E-Learning Companies  
Lesson Nine E-Learning Vendors |
| 12   | Nov 18       | E-Learning On A Shoestring  
Lesson Ten E-Learning On A Shoestring |
| 13   | Dec 2        | E-Learning Strategy  
Lesson Eleven Creating An E-Learning Strategy |
| 14   | Dec 9        | Future Of E-Learning  
Lesson Twelve Future Of E-Learning  
Scholarly Paper Due |
| 15   | Dec 16       | Final Exam |

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http://online2.wcu.edu:8900/HR611_80_043/HR611BL/HR611.html

8/24/2004
HR 615-50: Organization Development

Fall 2006

Professor:
Dr. John J. Sherlock ("Dr. John")

Course Format:
"Online" (i.e., exclusively WebCT—Section 50)

When/Where:
Wednesday, 7:30pm - 8:50 p.m.: Live (synchronous) online discussion (via Centra audio tool); Weekly asynchronous online discussion (via WebCT text discussion tool).

Course term will run from Aug. 23rd – Dec. 13th.

Contact Info:
Sherlock@email.wcu.edu; Office-Killian226b; 227-3380; Virtual appointments welcomed!

Course Description:
This course explores at the graduate level the practices, theories and methods of planned organizational change. The course material addresses the history, theory and practice within the field of Organization Development (OD) and emphasizes actual OD initiatives implemented at major corporations.

Learning Objectives:

Upon the completion of this course, learners will be able to:

1. Define Organizational Development and explain your definition
2. Describe the steps of an OD intervention
3. Discuss the historical roots of OD theory
4. Analyze case studies of OD interventions for their strengths and weaknesses and applicability to other organizational change contexts
5. Discuss the variables to be considered when developing an OD intervention
6. Research, interpret, and link the scholarly and practitioner literature in OD for a particular issue
7. Discuss the ethical aspects of OD
Required Text (supplemental reading material will be supplied by professor):


Dr. John's Teaching Philosophy:

My approach to teaching graduate students is very much from an adult learning perspective. I believe that students learn best when they see high relevance in the topics and can direct their learning into areas that most interest/puzzle them; thus, there is usually a lot of flexibility on your paper topics, projects, etc. (This is not always possible in the more quantitative oriented courses.) I believe that in order to achieve a graduate level understanding of an HR subject, it is important for you to develop a solid understanding of the scholarly literature that influences the field—but never without the linkage back to the practical world of organizations where so many of you are applying the concepts each and every day at work.

I am aware that some of the material is complex and difficult reading, but developing your ability to glean insights from dense material will serve you well in your career. I am particularly interested in helping you think critically about an issue, develop your own point of view, and support that point of view. I view as part of my role to ask difficult questions that challenge you to support your position—the intention is never to embarrass or ridicule, but only to help you learn and grow (please remember this when I ask challenging questions :-)). Students sometimes comment that I don’t directly answer their questions about an HR issue; this is partially true—I will typically highlight some of the views in the field regarding the topic, and the issues that must be weighed in evaluating the topic. My purpose is not to be evasive, but, rather, to challenge you to do your own analysis and develop your own “answer” to the question.

Exploration of the "unanswered questions" and "contradictions" in the field is absolutely encouraged, along with leveraging the class as a community of practice where practical solutions to HR challenges can be developed and shared. Weekly online dialogue on specific HR topics provides our "classroom" environment for learning. However, much of the learning will come through the assignments. I have designed each assignment to help you achieve one or more of the learning outcomes for the course. The emphasis for graduate course exams and student presentations will be not only on assessment of core concept knowledge, but also on assessing your ability to analyze and synthesize issues, and to articulate and advocate a point of view using the literature in the field and workplace examples. Grading is based on a ten-point scale (80-89: B; 90-100: A) unless otherwise specified.

Excerpts from the CEAP Mission/Vision Statement:

The College of Education and Allied Professions (CEAP) is one of four colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master's, and doctoral levels.

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare
of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

The faculty members of the College will be noted for their teaching excellence, concern for individual students, and modeling of the qualities that they attempt to instill in their students.

The College will continue to be a leader in providing comprehensive opportunities for traditional and non-traditional students. The College's graduates will be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.

*Note: I occasionally get asked by students why the MSHR program is located in the CEAP as opposed to the College of Business. From the time the MSHR program was first launched (1984), there has been a curriculum emphasis on improving organizational performance through learning, and so having it located in the college of education makes sense. That said, our MSHR program also places an emphasis on the development of HR professionals who have a solid understanding of how to improve the performance of organizations of all types, including for-profit businesses.

Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu

Course Requirements:

1. **Midterm Exam:** 25%; Due **Tue., 10/17 before midnight.**

   Description: M/C, T/F and short-essay format (online).

2. **Group Project:** 25% (20% group grade PLUS 5% individual grade based on self/peer evaluation); Due Dates: Presentation and Class Q&A (either online or in-person) either the week of 11/7 (Groups 1 & 2) or 11/14 (Groups 3 & 4)—presentation materials must be turned in the night before the discussion begins per course schedule on p. 6.

   Description: You, and the members of the group to which you’re assigned, will address organizational change case. The project has two parts: Presentation (PowerPoint is typically used but not required) AND a class Q&A session (online or in-person). More information about the group project can be found on the WebCT course website.

Note: Self-Peer Evaluations are due NO LATER THAN 48 hours after the conclusion of your group’s online discussion. Students who turn in their Self-Peer Evaluations late will automatically have 5 (five) percentage points deducted from the individual portion of their group project grade for each full day the evaluation is late.
3. **Comprehensive Final Exam**: 30%; Due: Wed., 12/13 before midnight.

4. **Participation**: 20%; Due: All semester long! (More information about participation can be found on the WebCT course website.)

**Expectations for Participation:**

Unlike some professors, I do not specify the number of online “submissions” you must make to earn a certain grade. Further, I do not assign weekly grades in recognition that many of you may have weeks where you are not able to fully participate due to other priorities. Some students find value in not having to submit a certain number of responses each week or the pressure of earning a weekly grade, while others find a lack of structure uncomfortable. Understanding this, let me offer the following guidelines for “good” performance (“excellent” performance would consistently exceed these guidelines) in our weekly online discussion conferences: 1) Strive to make a first entry early in the week (that clearly answers the question(s) posed) and at least one additional entry later in the week that reacts/responds to other entries made; 2) Strive to make entries that help link the specific text material with the “real world” of the workplace. While I do NOT want excessive quoting of text material, I do encourage students to link their comments back (either in agreement or in disagreement) with text material (citing relevant text page numbers) —this helps the text material “come alive” in new ways for many students reading the discussion comments. This is particularly important in HR 615 where there is a lot of material to read and much of it is quite challenging.

Given that I don’t “count” the number of submissions, please do not feel obliged to offer comments of “I agree” or “nice comment” for the purpose of increasing the number of submissions. However, I encourage interactions with classmates and do feel free to react to one another’s comments—being sure to comment on why you had a positive or negative reaction to another’s comment. Maintaining a respectful, friendly tone is always expected. Please keep your responses succinct; when submissions ramble, students tell me that they just skip over them—which is not the desired result. Everyone prefers to read sentences without typos…enough said.

**Per the guidelines described above, I will use the following evaluation criteria to assign participation grades:**

Evidence of consistent conference participation: 25 Points  
Evidence of consistent linking of comments to course literature: 25 Points  
Evidence of original, substantive comments that address questions posed, build community, and “stretch” class’s thinking: 25 Points  
Evidence of original, substantive comments that respond to other students’ comments, build community, and “stretch” class’s thinking: 25 Points  
“Building community” refers to student efforts in the conferences to demonstrate genuine support and respect of one another, offer suggestions to help one another, etc.; To “stretch” the class’s thinking refers to offering provocative perspectives, asking respectful, but challenging follow-up questions of others, etc.

**My Role in Online Discussion:**

My two primary obvious roles in the online discussion are to develop the stimulating/provocative (hopefully) conference discussion topics/question and to monitor/evaluate students’ overall
participation performance. Additionally, I regularly “check in” on the discussions to make sure the discussion generally stays on topic (although I will let relevant “tangents” run for a while if I feel they can produce learning for the class). I will occasionally submit my own comments to the discussion to amplify a point or to bring focus to a discussion. Typically, I also offer “wrap up” comments at the end of a discussion conference.

Feedback on Participation:

While I do not give weekly grades, I’m happy to give you feedback on your participation at any time. Additionally, at about the mid-point of the session, I review each student’s participation to date and give individual feedback.

Note: Students are expected to be experienced in PC and internet operations (I can suggest resources if additional training is needed). Students should have access to a PC with at least a Pentium III processor, all Microsoft applications, Adobe Acrobat Reader, and access to high-speed connection is strongly recommended. We will be using both WebCT and an online chat program called Centra. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the Centra voice discussions, you will need a headset with a microphone and speakers! If you don’t already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.

IMPORTANT POLICIES

Policy Regarding Due Dates: All assignments are due BEFORE midnight (i.e., 11:59pm) on the date specified unless there are extraordinary circumstances (i.e., death in family, serious family illness, etc.—not computer malfunctions, generally). Be sure to document the date/time of any electronic submissions of assignments you make. Point deductions for late assignments will be in ten (10) point increments for each 3-day period (or portion thereof) an assignment is late. Submit assignments in WebCT assignment drop box unless otherwise directed.

Policy Regarding Withdrawals: If circumstances are such that you are forced to drop the course, you need to: 1) Adhere to the specific timelines and paperwork requirements for withdrawal stated in the WCU graduate catalog; 2) Notify me; and 3) Notify any members of a group to which you’ve been assigned. Failure to follow all of the procedures and paperwork requirements for course withdrawal specified in the WCU graduate catalog could result in your receiving an “F” for the course—so please do not assume notifying me of your intention to drop the class is sufficient.

Policy Regarding Assignment Grades: I devote considerable time to developing a grading rubric for assignments and in evaluating each student’s work on a given assignment. Thus, the grades assigned are final except in very rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 72 hours of the assignment being returned in order to be considered.

Policy Regarding Academic Honesty: Giving or receiving assistance on an assignment to be done individually is a violation of the University’s Academic Honesty Policy. This includes asking former students for copies of course exams or providing such information to future students of the course. Passing off another person’s ideas and/or words as your own creative
work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of academic dishonesty/plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL/ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week beginning Wed.</td>
<td>Getting comfortable with WebCT; Getting to know each other; Course Introduction</td>
<td>Cummings &amp; Worley Ch. 1</td>
</tr>
<tr>
<td>Aug. 23rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Nature of Planned Change</td>
<td>Cummings &amp; Worley Ch. 2</td>
</tr>
<tr>
<td>Aug. 30th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Role of Organizational Development practitioner/ Ethics/ Org. Contracting</td>
<td>Cummings &amp; Worley Ch. 3, 4</td>
</tr>
<tr>
<td>Sept. 6th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Diagnosis</td>
<td>Cummings &amp; Worley Ch. 5, 6</td>
</tr>
<tr>
<td>Sept. 13th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Analysis/ Feedback</td>
<td>Cummings &amp; Worley Ch. 7, 8</td>
</tr>
<tr>
<td>Sept. 20th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Intervention Design</td>
<td>Cummings &amp; Worley Ch. 9</td>
</tr>
<tr>
<td>Sept. 27th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Leading and Managing Change</td>
<td>Cummings &amp; Worley Ch. 10</td>
</tr>
<tr>
<td>Oct. 3rd</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Evaluating and Institutionalizing OD Interventions; Individual, Interpersonal,</td>
<td>Cummings &amp; Worley Ch. 11, 12 MIDTERM EXAM DUE BEFORE</td>
</tr>
<tr>
<td>Oct. 11th</td>
<td>and Group Process Approaches</td>
<td>MIDNIGHT TUE., 10/17!</td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Organization Process Approaches, Restructuring Organization</td>
<td>Cummings &amp; Worley Ch. 13, 14</td>
</tr>
<tr>
<td>Oct. 18th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Employee Involvement, Work Design</td>
<td>Cummings &amp; Worley 15, 16</td>
</tr>
<tr>
<td>Oct. 25th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Performance Mgt./Developing &amp; Assisting Org. members</td>
<td>Cummings &amp; Worley Ch. 17, 18 Groups 1 &amp; 2 presentations due</td>
</tr>
<tr>
<td>Nov. 1st</td>
<td></td>
<td>before midnight Tue., Nov. 7th</td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Groups 1 &amp; 2 Project Presentations/ Discussion</td>
<td>Read materials/Participate in discussions, Groups 3 &amp; 4</td>
</tr>
<tr>
<td>Nov. 8th</td>
<td></td>
<td>presentations due before midnight Tue., Nov. 14th</td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Groups 3 &amp; 4 Project Presentation/Discussion</td>
<td>Read materials/Participate in discussions</td>
</tr>
<tr>
<td>Nov. 15th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>No online class—Happy Thanksgiving!</td>
<td>No online class—Happy Thanksgiving!</td>
</tr>
<tr>
<td>Nov. 22th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Strategic Change Interventions</td>
<td>Cummings &amp; Worley Ch. 19, 20</td>
</tr>
<tr>
<td>Nov. 29th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week beginning Wed.</td>
<td>Course Review/Integration</td>
<td>Final exam will be posted by Fri., 12/8</td>
</tr>
<tr>
<td>Dec 6th</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wed. Dec 13th</td>
<td>COMPREHENSIVE FINAL EXAM DUE 12/13 BEFORE MIDNIGHT.</td>
<td>FINAL EXAM DUE 12/13 in WebCT by midnight! No class.</td>
</tr>
</tbody>
</table>
Syllabus For HR 645
Spring 2006

Course Description
This course will give students an overview of the consultation system and facilitation skills as applied in business and human resources. The course will focus on contracting, diagnosis, feedback, implementation and disengagement. The course will also cover the tools and group techniques used by facilitators.

Learning Goals
Students successfully completing this course will be able to...

- Describe the roles, competencies, outputs, and challenges of internal/external consultation
- Elaborate on the ethical concerns of being a consultant
- Use the tools and techniques of an effective facilitator/consultant
- Write a consultation job description, mini business plan, and sample business contract
- Participate in on-line discussion of various trends and issues affecting the modern practice of consultation

Office Hours
(Tuesdays 9:00-5:00) Call 251-6642 to schedule an appointment in Asheville. Contact me by e-mail to schedule an appointment in Cullowhee (only in Cullowhee during selected days).

Grading Scale
The following scale will be used to assign letter grades to all assignments and tests.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 93%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69%</td>
</tr>
</tbody>
</table>

Possible Points

Course Requirements

Required Readings

On-line Audio Discussions (175 Points)
Job Description Internal Consultant (50 Points)
Mini Consultation Firm Business Plan (50 Points)
Sample Contract Consulting Services (50 Points)
Midterm (300 Points)
Final Exams (300 Points)

Text

Required
The Flawless Consulting Fieldbook and Companion: A Guide to Understanding Your Expertise
Peter Block, Andrea Markowitz
Pheiffer ISBN: 0-7879-4804-7

Optional
Fran Rees
Attendance

For on-site courses, the attendance policy of Western Carolina University's Graduate School is stated in the Graduate Catalog as follows: "Graduate students are expected to attend all class meetings. Specific attendance regulations are announced by the instructor." Specific attendance regulations pertaining to HR 645 online do not require students to physically attend any class meetings.

Plagiarism

Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of plagiarism at Western Carolina University are considered serious academic infractions and can result in a failing grade or removal from a program.

Evaluation

Late work is subject to a 10% reduction in points per week. All written assignments must be typed according to APA style and submitted electronically in the specified format. Specific content, form, and neatness criteria are used to evaluate all written assignments.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Weeks &amp; Dates</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Week #1       | Course Overview  
Students will get acquainted, go over the syllabus, and visit selected course web pages. |
|      | Jan 12        | Overview of Consultation  
Refer to Lesson 1 Study Guide for details. |
| 2    | Week #2       | Overview of Facilitation  
Refer to Lesson 2 Study Guide for details. |
|      | Jan 19        | Communication Issues within Facilitation and Consultation  
Refer to Lesson 3 Study Guide for details. |
| 3    | Week #3       | Consultation Lab #1 Consultant Job Description  
Job Description Internal Consultant |
|      | Jan 26        | Understanding Group Dynamics and Consensus  
Refer to Lesson 4 Study Guide for details. |
| 4    | Week #4       | Lab #1 Due  
Creating and Utilizing Group Data and Initiating Organizational Change  
Refer to Lesson 5 Study Guide for details. |
| 5    | Week #5       | Midterm Exam  
Designing the Process of Group Facilitation  
Refer to Lesson 6 Study Guide for details. |
|      | Feb 9         | Consultation Lab #2 Consultant Mini Business Plan  
Mini Consultation Firm Business Plan |
| 6    | Week #6       | Competencies, Roles, Evaluations, and Change  
Refer to Lesson 7 Study Guide for details. |
|      | Feb 16        | Lab #2 Due  
Facilitation & Consulting: Teams, Organizations, and Systems  
Refer to Lesson 8 Study Guide for details. |
| 7    | Week #7       | Consultation Lab #3 Consultant Contract  
Sample Contract Consulting Services |
| 8    | Week #8       | March 2      |
| 9    | Week #9       | March 16     |
| 10   | Week #10      | March 23     |
| 11   | Week #11      | May 30       |
| 12   | Week #12      | April 6      |
| 13   | Week #13      | April 20     |
Week #14
April 27

Week #15
May 4

Self-Management, Engagement, and Issues that Face the Consultant
Refer to Lesson 9 Study Guide for details.
Lab #3 Due
Final Exam
Syllabus For HR 660
Fall 2006

Course Description
This elective course provides learners the knowledge and skills to promote a development culture. Concepts covered in the class are borrowed from career-planning counselors, professional trainers, and organization development specialists. Case histories of successful career-pathing; mentoring and other career-helping relationships are examined. PREQ: Permission of instructor.

Office Hours
(Tuesdays 9:00-5:00) Call 251-6642 to schedule an appointment in Asheville. Contact me by e-mail to schedule an appointment in Cullowhee (only in Cullowhee during selected days).

Learning Goals
Students successfully completing this course will be able to.

- Explain the role, need for, and professional skills of career advisors, coaches, and consultants
- Define and list the characteristics of a development culture
- Explain the need for a development culture
- Describe widely used development strategies and interventions for creating a development culture
- Identify employee development interventions to meet employee recruitment, retention, and/or motivation organization
- Describe development programs successfully implemented in various organizations and agencies
- Create and present an employee career development design for their current/former employing organization

Grading Scale
The following scale will be used to assign letter grades to all assignments and tests.

A 94% - 100% Points
B 80% - 93% Points
C 70% - 79% Points
F 0 - 69% Points

Course Requirements
Required Reading (see study guides)
On-line Audio Discussions (175 Points)
Scholarly Paper (300 Points)
CM Intervention Presentation (200 Points)
Lab #1, 2, 3, 4, -5 (100 Points - 25 Points Each)
Midterm (300 Points)
Final Exams (300 Points)

Texts
Optional Books

February 2000 Consulting Psychologists Press, Inc.


Books available in UNCA bookstore during registration. Books can also be ordered from WCU bookstore or from one of the online
booksellers like Amazon Books or Barns & Noble

Attendance

For on-site courses, the attendance policy of Western Carolina University's Graduate School is stated in the Graduate Catalog as follows: "Graduate students are expected to attend all class meetings. Specific attendance regulations are announced by the instructor." Specific attendance regulations pertaining to HR 660 online do not require students to physically attend any class meetings.

Plagiarism

Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of plagiarism at Western Carolina University are considered serious academic infractions and can result in a failing grade or removal from a program.

Evaluation

Late work is subject to a 10% reduction in points per week. All written assignments must be typed according to APA style and submitted electronically in the specified format. Specific content, form, and neatness criteria are used to evaluate all written assignments.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Weeks &amp; Dates</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    | Aug 24        | Course Overview  
Students will get acquainted, go over the syllabus, and visit selected course web pages. |
| 2    | Aug 31        | The Need For A Development Culture  
Complete Lesson #1 (Study Guide #1 in Course Documents Folder) |
| 3    | Sept 7        | Roles & Responsibilities In A Development Culture  
Complete Lesson 2 (Study Guide #2 in Course Documents Folder) |
| 4    | Sept 14       | Career Development Theories  
Complete Lesson 3 (Study Guide #3 in Course Documents Folder) |
| 5    | Sept 21       | Career Development Systems  
Complete Lesson 4 (Study Guide #4 in Course Documents Folder) |
| 6    | Sept 28       | Career Development Practices, Attitudes, & Trends  
Complete Lesson 5 (Study Guide #5 in Course Documents Folder)  
Scholarly Paper Assignment Due |
| 7    | Oct 5         | Planning A Career Development System  
Complete Lesson 6 (Study Guide #6 in Course Documents Folder) |
| 8    | Oct 12        | Midterm Exam |
| 9    | Oct 26        | Lab #1 Career Development Interventions  
Complete Lab #1 activities |
| 10   | Nov 2         | Lab #2 Career Development Theories  
Complete Lab #2 activities |
| 11   | Nov 9         | Lab #3 Assessment In Career Development  
Complete Lab #3 activities |
| 12   | Nov 16        | Lab #4 Career Development Training Games  
Complete Lab #4 activities |
| 13   | Nov 30        | Lab #5 Career Development Services & Technology  
Complete Lab 5 activities |
14 Week #14
Dec 7

Career Intervention PowerPoint Presentation Due
Review for Final Exam

15 Week #15
Dec 14

Final Exam
# Syllabus For HR 660
## Fall 2007

**Dr. James Kirk, Department of Human Services**
226B Killian Building, kirk@email.wcu.edu

Details Available Online at
http://ceap.wcu.edu/kirk/HR660_F07//hr660_F07.htm

## Course Description

This elective course provides learners the knowledge and skills to promote a development culture.

Concepts covered in the class are borrowed from career-planning counselors, professional trainers, and organization development specialists. Case histories of successful career-planning, mentoring, and other career-building relationships are examined.

**Prereq:** Permission of instructor.

## Office Hours

Please e-mail me to schedule an appointment.

## Course Requirements

<table>
<thead>
<tr>
<th>Course Requirement</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required Reading (acc study guides)</td>
<td>30</td>
</tr>
<tr>
<td>Class Participation (attendance)</td>
<td>25</td>
</tr>
<tr>
<td>Class Participation (papers)</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam (100 points)</td>
<td>100</td>
</tr>
<tr>
<td>Case Intervention Presentation (200 points)</td>
<td>200</td>
</tr>
</tbody>
</table>

## Learning Goals

Students successfully completing this course will be able to:

- Explain the role of career and professional skills' career advisors, coaches, and consultants.
- Define and list the characteristics of a developmental culture.
- Identify major organizational intervention strategies.
- Implement development interventions designed to foster employee development.
- Describe development plans successfully implemented in various organizations.
- Create and present an employee career development design for a current employer or organization.

## Grading Scale

The following scale will be used to assign letter grades to all assignments and tests:

- **A**: 94% - 100% (4 points)
- **B**: 89% - 93% (3 points)
- **C**: 80% - 88% (2 points)
- **D**: 70% - 79% (1 point)
- **F**: 0% - 69% (0 points)

## Texts

**Optional Book**


*Promoting a Development Culture in Your Organization* by
<table>
<thead>
<tr>
<th>Class Schedule</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Course Overview</td>
</tr>
<tr>
<td>Aug 20</td>
<td>Students will be acquainted, go over the syllabus and view selected course sections.</td>
</tr>
<tr>
<td><strong>Week 2</strong></td>
<td>The Need for a Development Culture</td>
</tr>
<tr>
<td>Aug 27</td>
<td>Complete Lesson 1 (Study Guide 1 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>Roles &amp; Responsibilities in a Development Culture</td>
</tr>
<tr>
<td>Sep 3</td>
<td>Complete Lesson 2 (Study Guide 3 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>Career Development Theories</td>
</tr>
<tr>
<td>Sep 10</td>
<td>Complete Lesson 3 (Study Guide 4 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 5</strong></td>
<td>Career Development Systems</td>
</tr>
<tr>
<td>Sep 20</td>
<td>Complete Lesson 4 (Study Guide 5 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 6</strong></td>
<td>Career Development Practices, Attitudes, Trends</td>
</tr>
<tr>
<td>Sep 27</td>
<td>Complete Lesson 5 (Study Guide 6 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 7</strong></td>
<td>Planning A Career Development System</td>
</tr>
<tr>
<td>Oct 1</td>
<td>Complete Lesson 6 (Study Guide 7 in Course Document Folder)</td>
</tr>
<tr>
<td><strong>Week 8</strong></td>
<td>Lab 1 Career Development Theories</td>
</tr>
<tr>
<td>Oct 8</td>
<td>Complete Lesson 7 (Activity 1)</td>
</tr>
<tr>
<td><strong>Week 9</strong></td>
<td>Lab 2 Career Development Interventions</td>
</tr>
<tr>
<td>Oct 15</td>
<td>Complete Lesson 8 (Activity 2)</td>
</tr>
<tr>
<td><strong>Week 10</strong></td>
<td>Lab 3 Assessment in Career Development</td>
</tr>
<tr>
<td>Nov 5</td>
<td>Complete Lesson 9 (Activity 3)</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
</tr>
</tbody>
</table>
| 12     | Nov 15   | Lab #4 Career Development Services & Technology  
|        |          | Complete Lab #4 activities               |
| 13     | Nov 29   | Lab #5 Career Development Training Games  
|        |          | Complete Lab #5 activities               |
| 14     | Dec 6    | Career Intervention PowerPoint Presentation Due  
|        |          | Review for Final Exam                    |
| 15     | Dec 13   | Final Exam                               |
HR 675: Leadership in Human Resources

Fall 2007

Professor:
Dr. John J. Sherlock ("Dr. John")

Course Format:
“Online”

When/Where:
Mondays, 7:00pm - 8:30 p.m.: Live (synchronous) online discussion (via Elluminate audio tool);
Weekly asynchronous online discussion (via WebCT text discussion tool).

Course term will run from Aug. 20th – Dec. 9th.

Contact Info:
Sherlock@email.wcu.edu; Office-Killian 226b; 227-3380; Virtual appointments welcomed!

Course Description:
This course explores at the graduate level the theory and practice of leadership for HR professionals. Leadership has been identified as one of the personal competencies most sought after in HR professionals (Society for Human Resource Management, Int’l Society for Performance Improvement, ASTD). In addition to being leaders themselves, HR professionals are expected to recruit, develop, and retain leaders for the organization. In this course, we really examine what leadership is and what makes a leader “effective.” You’ll study theory but also apply those theories to practice. Through the assignments, you will not only develop your understanding of leadership, but also your written communications skills (another highly ranked competency by HR organizations).

Learning Objectives:
Upon the completion of this course, learners will be able to:

1. Describe and critique various theories/models of leadership
2. Discuss the ethical and global dimensions of leadership
3. Analyze and interpret their own leadership utilizing self-assessments
4. Discuss the unique leadership challenges for those serving in senior HR positions in organizations.
5. Research, interpret, and link the scholarly and practitioner literature in leadership.
6. Develop, articulate and support a point of view about effective leadership.

Required Text (supplemental reading material will be supplied by professor):


Recommended Text:

American Psychological Association 5th Ed. (2001). *Publication manual of the American Psychological Association* Washington, DC. (Note: There are internet resources for APA format but not all are accurate, so having an actual copy of the APA manual is highly recommended. The 5th edition has important info for citing internet references.)

*Note: Be aware that I do deduct points for papers with APA errors, so it is to your benefit to be familiar with the APA requirements for page format, headings, citations, references, etc.

Dr. John's Teaching Philosophy:

My approach to teaching graduate students is very much from an adult learning perspective. I believe that students learn best when they see high relevance in the topics and can direct their learning into areas that most interest/puzzle them; thus, there is usually a lot of flexibility on your paper topics, projects, etc. (This is not always possible in the more quantitative oriented courses.) I believe that in order to achieve a graduate level understanding of an HR subject, it is important for you to develop a solid understanding of the scholarly literature that influences the field—but never without the linkage back to the practical world of organizations where so many of you are applying the concepts each and every day at work. In each of the MSHR courses I teach, I strive to develop student competencies in the areas of: 1) HR content; 2) personal/interpersonal skills; and 3) organizational acumen, each of which has been identified as highly valued by the leading HR-related organizations (SHRM, ASTD, ISPI in particular). In this way, our MSHR students are well-prepared for a wide variety of HR-related roles in different types of organizational settings.

I am aware that some of the course material is complex and difficult reading, but developing your ability to glean insights from dense material will serve you well in your career. I am particularly interested in helping you think critically about an issue, develop your own point of view, and support that point of view. I view as part of my role to ask difficult questions that challenge you to support your position—the intention is never to embarrass or ridicule, but only to help you learn and grow (please remember this when I ask challenging questions :-) ). Students sometimes comment that I don’t directly answer their questions about an HR issue; this is partially true—I will typically highlight some of the views in the field regarding the topic, and the issues that must be weighed in evaluating the topic. My purpose is not to be evasive, but rather, to challenge you to do your own analysis and develop your own “answer” to the question.

Exploration of the "unanswered questions" and "contradictions" in the field is absolutely encouraged, along with leveraging the class as a community of practice where practical solutions...
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Excerpts from the CEAP Mission/Vision Statement:

The College of Education and Allied Professions (CEAP) is one of four colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master's, and doctoral levels.

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Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu

Course Requirements:
1. **Exam I**: 20%; Due Sun., 10/7 by 11:59pm.

   Description: M/C, T/F and short-essay format (timed online).

2. **Individual Research Paper**: (5 pages MAX plus references-APA format): 20%;
   Due Sun. 10/28 by 11:59pm.

   Description: You are asked to write about someone you believe is/was an effective leader. You must support that assertion with evidence from the leadership literature. More information about the paper can be found on the WebCT course website.

3. **Group Project**: 20% (15% group grade PLUS 5% individual grade based on self/peer evaluation); Due Dates: All Groups must turn in their presentation materials by Sun., Nov. 4th by 11:59pm. See course schedule for your group’s week for online discussion.

   Description: You, and the members of the group to which you’re assigned, are asked to consider and respond to an assertion about leadership. You must support your position with evidence. The project has two parts: Presentation (PowerPoint is typically used but not required) AND a class Q&A session (online or in-person). More information about the group project can be found on the WebCT course website.

   **Note: Self-Peer Evaluations are due NO LATER THAN 48 hours after the conclusion of your group’s online discussion. Students who turn in their Self-Peer Evaluations late will automatically have 5 (five) percentage points deducted from the individual portion of their group project grade for each full day the evaluation is late.**

4. **Comprehensive Final Exam**: 25%; Due: Sun. 12/9 by 11:59 pm.

5. **Participation**: 15%; Due: All semester long! (More information about participation can be found on the WebCT course website.)

**Expectations for Participation:**

Unlike some professors, I do not specify the number of online “submissions” you must make to earn a certain grade. Further, I do not assign weekly grades in recognition that many of you may have weeks where you are not able to fully participate due to other priorities. Some students find value in not having to submit a certain number of responses each week or the pressure of earning a weekly grade, while others find a lack of structure uncomfortable. Understanding this, let me offer the following guidelines for “good” performance (“excellent” performance would consistently exceed these guidelines) in our weekly online discussion conferences: 1) Strive to make a first entry early in the week (that clearly answers the question(s) posed) and at least one additional entry later in the week that reacts/responds to other entries made; 2) Strive to make entries that help link the specific text material with the “real world” of the workplace. While I do NOT want excessive quoting of text material, I do encourage students to link their comments back (either in agreement or in disagreement) with text material (citing relevant text page numbers)—this helps the text material “come alive” in new ways for many students reading the discussion comments.

Given that I don’t “count” the number of submissions, please do not feel obliged to offer comments of “I agree” or “nice comment” for the purpose of increasing the number of
submissions. However, I encourage interactions with classmates and do feel free to react to one another’s comments—being sure to comment on why you had a positive or negative reaction to another’s comment. Maintaining a respectful, friendly tone is always expected. Please keep your responses succinct; when submissions ramble, students tell me that they just skip over them—which is not the desired result. Everyone prefers to read sentences without typos…enough said.

**Per the guidelines described above, I will use the following evaluation criteria to assign participation grades:**

Evidence of consistent conference participation (including live/synchronous discussions): 25 Points
Evidence of consistent linking of comments to course literature: 25 Points
Evidence of original, substantive comments that address questions posed, build community, and “stretch” class’s thinking: 25 Points
Evidence of original, substantive comments that respond to other students’ comments, build community, and “stretch” class’s thinking: 25 Points
“Building community” refers to student efforts in the conferences to demonstrate genuine support and respect of one another, offer suggestions to help one another, etc.; To “stretch” the class’s thinking refers to offering provocative perspectives, asking respectful, but challenging follow-up questions of others, etc.

**My Role in Online Discussion:**

My two primary obvious roles in the online discussion are to develop the stimulating/provocative (hopefully) conference discussion topics/question and to monitor/evaluate students’ overall participation performance. Additionally, I regularly “check in” on the discussions to make sure the discussion generally stays on topic (although I will let relevant “tangents” run for a while if I feel they can produce learning for the class). I will occasionally submit my own comments to the discussion to amplify a point or to bring focus to a discussion. Typically, I also offer “wrap up” comments at the end of a discussion conference. For the live/synchronous discussions, I typically will lead a discussion of the week’s readings and answer student questions about content or course management issues.

**Feedback on Participation:**

While I do not give weekly grades, I’m happy to give you feedback on your participation at any time. Additionally, at about the mid-point of the session, I review each student’s participation to date and give individual feedback.

**Note:** Students are expected to be experienced in PC and internet operations (I can suggest resources if additional training is needed). Students should have access to a PC with a high speed processor (Pentium IV or faster), all Microsoft applications, Adobe Acrobat Reader, and access to a high-speed internet connection. We will be using both WebCT and a live audio program called Elluminate. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the Elluminate voice discussions, you will need a headset with a microphone! If you don’t already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.
IMPORTANT POLICIES

Policy Regarding Due Dates: All assignments are due BEFORE midnight (i.e., 11:59pm) on the date specified unless there are extraordinary circumstances (i.e., death in family, serious family illness, etc.—not computer malfunctions, generally). Be sure to document the date/time of any electronic submissions of assignments you make. Point deductions for late assignments will be in ten (10) point increments for each 3-day period (or portion thereof) an assignment is late.

Policy Regarding Withdrawals: If circumstances are such that you are forced to drop the course, you need to: 1) Adhere to the specific timelines and paperwork requirements for withdrawal stated in the WCU graduate catalog; 2) Notify me; and 3) Notify any members of a group to which you’ve been assigned. Failure to follow all of the procedures and paperwork requirements for course withdrawal specified in the WCU graduate catalog could result in your receiving an “F” for the course—so please do not assume notifying me of your intention to drop the class is sufficient.

Policy Regarding Assignment Grades: I devote considerable time to developing a grading rubric for assignments and in evaluating each student’s work on a given assignment. Thus, the grades assigned are final except in very rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 72 hours of the assignment being returned in order to be considered.

Policy Regarding Academic Honesty: Giving or receiving assistance on an assignment to be done individually is a violation of the University’s Academic Honesty Policy. This includes asking former students for copies of course exams or providing such information to future students of the course. Passing off another person’s ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of academic dishonesty/plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Week beginning Mon. Aug. 20th | Getting comfortable with WebCT; Getting to know each other; Course Introduction | **NO Elluminate live discussion**  
Northouse Ch. 1  
WebCat – See 8/20 Learning Module  
**Text Discussion** |
| Week beginning Mon. Aug. 27th | Leadership ethics                                  | **Elluminate live discussion**  
Northouse Ch. 14  
WebCat – See 8/27 Learning Module  
**Text Discussion** |
| Week beginning Mon. Sept. 3rd | Women & Leadership; Team Leadership                  | **NO Elluminate live discussion** (Labor Day holiday); Northouse Ch. 12 & 10  
WebCat – See 9/3 Learning Module  
**Text Discussion** |
| Week beginning Mon. Sept. 10th | Traits of Leaders                                   | **Elluminate live discussion**  
Northouse Ch. 2  
WebCat – See 9/10 Learning Module  
**Text Discussion** |
| Week beginning Mon. Sept. 17th | Leadership Skills/ Emotional Intelligence            | **Elluminate live discussion**  
Northouse Ch. 3  
WebCat – See 9/17 Learning Module  
**Text Discussion** |
| Week beginning Mon. Sept. 24th | Leader behaviors/ style                              | **Elluminate live discussion**  
Northouse Ch. 4  
WebCat – See 9/24 Learning Module  
**Text Discussion** |
| Week beginning Mon. Oct. 1st | Situational Leadership                              | **Elluminate live discussion**  
Northouse Ch. 5  
WebCat – See 10/1 Learning Module  
**EXAM 1 DUE BY 11:59pm Sun., Oct. 7th!** |
| Week beginning Mon. Oct. 8th | Contingency Leadership                              | **Elluminate live discussion**  
Northouse Ch. 6  
WebCat – See 10/8 Learning Module  
**Text Discussion** |
| Week beginning Mon. Oct. 15th | Path-Goal Theory                                    | **Elluminate live discussion**  
Northouse Ch. 7  
WebCat – See 10/15 Learning Module  
**Text Discussion** |
| Week beginning Mon. Oct. 22nd | Leader-Member Exchange Theory                        | **Elluminate live discussion**  
Northouse Ch. 8  
WebCat – See 10/22 Learning Module  
**INDIVIDUAL RESEARCH PAPER DUE BY 11:59pm Sun., Oct. 28th.** |
| Week beginning Mon.       | Transformational Leadership                         | **Elluminate live discussion**                                     |
| Oct. 29th | Culture and Leadership | Northhouse Ch. 9 & 13
WebCat—See 10/29 Learning Module
Text Discussion
All Group presentations due by 11:59pm Sun. Nov. 4th |
| Week beginning Mon. Nov. 5th | Groups 1-3 Project Presentations/Discussion | NO Elluminate live discussion Read materials/Participate in text discussions |
| Week beginning Mon. Nov. 12th | Groups 4-6 Project Presentations/Discussion | NO Elluminate live discussion Read materials/Participate in text discussions |
| Week beginning Mon. Nov. 19th | Special Issues in Leadership/Course wrap-up | Elluminate live discussion
WebCat – See 11/19 Learning Module
NO text discussion |
| Week beginning Mon. Nov. 26th | NO Elluminate live discussion (study for final exam) Happy Thanksgiving! | NO Elluminate live discussion (study for final exam) Happy Thanksgiving! |
| Week beginning Mon. Dec. 3rd | Final Exam | Final Exam |
| | FINAL EXAM Due by 11:59pm 12/9 | FINAL EXAM Due by 11:59pm 12/9 |
Syllabus For HR 683 On-line
Fall 07

Dr. James Kirk, Department of Human Services
226B Killian Building, kirk@email.wcu.edu.

Details Available Online at
http://ceap.wcu.edu/kirk/HR683_F07/hr683_F07.html

Course Description:
Students successfully completing this course will be able to:
- Discuss the nature of the human resource function in an organization and the role of the human resource manager.
- Identify the responsibilities of the HR professional.
- Explain the importance of ethics in the human resource field.
- Analyze human resource policies and procedures.

Office Hours:
Office hours are Monday through Friday, 8:30 AM to 5:00 PM. Email: kirk@email.wcu.edu

Learning Goals:
- Students will be able to analyze the importance of ethics in the human resource field.
- Students will be able to identify the responsibilities of the HR professional.
- Students will be able to discuss the nature of the human resource function in an organization.

Grading Scale:
The following scale will be used to assign grades:

- S: 920-1000 Points
- A: 880-919 Points
- B: 820-879 Points
- C: 760-819 Points
- D: 700-759 Points
- F: 0-699 Points

Course Requirements:

Course Schedule:
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16
Accommodations

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide documentation. All accommodations must be reviewed by the Disability Programs Office. For more information, contact the Disability Services Office.

Plagiarism

Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual should be used properly to reference the works of others. Avoid plagiarism by citing all sources and using quotes correctly. Plagiarism will result in a grade of F for the assignment.

Evaluation

Late work is subject to a 10% reduction in points per week. All written assignments should be submitted by the due date. Late work will not be accepted after the published due date.

Class Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Week &amp; Date</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Complete a Field Experience Orientation and review the student handbook.</td>
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<tr>
<td>2</td>
<td></td>
<td>Complete a Field Experience Agreement Form and complete the first 10 hours of fieldwork.</td>
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<tr>
<td>3</td>
<td></td>
<td>Submit four Status Reports (100 Points Each). Complete 150 hours of fieldwork under the supervision of a human resource professional.</td>
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<tr>
<td>4</td>
<td></td>
<td>Complete a Final Field Experience Report containing all required materials.</td>
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<tr>
<td>5</td>
<td></td>
<td>All forms may be downloaded from the Written Assignments area of the course home page.</td>
</tr>
<tr>
<td>6</td>
<td></td>
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</tr>
<tr>
<td>Week</td>
<td>Dates</td>
<td>Task</td>
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<tr>
<td>7</td>
<td>Oct 4</td>
<td>10 hours work in the field</td>
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<tr>
<td></td>
<td></td>
<td>Submit Status Report #2 (Upload unsigned copies in WebCT &amp; mail signed copies to Dr. James Kirk, P.O. Box 1993, Candler, NC 28715)</td>
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<tr>
<td>8</td>
<td>Oct 18</td>
<td>5 hours work in the field</td>
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<tr>
<td>9</td>
<td>Oct 25</td>
<td>10 hours work in the field</td>
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<tr>
<td>10</td>
<td>Nov 1</td>
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<td>5 hours work in the field</td>
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<td>Submit Status Report #2 (Upload unsigned copies in WebCT &amp; mail signed copies to Dr. James Kirk, P.O. Box 1993, Candler, NC 28715)</td>
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<td>14</td>
<td>Dec 10</td>
<td>10 hours work in the field</td>
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<tr>
<td></td>
<td></td>
<td>Task/Project Evaluation Due (Submitted via email)</td>
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<tr>
<td></td>
<td></td>
<td>Reflection Due uploaded in WebCT Dr. Assignment</td>
</tr>
<tr>
<td>15</td>
<td>Dec 13</td>
<td>Complete any unfinished business &amp; course evaluations</td>
</tr>
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</table>
HR 693 – Compensation and Benefits
Summer 2006

Professor:

Dr. John J. Sherlock ("Dr. John")

Course Formats/Location:

Online Format (section 50): Exclusively WebCT;

NOTE: Students are expected to be experienced in PC and internet operations. Students should have access to a PC with at least a Pentium III processor, all Microsoft applications, Adobe Acrobat Reader, and preferably a high-speed internet connection. We will be using both WebCT and an online chat program called Centra. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the Centra voice discussions, you will need a headset with a mic and speakers! If you don’t already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.

When:

June 1 – July 3.

Contact Info:

Sherlock@email.wcu.edu; Office-Killian226B; 227-3380; Appointments (both in person and virtual chats) welcomed!

Course Overview and Learning Objectives:

This course covers core concepts of compensation and benefits at the graduate level. **Note:** This is a very intensive 5-week course! Students must invest considerable time each week reading, participating in the discussions, and studying for/completing the quizzes to do well in this course.

At the end of the course, students should be able to:

- Identify and describe the legal, operational, and strategic considerations associated with compensation and benefits;
• Identify and describe the key elements of a compensation strategy and develop a compensation strategy and plan for an organization;

• Identify, describe and perform a job analysis and job evaluation;

• Determine pay levels and design pay mix and structure for an organization;

• Describe and analyze pay levels and design a pay mix and structure for an organization

Required Text:


Note: assigned journal articles may supplement Text reading.

Dr. John's Teaching Philosophy:

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**Student Services:**

Western Carolina makes every effort to provide reasonable accommodations for students with documented disabilities in compliance with the Americans with Disabilities Act. To receive academic accommodations, students must be registered with the office of Student Support Services (contact Carol Mellen at 227-7127). The letter received from Student Support Services should be presented as documentation to the instructor as early in semester as possible.

**COURSE REQUIREMENTS**

**Weekly Quizzes (60%)** – June 10th, 17th, 24th, & 28th *(Note: You are welcome to take the quizzes earlier than the deadline). Each quiz counts 15% towards your course grade.*
Quiz 1 will cover Chapters 1, 2, & 17 and is due by before midnight (11:59 pm) on June 10\textsuperscript{th}.

Quiz 2 will cover Chapters 3, 4, & 5 and is due before midnight (11:59 pm) on June 17\textsuperscript{th}.

Quiz 3 will cover Chapters 6, 7, & 8 and is due before midnight (11:59 pm) on June 24\textsuperscript{th}.

Quiz 4 will cover Chapters 10, 11, & 12 and is due before midnight (11:59 pm) on June 28\textsuperscript{th}.

**Note:** All quizzes will be taken online via WebCT. You will have 60 minutes to complete each quiz once you have started. While the WebCT quiz/exam function is user-friendly, it is very important that you frequently save your work and submit your exams with time to spare before the time limit expires to allow for data transmission time (which varies based on the type of internet connection you have). While you are allowed to use your notes, it will be necessary for you to have studied for the quiz in order to complete it in the time allotted. The quizzes may consist of multiple choice, true/false and short essay questions. Grading is based on a ten-point scale (80-89: B; 90-100: A).

**Participation (15%) – Due Every Week!**

Description: Student contribution to the learning experience of the class. Looking for both quantity AND quality in the online text and voice discussions. See course homepage for specific dates/times for Centra voice conferences, WebCT text discussions, and information regarding my expectations about participation.

**Final Exam (25%) – Due: July 3rd before midnight**

Description: 90 minute comprehensive (all chapters previously covered on quizzes, plus Chs. 13, 18) online exam (multiple choice, true-false, AND essay questions) covering all course material.

**IMPORTANT POLICIES**

**Policy Regarding Due Dates:** All quizzes/exams are due BEFORE midnight on the date specified unless there are extraordinary circumstances (i.e., death in family, serious family illness, etc.). Be sure to document the date/time of any electronic submissions of assignments you make. Point deductions for late assignments will be in ten (10) point increments for every 3 days (or portion thereof) an assignment is late.

**Policy Regarding Withdrawals:** If circumstances are such that you are forced to drop the course, you need to: 1) Adhere to the specific timelines and paperwork requirements for withdrawal stated in the WCU graduate catalog; 2) Notify me; and 3) Notify any members of a group to which you’ve been assigned. Failure to follow all of the procedures and paperwork requirements for course withdrawal specified in the WCU graduate catalog could result in your receiving an “F” for the course—so please do not assume notifying me of your intention to drop the class is sufficient.
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Policy Regarding Academic Honesty: Giving or receiving assistance on an assignment to be done individually is a violation of the University’s Academic Honesty Policy. Passing off another person’s ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of academic dishonesty/plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.

### COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE/Assignments Due</th>
<th>COURSE MATERIAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 1 – June 4:</td>
<td>The Pay Model; Government &amp; Legal Issues in Compensation; Discussion #1 (text) through Sun. 6/4 (11:59pm)</td>
<td>Chapter 1 &amp; 17</td>
</tr>
<tr>
<td>June 5 – June 7:</td>
<td>Strategic Perspectives; Discussion #2 (voice Centra, Wed. 6/7, 8pm)</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>June 8 – June 11:</td>
<td>Defining Internal Alignment; Job Analysis; Quiz 1 due 6/10 before midnight! Discussion #3 (text) through Sun., 6/11 (11:59pm)</td>
<td>Chapter 3 &amp; 4</td>
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<tr>
<td>June 12 – June 14:</td>
<td>Evaluating Work; Discussion #4 (voice Centra, Wed., 6/14, 8pm)</td>
<td>Chapter 5</td>
</tr>
<tr>
<td>June 15 – June 18:</td>
<td>Person-Based Structures; Defining Competitiveness Quiz 2 due 6/17 before midnight! Discussion #5 (text) through Sun., 6/18 (11:59pm)</td>
<td>Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>June 19 – June 21:</td>
<td>Designing Pay Levels, Mix, &amp; Pay Structure; Discussion #6 (voice Centra, Tue., 6/21, 8pm)</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>June 22 – June 24:</td>
<td>Pay For Performance; Quiz 3 due 6/24 before midnight! Discussion #7 (text) through Sat., 6/24 (11:59pm)</td>
<td>Chapter 10</td>
</tr>
<tr>
<td>June 25 – June 27:</td>
<td>Performance Appraisals; Benefits Determination Process; Discussion #8 (text) through Tue., 6/27 (11:59pm)</td>
<td>Chapter 11 &amp; 12</td>
</tr>
<tr>
<td>June 28 – June 30th:</td>
<td>Quiz 4 due 6/28 before midnight! Benefit Options; Budgets &amp; Admin/course integration; (No formal discussion—informal text discussion in the “cyber-café”)</td>
<td>Chapter 13 &amp; 18</td>
</tr>
<tr>
<td>June 30th - July 3rd</td>
<td>Final Exam—will be posted before midnight on June 30th. Due before midnight on Monday, July 3rd.</td>
<td>Exam covers all chapters above. Due before midnight on Monday, July 3rd.</td>
</tr>
</tbody>
</table>
HR 693: Organization Planning & Execution for HR Professionals

Fall 2007

Professor:
Dr. John J. Sherlock ("Dr. John")

Course Formats/Location:

Wednesdays, 7:00pm - 8:30 p.m.: Live (synchronous) online discussion (via Elluminate audio tool); Weekly asynchronous online discussion (via WebCT text discussion tool).

Course term will run from Aug. 20th – Dec. 9th.

Contact Info:
Sherlock@email.wcu.edu; Office-Killian226B; 227-3380; Appointments (both in person and virtual chats) welcomed!

Course Overview and Learning Objectives:

This course explores at the graduate level the theory and practice of organization planning and execution. As HR professionals are increasingly asked to provide strategic leadership to their organization, it is essential that they have a foundational understanding of organizational strategy and the various functions common to both for-profit and nonprofit organizations. This understanding has been identified as one of the personal competencies most sought after in HR professionals (Society for Human Resource Management, Int’l Society for Performance Improvement, ASTD). Organizational functions to be addressed include marketing/sales, finance/accounting, and operations (which may include manufacturing, distribution, administration, etc.).

*Note: This syllabus references website material which should be considered part of the syllabus information and course expectations.

Upon the completion of this course, learners will be able to:

1) Describe, discuss, analyze, and apply the principles of org. strategy (mission, vision, competitive advantage, SWOT analysis, core competencies, and strategic objectives);
2) Describe, discuss, analyze, and apply the principles of org. finance (balance sheet, income statement, capital and operational budgeting, cash flow analysis, financial analysis and forecasting, sources of capital);

3) Describe, discuss, analyze, and apply the principles of marketing (marketing strategy, product development and distribution, promotion and pricing, and sales);

4) Describe, discuss, analyze, and apply the principles of operations (production management, IT, performance management at the organizational, business unit, team, and individual levels, etc.); and

5) Describe, discuss, analyze, and apply the integration of HR policies and practices with org. strategy, finance, marketing, and operations.

Required Text:


**There is WebTutor/e-Pack that we’re hoping to use in conjunction with this text. A few technical issues are currently being worked through and I will provide more information about this on our course homepage. The e-Pack will likely cost $23.99 plus tax. You will then be given an access code which will allow you to access some excellent supplemental information to the text (streaming video, audio chapter summaries, case studies, etc.).

**Dr. John’s Teaching Philosophy:**

My approach to teaching graduate students is very much from an adult learning perspective. I believe that students learn best when they see high relevance in the topics and can direct their learning into areas that most interest/puzzle them; thus, there is usually a lot of flexibility on your paper topics, projects, etc. (This is not always possible in the more quantitative oriented courses.) I believe that in order to achieve a graduate level understanding of an HR subject, it is important for you to develop a solid understanding of the scholarly literature that influences the field—but never without the linkage back to the practical world of organizations where so many of you are applying the concepts each and every day at work. In each of the MSHR courses I teach, I strive to develop student competencies in the areas of: 1) HR content; 2) personal/interpersonal skills; and 3) organizational acumen, each of which has been identified as highly valued by the leading HR-related organizations (SHRM, ASTD, ISPI in particular). In this way, our MSHR students are well-prepared for a wide variety of HR-related roles in different types of organizational settings.

I am aware that some of the material is complex and difficult reading, but developing your ability to glean insights from dense material will serve you well in your career. I am particularly interested in helping you think critically about an issue, develop your own point of view, and support that point of view. I view as part of my role to ask difficult questions that challenge you to support your position—the intention is never to embarrass or ridicule, but only to help you learn and grow (please remember this when I ask challenging questions :-). Students sometimes comment that I don’t directly answer their questions about an HR issue; this is partially true—I will typically highlight some of the views in the field regarding the topic, and the issues that must
be weighed in evaluating the topic. My purpose is not to be evasive, but, rather, to challenge you to do your own analysis and develop your own “answer” to the question.

Exploration of the "unanswered questions" and "contradictions" in the field is absolutely encouraged, along with leveraging the class as a community of practice where practical solutions to HR challenges can be developed and shared. Weekly in-person and/or online dialogue on specific HR topics provide our "classroom" environment for learning. However, much of the learning will come through the assignments. I have designed each assignment to help you achieve one or more of the learning outcomes for the course. The emphasis for graduate course exams and student presentations will be not only on assessment of core concept knowledge, but also on assessing your ability to analyze and synthesize issues, and to articulate and advocate a point of view using the literature in the field and workplace examples. Grading is based on a ten-point scale (80-89: B; 90-100: A) unless otherwise specified.

Excerpts from the CEAP Mission/Vision Statement:

The College of Education and Allied Professions (CEAP) is one of four colleges at Western Carolina University. Five academic departments and thirteen service centers, programs and offices comprise the college. The college offers programs of study at the baccalaureate, master's, and doctoral levels.

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.

The faculty members of the College will be noted for their teaching excellence, concern for individual students, and modeling of the qualities that they attempt to instill in their students.

The College will continue to be a leader in providing comprehensive opportunities for traditional and non-traditional students. The College's graduates will be noted for their effectiveness in moving their profession forward, for their ethical behavior, their ability to think critically, and for the positive impact they have on the quality of life for those with whom they come into contact.

*Note: I occasionally get asked by students why the MSHR program is located in the CEAP as opposed to the College of Business. From the time the MSHR program was first launched (1984), there has been a curriculum emphasis on improving organizational performance through learning, and so having it located in the college of education makes sense. That said, our MSHR program also places an emphasis on the development of HR professionals who have a solid understanding of how to improve the performance of organizations of all types, including for-profit businesses.
Accommodations for Students with Disabilities:

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Kimberly Marcus for more information. Phone: (828) 227-7234; E-mail: kmarcus@email.wcu.edu

COURSE REQUIREMENTS

Note: Students are expected to be experienced in PC and internet operations (I can suggest resources if additional training is needed). Students should have access to a PC with a high speed processor (Pentium IV or faster), all Microsoft applications, Adobe Acrobat Reader, and access to a high-speed internet connection (there are excellent streaming videos that accompany our text). We will be using both WebCT and a live audio program called Elluminate. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the Elluminate voice discussions, you will need a headset with a microphone! If you don’t already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.

Exam I (15%): Due Tuesday, September 25th by 11:59pm.

Description: Multiple-choice, T/F, problems, and essay question format (timed, online)

Exam II (20%): Due Tuesday, October 30th by 11:59pm.

Description: Multiple-choice, T/F, problems, and essay question format (timed, online)

Group Case Study (20%: 15% group perf. PLUS 5% self/peer evaluation): Presentation materials for ALL groups are due by Tuesday, Nov. 6th by 11:59pm. See course schedule for when your group will discuss their case.

Description: Assigned groups of 4-6 will present their analysis of a business case PLUS will lead Q&A class discussion (online dialogue). More information provided on WebCT course website.

Participation (20%): Due All Semester!

Description: Student contribution to the learning experience of the class. Looking for both quantity AND quality each week in online discussions and in-person class discussions (blended format students). See WebCT course website for more information.

Final Exam (25%): Due: Sat., Dec. 8th by 11:59pm

Description: Comprehensive exam covering course material.

**Each chapter has a quiz that you can take; it IS optional and NOT graded. It is only there to help better prepare you for the exams.**
Expectations for Participation:

Unlike some professors, I do not specify the number of online “submissions” you must make to earn a certain grade. Further, I do not assign weekly grades in recognition that many of you may have weeks where you are not able to fully participate due to other priorities. Some students find value in not having to submit a certain number of responses each week or the pressure of earning a weekly grade, while others find a lack of structure uncomfortable. Understanding this, let me offer the following guidelines for “good” performance (“excellent” performance would consistently exceed these guidelines) in our weekly online discussion conferences: 1) Strive to make a first entry early in the week (that clearly answers the question(s) posed) and at least one additional entry later in the week that reacts/responds to other entries made; 2) Strive to make entries that help link the specific text material with the “real world” of the workplace. While I do NOT want excessive quoting of text material, I do encourage students to link their comments back (either in agreement or in disagreement) with text material (citing relevant text page numbers) —this helps the text material “come alive” in new ways for many students reading the discussion comments.

Given that I don’t “count” the number of submissions, please do not feel obliged to offer comments of “I agree” or “nice comment” for the purpose of increasing the number of submissions. However, I encourage interactions with classmates and do feel free to react to one another’s comments—being sure to comment on why you had a positive or negative reaction to another’s comment. Maintaining a respectful, friendly tone is always expected. Please keep your responses succinct; when submissions ramble, students tell me that they just skip over them—which is not the desired result. Everyone prefers to read sentences without typos...enough said.

Per the guidelines described above, I will use the following evaluation criteria to assign participation grades:

Evidence of consistent conference participation (including live/synchronous discussions): 25 Points
Evidence of consistent linking of comments to course literature: 25 Points
Evidence of original, substantive comments that address questions posed, build community, and “stretch” class’s thinking: 25 Points
Evidence of original, substantive comments that respond to other students’ comments, build community, and “stretch” class’s thinking: 25 Points
“Building community” refers to student efforts in the conferences to demonstrate genuine support and respect of one another, offer suggestions to help one another, etc.; To “stretch” the class’s thinking refers to offering provocative perspectives, asking respectful, but challenging follow-up questions of others, etc.

My Role in Online Discussion:

My two primary obvious roles in the online discussion are to develop the stimulating/provocative (hopefully) conference discussion topics/question and to monitor/evaluate students’ overall participation performance. Additionally, I regularly “check in” on the discussions to make sure the discussion generally stays on topic (although I will let relevant “tangents” run for a while if I feel they can produce learning for the class). I will occasionally submit my own comments to the discussion to amplify a point or to bring focus to a discussion. Typically, I also offer “wrap up” comments at the end of a discussion conference. For the live/synchronous discussions, I typically
will lead a discussion of the week's readings and answer student questions about content or course management issues.

Feedback on Participation:

While I do not give weekly grades, I'm happy to give you feedback on your participation at any time. Additionally, at about the mid-point of the session, I review each student's participation to date and give individual feedback.

Note: Students are expected to be experienced in PC and internet operations (I can suggest resources if additional training is needed). Students should have access to a PC with a high speed processor (Pentium IV or faster), all Microsoft applications, Adobe Acrobat Reader, and access to a high-speed internet connection. We will be using both WebCT and a live audio program called Elluminate. Both are user-friendly but require basic computer literacy and don't function as well without a high-speed connection. For the Elluminate voice discussions, you will need a headset with a microphone! If you don't already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.

IMPORTANT POLICIES

Policy Regarding Due Dates: All assignments are due BEFORE midnight (11:59 pm) on the date specified unless there are extraordinary circumstances (i.e., death in family, serious family illness, etc.—not computer malfunctions, generally). Be sure to document the date/time of any electronic submissions of assignments you make. Point deductions for late assignments will be in ten (10) point increments for each 3-day period (or portion thereof) an assignment is late.

Policy Regarding Withdrawals: If circumstances are such that you are forced to drop the course, you need to: 1) Adhere to the specific timelines and paperwork requirements for withdrawal stated in the WCU graduate catalog; 2) Notify me; and 3) Notify any members of a group to which you've been assigned. Failure to follow all of the procedures and paperwork requirements for course withdrawal specified in the WCU graduate catalog could result in your receiving an "F" for the course—so please do not assume notifying me of your intention to drop the class is sufficient.

Policy Regarding Assignment Grades: I devote considerable time to developing a grading rubric for assignments and in evaluating each student's work on a given assignment. Thus, the grades assigned are final except in very rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 72 hours of the assignment being returned in order to be considered.

Policy Regarding Academic Honesty: Giving or receiving assistance on an assignment to be done individually is a violation of the University's Academic Honesty Policy. This includes asking former students for copies of course exams or providing such information to future students of the course. Passing off another person's ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of academic dishonesty/plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.
# HR693 – FALL 2007 COURSE SCHEDULE

*Note: Chapter Videos and other Chapter e-pack materials are optional unless assigned.*

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1\(^{st}\) Week beginning Wed., Aug. 22\(^{nd}\) | Course introduction/Getting to know each other  
**Chapter 1:** The Framework of Contemporary Business (try to read the first week, but we’ll also cover it in week Two) | B&K - Chapter 1  
Intro online conference  
**NO** Elluminate live discussion |
| Week beginning Wed., Aug. 29th | **Chapter 1:** The Framework of Contemporary Business  
**Chapter 2:** Business Ethics & Social Responsibility | B&K – Chapters 1, 2  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Sept. 5\(^{th}\) | **Chapter 3:** Economic Challenges Facing Global & Domestic Business; &  
**Chapter 4:** Competing in Global Markets | B&K – Chapters 3, 4  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Sept. 12\(^{th}\) | **Chapter 5:** Options for Organizing Small & Large Businesses  
**Chapter 6:** Starting Your Own Business: The Entrepreneurship Alternative | B&K – Chapter 5, 6  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Sept. 19\(^{th}\) | **Chapter 7:** E-business: Doing Business Online  
**Chapter 8:** Management, Leadership, & the Internal Organization | Exam I Due Tue., Sept. 25\(^{th}\) by 11:50pm (covers chs. 1-8) |
| Week beginning Wed., Sept. 26\(^{th}\) | **Chapter 9:** Human Resource Management, Motivation, & Labor-Management Relations; & | B&K – Chapter 9  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Oct. 3\(^{rd}\) | **Chapter 10:** Improving Performance through Empowerment, Teamwork, & Communication | B&K – Chapter 10  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Oct. 10\(^{th}\) | **Chapter 11:** Production & Operations Management  
**Chapter 12:** Customer-Driven Marketing | B&K – Chapter 11, 12  
**NO** Online text conference (Fall Break October 11\(^{th}\) – 14\(^{th}\))  
**Elluminate live discussion** |
| Week beginning Wed., Oct. 17\(^{th}\) | **Chapter 13:** Product & Distribution Strategies; &  
**Chapter 14:** Promotion & Pricing Strategies | B&K – Chapters 13, 14  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Oct. 24\(^{th}\) | **Chapter 15:** Using Technology to Manage Information | B&K – Chapter 15  
Online text conference  
**Elluminate live discussion** |
| Week beginning Wed., Oct. 31\(^{st}\) | **Chapter 16:** Understanding Accounting & Financial Statements | B&K – Chapter 16, 17  
**Elluminate live discussion** |
<table>
<thead>
<tr>
<th>Week beginning</th>
<th>Activity</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Wed., Nov. 7th</td>
<td><strong>Chapter 17: Financial Management &amp; Institutions</strong></td>
<td>Exam II Due Tue., Oct. 30th by 11:59pm (covers chs. 9-17)</td>
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<td></td>
<td>Group Presentations</td>
<td>All Group Project Materials</td>
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<td>Due Tue. Nov. 6th by 11:59pm</td>
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<tr>
<td>Wed., Nov. 14th</td>
<td>Group Presentations</td>
<td>NO Elluminate live discussion</td>
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<tr>
<td></td>
<td></td>
<td>Group Case Presentations</td>
</tr>
<tr>
<td>Wed., Nov. 21st</td>
<td><strong>NO ASSIGNED ACTIVITIES—HAPPY THANKSGIVING!</strong></td>
<td>NO Online text conference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NO Elluminate live discussion</td>
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<tr>
<td>Wed., Nov. 28th</td>
<td>Course Wrap-up</td>
<td>Elluminate live discussion</td>
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<tr>
<td>Wed., Dec. 5th</td>
<td>Final Exam Study and Preparation</td>
<td>Exam covers Chs. 1-17 plus applicable group project content</td>
</tr>
<tr>
<td></td>
<td>Final Exam Due by 11:59pm Sat., 12/8</td>
<td>Exam Due Sat., 12/9 by 11:59pm</td>
</tr>
</tbody>
</table>
SYLLABUS
HR 693-50/51
Summer 2007
Professor Bruce Berger

Contact Information: bberger@email.wcu.edu


Class Discussion Meetings: Section 50- 6:00 to 7:30 pm. Section 51- 8:00 to 9:30 pm. (Utilize CENTRA)

Course Objectives: To provide students with a framework for a practical and foundational understanding of employment law as it interfaces with human resources functions and strategies. The course presents, from a legal perspective, laws affecting many employee/employer scenarios. The student will learn how to research current case law, write legal briefs and analyze issues and challenges facing management in today’s workplace. Upon completion of this course the student will feel both competent and comfortable discussing legal decision-making with management, employees and counsel. Additionally, the student will be prepared to find the latest case law applicable to their own H. R. employment issues and jurisdiction.

Attendance: Attendance at the weekly live discussion is MANDATORY. Graduate students should make every effort to attend and actively participate in such discussion sessions. Each unexcused absence shall result in one (1) letter grade reduction in the FINAL GRADE. Excused absences shall be in writing and shall be approved by the professor on a case-by-case basis. Personal reasons such as leave, vacation, etc. are not sufficient for excused absences.

Research Paper: Each student shall present a research paper. The topic shall be any subject matter covered in the course and shall be presented with a particular workplace issue or challenge that is analyzed using at least five (5) reference articles and five (5) cases from 2002 to present. No cases cited in the text or by other students in homework assignments shall be used in your paper. You shall cite the leading and most recent case in your jurisdiction (state and federal circuit). Each cited case shall be explained (not briefed) as to the facts and holding. The length of the paper shall be a minimum of ten (10) pages, double spaced, word-processed, with one-inch margins. Grammar, spelling, context and format count for grading. Footnotes and references shall be set forth at the end of the paper and shall not be counted as part of the ten required pages. Research papers will be due by noon on August 1st. Post research papers on the Discussion tool under the “Research Papers” posting.
SYLLABUS
HR 693-50/51
Summer 2007
Professor Bruce Berger

(Continued)

Topics for the paper must be submitted to me for approval no later than 06/27/2007. No topics will be accepted after that date.

The last two classes will be utilized for a five (5) minute oral presentation of your paper.

Case Briefs: Each week each team member shall post a case brief. Instruction shall be provided at the first class.

Teams: Will be posted 06/01/2007

Assessment:
Chapter Assignment 30%
Case Briefs 30%
Class Participation 10%
Research Paper 30%
100%

Chapter Assignment:
1. Employment Scenario
2. Review Questions
3. Case Problems
4. Human Resources Dilemmas
5. Case Briefs – Each Member Posts One

Please post Chapter Assignments in the Discussion tool by noon on the day your group will present. Post them under the topic for that week.

Communication: The best way to communicate with Professor Berger is through his WCU email, at bberger@email.wcu.edu. He will reply to your email through your WebCT email, so please check this on a regular basis. To communicate with your team, click on the Assigned Groups icon. You will be able to email them in this way. To communicate with specific or all class members, please use the WebCT email. The

Page 2 of 4
Chapter Assignment and Discussion Papers will be posted in the Discussion tool in order for the entire class to view.

Assignments

<table>
<thead>
<tr>
<th>Day of Week</th>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wednesday</td>
<td>06/06/2007</td>
<td>Bring textbook to class</td>
<td>Introduction &amp; Review of Welcome Assignments; Background &amp; Overview of Course; LexisNexis Tutorial; How to Brief a Case.</td>
</tr>
<tr>
<td>Thursday</td>
<td>06/14/2007</td>
<td>Chapters 1-3</td>
<td>Teams 1, 2, 3 Section 50; Teams 1, 2, 3 Section 51;</td>
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<tr>
<td>Wednesday</td>
<td>06/20/2007</td>
<td>Chapters 4-5</td>
<td>Teams 4, 5 Section 50; Teams 4, 5 Section 51;</td>
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<tr>
<td><strong>Wednesday</strong></td>
<td><strong>06/27/2007</strong></td>
<td><strong>Chapters 7-8</strong></td>
<td>Teams 6, 7 Section 50; Teams 6, 7 Section 51;</td>
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**Deadline for Submission of Research Paper Topics**

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Reading Assignment</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>Monday</td>
<td>07/02/2007</td>
<td>Chapters 9-10</td>
<td>Teams 8, 1 Section 50; Teams 1, 2 Section 51</td>
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<tr>
<td>Thursday</td>
<td>07/12/2007</td>
<td>Chapters 11-12</td>
<td>Teams 2, 3 Section 50; Teams 3, 4 Section 51</td>
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<tr>
<td>Thursday</td>
<td>07/19/2007</td>
<td>Chapters 13-15</td>
<td>Teams 4, 5, 6 Section 50; Teams 5, 6, 7 Section 51</td>
</tr>
<tr>
<td>Thursday</td>
<td>07/26/2007</td>
<td>Chapters 16, 17, 19</td>
<td>Teams 7, 8, 9 Section 50; Teams ?, ? * Section 51</td>
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<tr>
<td>Wednesday</td>
<td>08/01/2007</td>
<td>Presentations of Research Paper</td>
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<tr>
<td>Thursday</td>
<td>08/02/2007</td>
<td>Presentations of Research Paper</td>
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* Volunteer teams to be decided.
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<tr>
<th>Team</th>
<th>Members</th>
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<td>1</td>
<td>Alfano, Allen, Bannon</td>
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<td>Braswell, Chapman, Cullen</td>
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<td>2</td>
<td>Brandon, Butterfield, Carr</td>
<td>3</td>
<td>Exum, Gilreath, Harper</td>
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<td>3</td>
<td>Carter, Clark, Core</td>
<td>4</td>
<td>Kline, Kosowitz, McCraw</td>
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<td>4</td>
<td>Gillespie, Haynes, Hernandez</td>
<td>5</td>
<td>Jackson, Kennedy, Lee</td>
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HR698-50: Seminar in Human Resources  
Spring 2008

Professor:

John J. Sherlock ("Dr. John")

Course Formats:

“Online” (through WebCAT)

When/Where:

Wednesdays, 7:00 - 8:30 p.m.: Live (synchronous) online discussion (via Elluminate audio tool); Weekly asynchronous online discussion (via WebCAT text discussion tool).

Contact Info:

Sherlock@email.wcu.edu; Office-Killian226b; 227-3380; Appointments welcomed!

Course Description:

This capstone course of the Master's HR program explores the latest business, social, economic and demographic trends and their implications for the field of human resources. An emphasis is placed on addressing the strategic aspect of HR and how HR's value to the organization is determined. Topics will be explored from both theoretical and pragmatic perspectives with specific attention to multicultural and ethical considerations. Students will have unique opportunities to reflect upon and evaluate their WCU-HR graduate learning journey, identify areas where they would like to increase their knowledge, and then pursue that learning through individual projects during the semester.

Learning Objectives:

Upon the completion of this course, learners will be able to:

- Engage in personal, critical reflection about key HR issues and their implications their personal and career development.
- Discuss the meaning of strategic human resources and its implication on the development of the HR professional and its implications on the policies, practices, and professional development within the HR function.
- Research, interpret, and link the scholarly and practitioner literature in the field of human resources for a select topic.
- Identify key business, social, economic, and demographic trends impacting the HR profession and their implications for HR practices and their implications for the various HR functions.
• Identify, explain, and calculate strategic HR metrics and their role in SHRM.

**Required Texts:**

There are no required textbooks for this course. A compilation of scholarly and practitioner journal articles will be provided to drive class discussions. Additionally, students will select and critique a book relevant to the course material.

**Dr. John's Teaching Philosophy:**

My approach to teaching graduate students is very much from an adult learning perspective. I believe that students learn best when they see high relevance in the topics and can direct their learning into areas that most interest/puzzle them; thus, there is usually a lot of flexibility on your paper topics, projects, etc. (this is not always possible in the more quantitatively oriented courses.) I believe that in order to achieve a graduate level understanding of an HR subject, it is important for you to develop a solid understanding of the scholarly literature that influences the field—but never without the linkage back to the practical world of organizations where so many of you are applying the concepts each and every day at work.

I am aware that some of the material is complex and difficult reading, but developing your ability to glean insights from dense material will serve you well in your career. I am particularly interested in helping you think critically about an issue, develop your own point of view, and support that point of view. I view as part of my role to ask difficult questions that challenge you to support your position—the intention is never to embarrass or ridicule, but only to help you learn and grow (please remember this when I ask challenging questions :-)). Students sometimes comment that I don’t directly answer their questions about an HR issue; this is partially true—I will typically highlight some of the views in the field regarding the topic, and the issues that must be weighed in evaluating the topic. My purpose is not to be evasive, but, rather, to challenge you to do your own analysis and develop your own “answer” to the question.

Exploration of the "unanswered questions" and "contradictions" in the field is absolutely encouraged, along with leveraging the class as a community of practice where practical solutions to HR challenges can be developed and shared. Weekly in-person and/or online dialogue on specific HR topics provide our "classroom" environment for learning. However, much of the learning will come through the assignments (including exams). I have designed each assignment to help you achieve one or more of the learning outcomes for the course. The emphasis for graduate course exams and student presentations will be not only on assessment of core concept knowledge, but also on assessing your ability to analyze and synthesize issues, and to articulate and advocate a point of view using the literature in the field and workplace examples. Grading is based on a ten-point scale (80-89: B; 90-100: A) unless otherwise specified.

**College Mission Statement:**

The College of Education and Allied Professions fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of the community of learners include: (1) the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences and welfare of the persons affected by those decisions; (2) an appreciation of and respect for diversity; and (3) a commitment to fostering the responsible use of technology.
**Multicultural Focus:**
HR698 involves discussions regarding the influence of cultural dynamics such as race/ethnicity, gender, sexual orientation, religious affiliation/spirituality, age, ability, class, and nationality on the HR leadership function. Development of the HR professional's sensitivity and responsiveness to diversity will be encouraged throughout the course.

**Technology Focus:**
HR698 emphasizes technology through the utilization of the WebCAT course website; word processing and the use of graphics to produce professional documents; internet research and online use of library resources; email interchanges, online topical discussions, and the use of internet websites.

*Note: I occasionally get asked by students why the MSHR program is located in the CEAP as opposed to the College of Business. From the time the MSHR program was first launched (1984), there has been a curriculum emphasis on improving organizational performance through employee development/learning, and so having it located in the college of education makes sense. That said, our MSHR program also places an emphasis on the development of HR professionals who have a solid understanding of how to improve the performance of organizations of all types, including for-profit businesses.*

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact Disability Services for more information at (828) 227-2716 or 144 Killian Annex.

**Course Requirements (note: additional information about assignments will be posted on the course website and should be considered part of the course syllabus):**

**Book Review (20%): Due Tue., March 18th**

Description: A review/critique of a book from the list below (7 pages max., not including cover page or references; no APA format required). Additional guidelines for the critique will be posted on the WebCAT course website. Students will be expected to provide a short in-class synopsis of critique.

**List of Recommended Books for Book Critique Assignment**
(Student may request permission to review a different book)


Group Project: HR Topical Briefings/Analysis (20%: 15% group grade, 5% self-peer evaluation average): Written Documents (depending on group number) due by Tue., April 8th (by 11:59pm)

Description: Students will lead class discussion (text and/or Elluminate audio) on a relevant HR topic (we will discuss topic ideas in class, but possibilities include legal issues, recruiting/selection, human resource information systems (HRIS), comp/benefits, change management, outsourcing, etc.). Project is designed for students to provide thorough practical and scholarly content on the topic and helpful resources for staying current on the topic (PowerPoint is the most common written project out put format). Analysis should provide key "take-aways" for our learning in the HR field, key “unanswered questions” and implications for strategic human resource management. Students will be expected to respond to student and instructor questions.

Note: Self-Peer Evaluations are due NO LATER THAN 48 hours after the conclusion of your group’s online discussion. Students who turn in their Self-Peer Evaluations late will automatically have 5 (five) percentage points deducted from the individual portion of their group project grade for each full day the evaluation is late.

Learning Journal (20%): Due Tue., April 29th (by 11:59pm)

Description: Students are expected to keep a journal throughout the course which demonstrates critical reflection on key questions/insights about HR field and about self. Additional requirements for the assignment will be mutually agreed to through class discussion and will be posted on the WebCAT course website.
Final Exam (25%): Due: Tue., May 6th (by 11:59pm)

Description: Comprehensive exam covering course material.

Participation (15%): Due: All semester!

Description: Student contribution to the learning experience of the class. Looking for both quantity AND quality each week in online discussions (both formats) and in-person class discussions (for blended format students)

Expectations for Participation:

Unlike some professors, I do not specify the number of online “submissions” you must make to earn a certain grade. Further, I do not assign weekly grades in recognition that many of you may have weeks where you are not able to fully participate due to other priorities. Some students find value in not having to submit a certain number of responses each week or the pressure of earning a weekly grade, while others find a lack of structure uncomfortable. Understanding this, let me offer the following guidelines for “good” performance (“excellent” performance would consistently exceed these guidelines) in our weekly online discussion conferences: 1) Strive to make a first entry early in the week (that clearly answers the question(s) posed) and at least one additional entry later in the week that reacts/responds to other entries made; 2) Strive to make entries that help link the specific text material with the “real world” of the workplace. While I do NOT want excessive quoting of text material, I do encourage students to link their comments back (either in agreement or in disagreement) with text material (citing relevant text page numbers) – this helps the text material “come alive” in new ways for many students reading the discussion comments. This is particularly important in HR 615 where there is a lot of material to read and much of it is quite challenging.

Given that I don’t “count” the number of submissions, please do not feel obliged to offer comments of “I agree” or “nice comment” for the purpose of increasing the number of submissions. However, I encourage interactions with classmates and do feel free to react to one another’s comments—being sure to comment on why you had a positive or negative reaction to another’s comment. Maintaining a respectful, friendly tone is always expected. Please keep your responses succinct; when submissions ramble, students tell me that they just skip over them—which is not the desired result. Everyone prefers to read sentences without typos...enough said.

IMPORTANT POLICIES

Policy Regarding Due Dates: All assignments are due by 11:59 pm (i.e., before midnight) on the date specified unless there are extraordinary circumstances (i.e., death in family, serious family illness, etc.). Be sure to document the date/time of any electronic submissions of assignments you make. Point deductions for late assignments will be in ten point increments for each week an assignment is late.

Policy Regarding Course Drops: If circumstances are such that you are forced to drop the course, you need to: 1) Adhere to the specific timelines and paperwork requirements for withdrawal stated in the WCU graduate catalog; 2) Notify me; and 3) Notify any members of a group you’ve to which you’ve been assigned. Failure to follow all of the procedures and
paperwork requirements for course withdrawal specified in the WCU graduate catalog could result in your receiving an “F” for the course—so please do not assume notifying me of your intention to drop the class is sufficient.

Policy Regarding Assignment Grades: I devote considerable time to developing a grading rubric for assignments and in evaluating each student’s work on a given assignment. Thus, the grades assigned are final except in very rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 72 hours of the assignment being returned.

Policy Regarding Academic Honesty: Giving or receiving assistance on an assignment to be done individually is a violation of the University’s Academic Honesty Policy. Passing off another person’s ideas and/or words as your own creative work is plagiarism. The APA style manual shows how to properly reference the works of others. Acts of academic dishonesty/plagiarism at Western Carolina University are considered serious infractions and can result in a failing grade or removal from a program.

Policy Regarding Computers: Students are expected to be experienced in PC and internet operations (I can suggest resources if additional training is needed). Students should have access to a PC with at least a Pentium IV processor, all Microsoft applications, Adobe Acrobat Reader, and access to high-speed connection is strongly recommended. We will be using both WebCAT and an online chat program called Elluminate. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the Elluminate voice discussions, you will need a headset with a microphone! If you don’t already have them, they can be purchased at Radio Shack, Target, and elsewhere for about $15.
## COURSE SCHEDULE

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<td>Course overview/HR2007 and Beyond: The Context</td>
<td>Supplementary Readings</td>
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<td>Reading/online discussion on understanding the HR context in 2007 and beyond</td>
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<td>Easter Holiday – No Elluminate Meeting HR Strategic Measurement (Pt. I)</td>
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<td>Week beginning Wed. April 9th</td>
<td>DON'T FORGET TO JOURNAL!</td>
<td>(ALL group presentations due by 11:59pm on 4/8)</td>
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<td>Exam Due May 6th in WebCAT by 11:59pm! (NO CLASS)</td>
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Standard 4: Faculty Resources

The program has sufficient faculty resources to meet its mission and goals.
'HR' Course Descriptives

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Number of Sections and Enrollment by Course Type for 'HR'

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'HR' Faculty Distribution

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# HR Faculty Data

## Term Spring

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### Descriptive Data on 'GSMS HR' Admits

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### 'GSMS HR' Enrolled Student Descriptives

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### Number of Students Who Graduated 'GSMS HR' by Year

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JOHN J. SHERLOCK
Assistant Professor and Director,
M.S. Degree Program in Human Resources
Western Carolina University
Sherlock@email.wcu.edu
828-227-3380

EDUCATION

Dissertation Title: Learning in a Professional Context: An Exploration of CEO Learning Experiences. Doctorate awarded With Distinction honors.

University of Maryland (Smith School of Business), Masters in Business Administration (M.B.A.), 1988.

James Madison University, Bachelor of Science (B.S.), 1982.
Major: Public Administration
Minor: Business Administration
Cum Laude graduation honors

AWARDS/HONORS

- 2007 Nominee, Dean’s Research Award, College of Education & Allied Professions, Western Carolina University
- 2007 Finalist, Jay M. Robinson Teaching Award for e-Learning, Western Carolina University
- 2006 Chancellor’s Meritorious Service to Students Award, Western Carolina University.
- 2006 Legislative Award for Superior Teaching. College of Education & Allied Professions, Western Carolina University.
- 2006 Commitment to Excellence Five Year Service Award, Graduate School of Management and Technology, University of Maryland University College.
- 2004 Best Paper Award in Management Learning, Academy of Management.

PUBLICATIONS

Manuscripts under review:

Sherlock, J.J. & Morgan, G. Using provocative statements to foster critical thinking. Currently under review with Journal of Management Education.


**Published or In-press:**


*Received the Academy’s 2004 Best Paper Award in Management Learning.*


**PRESENTATIONS**


University, Cullowee, NC.


Sherlock, J.J. (2006, April). “HR as CEO—Chief Ethics Officer.” Presented at the 2006 conference of the NC College and University HR Association (CUPA), Greensboro, NC.


Sherlock, J.J. (2005, Oct.). "HR as CEO: Chief Ethics Officer." Presented at the Western North Carolina Human Resources Association meeting, Asheville, NC.


Sherlock, J.J. (2005, April). "Passages from Onsite to Online Scholarship: It’s Still about Student Learning." Keynote presentation, Passages from Onsite to Online Scholarship Conference, College of Education and Allied Professions, Western Carolina University, Cullowhee, NC.


Sherlock, J.J., & Vesely, P. (2005, Feb.). "Pedagogical tools to assist students in becoming creative, dynamic, independent thinkers." Presented at the 2005 Lilly South Conference on College and University Teaching, Greensboro, NC. (referred)

Karvonen, M., Herzog, M.J., & Sherlock, J.J. (2005, Feb.). "Understanding Qualitative Research." Presented at the 2005 Scholarship of Teaching & Learning (SoTL) Faire, Western Carolina University, Cullowhee, NC.


Sherlock, J.J. (2004, Mar.). “Assessment in Distance Education: We owe it to Ourselves to do it Better—and We Are.” Presented at the 2004 NC Teaching & Learning with Technology Conference, Charlotte, NC. (refereed)


Sherlock, J.J. (2004, Jan.). “HR’s Role in Strategic Planning: There’s no Consensus—but that’s the Opportunity.” Asheville Manufacturing Human Resources Association Meeting, Asheville, NC.


Sherlock, J.J., Randleman, B. (2003, Mar.). “Partnership: Key to Distance Education.” Presented at the 2003 University of North Carolina Teaching and Learning with Technology Conference, Greensboro, NC. (refereed)


TEACHING EXPERIENCE

Western Carolina University, Graduate School of Education and Allied Professions
Assistant Professor (tenure-track), Fall 2002 – present

*Courses taught: HR602 – Research and Evaluation; HR605 - Orientation to Human Resources; HR610 – Human Resource Development; HR615 - Organizational Development; HR617 – Performance Technology; HR619 - Diagnosis and Assessment; HR675 – Leadership in Human Resources; HR676 – Guided Projects in Organization Performance; HR693 – Legal Issues in Human Resources; HR693 – Compensation & Benefits; HR693 – Organization Planning & Execution; HR698 – Capstone Seminar in Human Resources. *Note: Taught in BOTH fully online and in-person formats.
George Washington University, Graduate School of Education and Human Development
Adjunct Faculty, Spring 2000.

University of Maryland University College, Graduate School of Management & Technology
Assistant Adjunct Professor, Spring 2001, Summer 2001, Fall 2001, Spring 2002 (Online), Summer 2002 (Online), Summer 2003 (Online), Summer 2004 (Online), Summer 2005 (Online), Summer 2006 (Online), Summer 2007 (Online).
Course taught: MGT635 – Organizational Leadership and Decision-making.
Promoted to Associate Adjunct Professor: June, 2007

George Washington University, Organizational Sciences Program
Adjunct Graduate Faculty, Fall 2001; OrSc 243 – Leadership in Complex Organizations.

SERVICE

Service to the Discipline:

- Reviewer, Management Education division, 2007 Academy of Management Conference
- Reviewer, Human Resources division, 2007 Academy of Management Conference
- Member, Synchronous Learning Management Software (SLMS) Task Force, University of North Carolina Teaching & Learning with Technology Council, 2005-6
- Member, Business Intelligence Board, Chief Learning Officer magazine, 2004-currently.
- Interview, “Faculty development builds on face-to-face strength.” 2003 Distance Education Report, 8, (6), 5-7.
- Reviewer, 2003 Best Research Article Award, Human Resource Development International.
- Development Committee Member, Excellence in Research-to-Practice Award Program, American Society for Training & Development (ASTD), 2003-4.
- Reviewer, 2003 “BEST in Training” Award competition, American Society for Training & Development (ASTD).
- Reviewer, 2003 Organizational Behavior Teachers’ Conference.
- Appointed member, Research-to-Practice Award Planning Committee, American Society

- Symposium Chair, Competency Presentations, 2002 International Research Conference, Academy for Human Resource Development, Honolulu, HI.
- Appointed Member, ASTD Research-to-Practice Committee, 2001-2005.
- Invited Participant: Academy of HRD/ASTD 2001 HRD Future Search
- Guest lecturer: George Washington University, doctoral seminar in qualitative research methods; Spring 2000, Summer, 2000, Fall 2000.
- Proposal Reviewer: Executive Management Track, American Society of Association Executives (ASAE) Annual Management Conference, 1999
- Appointed Member, Executive Management Council, American Society of Association Executives (ASAE), 1997-2000.

**Service to WCU:**

- Director, M.S. Degree Program in Human Resources, Western Carolina University, July, 2004-currently.
- Member, Quality Enhancement Plan Steering Committee, Western Carolina University, 2007
- Member, Department of Human Services TPR Document Review Committee, 2007
- Member, Department of Human Services Budget Committee, 2007.
- Member, Pam Fournenbary’s doctoral dissertation committee (Meagan Karvonen, Chair), Department of Educational Leadership, 2006-currently
- Member, Keith Silver’s doctoral dissertation committee (Meagan Karvonen, Chair), Department of Educational Leadership, 2006-currently.
- Member, William George’s doctoral dissertation committee (Casey Hurley, Chair), Department of Educational Leadership, 2006-7.
- Member, Educational Outreach Distance Education Advisory Committee, 2006-currently.
- Member, Master Degree Program in Public Administration (MPA) Advisory Board, Western Carolina University, 2005-currently.
- Member, Faculty Search Committee (2 positions), Department of Educational Leadership, 2006.
- Member, Department of Human Services Department Head Evaluation Committee, 2005-6.
- Member, Robin Buchanan’s doctoral dissertation committee (Anna McFadden, Chair), Department of Educational Leadership, Western Carolina University, 2005-6.
- Member, WCU Nominations and Elections Committee, College of Education and Allied Professions, 2005.
- Member, Faculty Search Committee, Department of Educational Leadership, 2005.
- Member, WCU Equal Employment Opportunity Committee, 2004-currently.
- Member, WCU Advisory Committee for Training & Professional Development, 2004-5.
- Member, WCU Chancellor’s Internal Advisory Committee on Economic Development,
2004-5.

- Member, Dean’s Exemplary Service & Research Award Committee, College of Education & Allied Professions, Western Carolina University, 2004.
- Member, Tenure & Promotion Document Review Committee, Human Services Department, Western Carolina University, 2004.
- Member, Brian Simpson’s doctoral dissertation committee (Casey Hurley, Chair), Department of Educational Leadership, Western Carolina University, 2004-currently.
- Planning committee member and presenter, WCU College of Education & Allied Profession’s Technology Open House, August, 2004.
- Member, Western Carolina University’s Committee on Nominations, Councils, and Committees (CONECC), 2003-2004.
- Member, College of Education & Allied Profession’s Distinguished Research & Service award, Western Carolina University, 2003-2004.
- Member, Human Services Department Budget Committee, 2002-2003.

INDUSTRY EXPERIENCE:

Chief Operating Officer (COO) 01/95 – 05/02
Personal Communications Industry Association (PCIA)
Alexandria, VA

Global high tech services organization serving customers including Nextel, Intel, Nokia, and NTT Do Co Mo. P&L responsibility for revenue areas totaling $20 million. Directed global strategy and business development, manage more than a dozen different products/services, lead human resources, finance, IT and public affairs. Led team of 80 staff.

Performance Highlights:
- Drove development of leadership values for this newly merged organization and took tough stands to ensure they were upheld.
- Increased annual convention revenue by 50% two years in a row; grew attendance from 8,000 to 22,000, achieved 52% gross margin.
- Drove change initiative with Board to restructure lobbying department and increase budget by 50%.
- Drove several new product launches, including four-color magazine, international trade shows in Singapore and Mexico, and global six-country research product.
- Exceeded organizational net income goals five straight years.

Vice President of Operations 7/91 - 1/95
National Association of Business & Educational Radio (NABER)
Alexandria, VA

Director, Membership & Communications (promoted) 2/87 - 7/91
Assistant Director, Membership & Communications (promoted) 2/86 - 2/87
Manager, Membership Services (promoted) 3/85 - 2/86
Certification Program Coordinator (promoted) 2/84 - 3/85
Domestic high tech services organization serving customers including GE, Motorola, and IBM. P&L responsibility for programs with budgets ranging from $.5M to $6M. Managed growth and development of staff teams ranging from two to forty. Oversaw functions including government affairs, public relations, strategic planning, education, membership, and certification.

Performance Highlights:

- Served as coach and mentor to three managers who, over two-year period, were awarded by senior management team the organization's highest performance ratings.
- Launched new certification program attracting 32,000 customers in first year.
- Restructured largest profit center, creating career advancement opportunities, resulting in lower turnover, improved morale, and improved financial performance.
- Drove development of organization's first cost accounting system.
- First to identify merger opportunity with other telecommunications organization; directed with CEO all merger strategy and activities, including due diligence, merger negotiations and merger integration plans.

Certification Administrator & Assistant Director of Personnel

Services organization providing management and office support services to small enterprises in industries ranging from energy to banking. Managed daily operations for $.5M solar energy association client. Reported directly to CEO. Human Resources responsibilities added in March 1983.

Performance Highlights:

- Improved financial performance of solar rating publication by 25% through more aggressive telemarketing and bringing parts of production in-house.
- Overcame cultural resistance in implementing shared responsibilities for administrative staff to cover telephones/reception area during lunch hours and receptionist absences.
- Developed new program for solar laboratory accreditation increasing revenue and credibility of solar association. Wrote RFPs, served as chief liaison to accreditation committee, and oversaw accreditation process.
Curriculum Vita
James J. Kirk Ed. D.

Professor of Human Resources
226B Killian Building
Western Carolina University
Cullowhee, NC 28723

Earned Degrees

1986  ED. D. Adult & Continuing Ed.  Northern Illinois University
      DeKalb, IL

1973  M.S. Supervision of Instruction  Illinois State University
      Normal, IL

1967  B.A. Secondary Education  Olivet Nazarene University
      Kankakee, IL

Record of Experience

Aug. 1987-Present  WCU  Professor of Human
      Resources (Full-time)

1980-1987  Waubonsee Community College
      Sugar Grove, IL  Community Services
      Instructor (Part-time)

1980-1987  Mid-America Career Development
      Systems
      North Aurora, IL  Owner/Operator (Part-
      time)

1967-1987  West Aurora Schools
      Aurora, IL  Social Science
      Teacher/Dept. Head
      (Full-time)
Graduate Courses Taught At Western Carolina University

1987-1988

HRD 610 Human Resource Developments
HRD 683 Field Experience In Human Resource Development
EDCI 231 Introduction to American Education
HRD 698 Seminar in Human Resource Development

1988-1989

HRD 610 Human Resource Development
HRD 683 Field Experience In Human Resource Development
HRD 698 Seminar in Human Resource Development
EDHE 531 Foundation of Adult Education

1989-1990

HRD 610 Human Resource Development
HRD 670 Program Evaluation
HRD 683 Field Experience in Human Resource Development
HRD 698 Seminar in Human Resource Development

1990-1991

HRD 610 Human Resource Development
HRD 670 Program Evaluation
HRD 698 Seminar in Human Resource Development
HRD 683 Field Experience In Human Resource Development
EDHE 531 Foundations of Adult Education

1991-1992

HRD 610 Human Resource Development
HRD 670 Program Evaluation
HRD 698 Seminar In Human Resource Development
HRD 683 Field Experience In Human Resource Development

1992-1993

HRD 610 Human Resource Development
HRD 670 Program Evaluation
HRD 683 Field Experience In Human Resource Development
1993-1994

HRD 610 Human Resource Development
HRD 620 Gaming/Simulations
HRD 675 Managing The HRD Function
HRD 683 Field Experience in Human Resource Development
HRD 698 Seminar In Human Resource Development

1994-1995

HRD 610 Human Resource Development
HRD 620 HRD Careers
HRD 693 Independent Reading in Organization Development
HRD 683 Field Experience In Human Resource Development
HRD 620 Design & Use Of Gaming/Simulations
HRD 698 Seminar In Human Resource Development

1995-1996

HRD 610 Human Resource Development
HRD 675 Managing The HRD Function
HRD 683 Field Experience in Human Resource Development
HRD 698 Seminar In Human Resource Development
HRD 693 Performance Technology

1996-1997

HRD 610 Human Resource Development
HRD 675 Managing The HRD Function
HRD 620 Design & Use Of Gaming/Simulations
HRD 683 Field Experience In Human Resource Development
HRD 698 Seminar In Human Resource Development

1997-1998

HRD 605 Orientation Human Resource Development
HRD 675 Managing The HRD Function
HRD 610 Human Resource Development
HRD 683 Field Experience In Human Resource Development
HRD 693 Performance Technology

1998-1999

HRD 605 Orientation Human Resource Development
HRD 620 Design/Use Gaming-Simulations
HRD 610 Human Resource Development
HRD 683 Field Experience in Human Resource Development
HRD 698 Seminar in Human Resource Development

1999-2000

HRD 605 Orientation Human Resource Development
HRD 610 Human Resource Development
HRD 620 Design/Use Of Gaming-Simulations
HRD 675 Managing The HRD Function
HRD 683 Field Experience In Human Resource Development
HRD 693-81 Advanced Web Publishing With Flash

2000-2001

HRD 612 Instructional Design
HRD 660 Career Development Systems
HRD 683 Field Experience in Human Resource Development
HRD 693 Web Publishing
HRD 693 Guided Projects in E-Learning

2001-2002

HR 611 E-Learning
HRD 620 Design & Use of Gaming-Simulations
HR 683 Field Experience in Human Resource Development

2002-2003

HR 611 E-Learning
HRD 620 Design & Use of Gaming-Simulations
HR 677 Advanced Web Publishing
HR 678 Guided Projects in E-Learning
HR 683 Field Experience in Human Resource Development

2003-2004

HR 610 Human Resource Development
HR 612 Instructional Design
HRD 616 Web Publishing
HRD 660 Career Development Systems
HR 683 Field Experience in Human Resource Development

2004-2005

HR 610 Human Resource Development
HR 611 E-Learning
HR 645 Consultation in Human Resources
HRD 620 Design & Use of Gaming-Simulations
HR 683 Field Experience in Human Resource Development
HR 779 Continuing Research in Human Resources

2005-2006

HR 610 Human Resource Development
HR 645 Consultation in Human Resources
HR 660 Career Development Systems
HR 683 Field Experience in Human Resource Development

2006-2007

HR 610 Human Resource Development
HR 645 Consultation in Human Resources
HR 660 Career Development Systems
HR 678 Guided Projects in E-Learning
HR 683 Field Experience in Human Resource Development

2007-2008 (Fall)

HR 610 Human Resource Development
HR 660 Career Development Systems
HR 683 Field Experience in Human Resource Development

Presentations at State and National Conferences

1990

Kirk, J. J. Workplace Basics: The Skills Employers Want for the 90’s
North Carolina Adult Education State Conference. (Asheville, NC)

Kirk, J. J. Developing Needs Assessment Instruments
North Carolina Community College Teachers State Conference. (Asheville,
NC)

Kirk, J. J. Understand One’s Career Decision
North Carolina Community College Teachers State Conference. (Asheville,
NC)

Kirk, J. J. Student Advising & Assessment
HRD Professors Network Conference. (Orlando, FL)

1992
Kirk, J. J. Mentoring New HRD Faculty
HRD Professors Network Conference. (New Orleans, LA)

Kirk, J. J. Meaningful Mentoring (Poster Session)
HRD Professors Network Conference. (New Orleans, LA)

Kirk, J. J. Establishing a Faculty Mentoring Program,
Southern Theater Conference Convention. (Orlando, FL)

Kirk, J. J. HRD Managers’ Careers: An Exploration
HRD Professors Network. (New Orleans, LA)

1993
Kirk, J. J. (May 8, 1993). Outplacement Odyssey,
HRD Professor’s Network Conference. (Atlanta, GA)

1994
Kirk, J. J. (March, 1994). Political Scripts. An Exploration into How Human
Resource Developers Gain Influence. Academy Of Human Resource
Development Conference. (San Antonio, TX)

1995
Kirk, J. J. (March 2-6). Exploring the Use of Training Games
Academy of Human Resource Development Conference. (St. Louis, MO)

1997
Kirk, J. J. (March 6-9, 1997), Netagodically Speaking, Is IBI Making The
Grade? An Exploration into the Degree Selected Internet Tutorials Measured
Up To Four Design Criteria Academy of Human Resource Conference.
(Atlanta, GA))

1998
Academy of Human Resource Conference. (Chicago, IL)

1999
Kirk, J. J. (March 3-7, 1999), Motivating Community College Instructors to
Teach On-line: An Exploration of Selected Motivators
Academy of Human Resource Conference. (Alexandria, VA)

2000


2001


2002


2003

Kirk, J. J. (March, 2003). Effective Use of Threaded Discussions. Teaching and Learning with Technology Conference. (Greensboro, NC.)

2004


2005


2006

2007

Kirk, J. J. (2007, March 22). Helping Faculty Bring Active Learning to Their Online Courses. Teaching and Learning with Technology Conference. (Raleigh, NC)

Published Books And Articles

1988


1989


1991


1994


1995


1996


1997


1998


1999


2000


2001


Kirk, J. J.; Woody, Connie; Burns, Naomi; Howard, Sherrie; Rice, Misty (2001, Sept. 28). Workplace Counseling Tools. ERIC Clearinghouse on Adult, Career, and Vocational Education, ED455441.

2002


2003


2004


2005


2006


Belovics, R & Kirk, J. J. (Mar 19, 2006). Online career resources for high tech workers. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
295816

Belovics, B., Kirk, J. J. (Dec. 22, 2005). Preparing students to learn online. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
281581

Belovics, R & Kirk, J. J. (Mar 21, 2006). The use of video games as an instructional Strategy in Education. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
297601

Kirk, J. J. (Jan 2, 2006). Change agent. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283007

http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283019

Kirk, J. J. (Jan 2, 2006). Learning theory. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283010

http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283013

Kirk, J. J. (Feb 28, 2006). Photo story training videos. Available at Merlot
http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
292934

http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283024

http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
283016

http://www.merlot.org/artifact/ArtifactDetail.po?oid=1010000000000
297604

2007

http://www.merlot.org/merlot/viewMaterial.htm?id=269253

http://www.merlot.org/merlot/viewMaterial.htm?id=269239
http://www.merlot.org/merlot/viewMaterial.htm?id=269258

Kirk, J. J. (Aug. 22, 2007). Introduction to career development systems. Available at Merlot
http://www.merlot.org/merlot/viewMaterial.htm?id=269237

Kirk, J. J. (Aug. 22, 2007). The need for a development culture. Available at Merlot
http://www.merlot.org/merlot/viewMaterial.htm?id=269244

http://www.merlot.org/merlot/viewMaterial.htm?id=269256


Kirk, J. J. (Oct. 1. 2007). On assignment in Mexico. Expatia HR. Available at
W. Kirk Smith, CPT, PMP
10 Durey Court
Cartersville, GA 30120
Wksmith99@comcast.net
770.573.1921

EDUCATION

Doctor of Philosophy in Technology Management, 2004-2008 (expected)
   Human Resource Development and Training Specialization
   Indiana State University, Terre Haute, IN

Master of Science Industrial Technology, 2001-2004
   Area of Concentration: Digital Communications Technology
   East Carolina University, Greenville, NC

   School of Industrial and Systems Engineering
   Georgia Tech, Atlanta, GA

AWARDS and DESIGNATIONS

Research Internship with Jack Phillips’ ROI Institute (Spring 2006)
Kepner-Tregoe’s International Rational Process Achievement Award, 2003 (Program Leader for
   Associated Packaging Technologies performance improvement project)
Certified Performance Technologist (CPT), International Society for Performance Improvement,
   2003

Project Management Professional (PMP), Project Management Institute, 2004

RELEVANT EXPERIENCE

Senior Consultant, Kepner-Tregoe, Inc., 2006-Present

Developed process to measure and evaluate training and consulting engagements for KT’s clients. Trained KT’s consultants in conducting the process. Conducting measurement and evaluation for projects and providing thought leadership to the primary consulting practice areas in measurement and evaluation.

Owner, Team Dynamics, 1998-2006.

A performance consulting company specializing in designing and evaluating learning and performance improvement programs.
Acting as liaison between the seven community colleges in the fourteen county Research Triangle Region and economic developers to analyze the performance needs and design customized management training for new and expanding organizations. Managing these projects to completion and evaluating the impact. At any one time, there are 25-30 projects ongoing in the region. Clients include Glaxo Smithkline, Biogen IDEC, Revlon, Caterpillar, Bayer, Solectron, and GE Aircraft Engines.

Initiating, designing, and implementing performance improvement interventions throughout North Carolina for corporate clients of community colleges. Conducted statewide consulting, training, and evaluation in the areas of leadership, project management, time management, problem solving/decision making, and business literacy.

**Associate, The Centre Group, 1997-1998.**

Duties included business development and training in the areas of management and sales.

**PROFESSIONAL AFFILIATIONS**

American Society of Training and Development
American Evaluation Association
International Society for Performance Improvement
Project Management Institute

**PUBLICATIONS**


Anne B. McClintic

118 Foothills Drive
Hendersonville, NC 28792
(828)-775-1241
mcclintic@mchsi.com

EDUCATION

M.S. Human Resources Management, May 2003
Western Carolina University, Cullowhee, North Carolina

B.S. Management, concentration in Human Resources and Global Studies, May 1999
Virginia Tech, Blacksburg, Virginia

EXPERIENCE

Human Resource Analyst May 2006 - present
Mission Hospitals, Asheville, NC
- Provide analytical and operational leadership for Human Resource (HR) projects, initiatives, and programs
- Provide research, reviews, and advice pertaining to HR strategic initiatives
- Ensure compliance with JCAHO (Joint Commission of Accredited Healthcare Organizations) HR regulations
- Guide implementation and administration of e-Recruiting information system
- Develop programs to facilitate departmental efforts for performance improvement
- Lead programs and initiatives to improve staff satisfaction

Adjunct Instructor September 2004-present
Western Carolina University, Masters in HRM Program, Cullowhee, NC
- Instructor for Orientation to Human Resources course
- Administered course in both in-person and online course environments

Mission Hospitals, Asheville, NC
- Served as resource and consultant to department leadership, employees, and applicants, in all aspects of HR services including recruitment, compensation, benefits and employee relations
- Supported assigned departments in accomplishing their operational and strategic goals
- Advised, educated and assisted management and staff in interpreting HR policies and procedures
- Ensured compliance with regulatory requirements and internal policies and procedures related to the human resources function

Human Resource Development Coordinator July 2003-July 2005
Mission Hospitals, Asheville, NC
- Assessed training needs
- Developed, implemented, and evaluated training programs
- Provided organizational development consultation to managers and staff
- Coordinated and developed staff Leadership Development program
- Implemented Succession Planning initiative
- Coordinated New Employee Orientation
- Administered Educational Assistance Programs

Graduate Assistant, August 2001- May 2003
Western Carolina University, Masters in HRM Program, Cullowhee, North Carolina
- Assisted in the development of graduate for coursework
- Planned Masters' in HRM program marketing initiative
- Served as a liaison between professors and students

Human Resource Generalist May 1999- April 2001
Town of Cary, Cary, North Carolina
- Administered recruitment and employee relations for assigned departments
- Supported training and development initiatives
• Conducted and compiled compensation surveys
• Assisted with employee recognition and wellness programs
• Facilitated employee focus groups

PROFESSIONAL ASSOCIATIONS: ASTD, SHRM, WNCHRA
In 1984 Mr. Berger became the founder and CEO of Integrated Management Resources, INC. (IMR), a performance improvement company with offices in Palm Beach, Florida, and Asheville, North Carolina. The company provides performance improvement consulting and training, organizational and leadership development, human resources management, safe workplace measures and diversity initiatives for private, public and non-profit organizations. Prior to 1984 he was employed in the Office of the State Attorney for Dade, Pinellas and Hillsborough counties (Fla.). Mr. Berger earned his B.S. in Economics from the Wharton School of Finance and Commerce at the University of Pennsylvania in 1972. He also holds M.B.A. and J.D. degrees and serves on the faculties at Western Carolina and Clemson universities where he teaches law and strategy in both undergraduate and graduate curricula.
Shelley G. McGrail

58 White Ash Drive
Asheville, NC 28803
828-651-0502 (W)
828-242-6163 (C)
ShelleyGMcGrai@eaton.com

Qualification Summary
Creative human resources business partner with diverse experience and demonstrated leadership capabilities towards achievement of strategic business objectives.

Professional Experience

Eaton Corporation, Diversified Industrial Manufacturer, 1993-Present
Electrical Group Organizational Development Manager
February 2006 – Present
- Lead the global organizational development function for 22,000 employees of Eaton’s Electrical Group business, reporting to the VP-Human Resources-Electrical Group and VP-Eaton Organizational Development. Manage $2.5M budget.
- Serve on Eaton corporate councils for Organizational Development, Change Management, APEX Performance Management System with the purpose of evaluating, revising, and implementing associated practices and the resulting training as needed.
- Provide Group leadership for succession planning, top talent development, leadership development, undergraduate recruiting and development programs, performance management, change management, and employee engagement.
- Consult to executive leaders on specific issues related to the above topics and serve as a liaison for the Electrical Group business with world headquarters.

Regional Human Resources Manager – Global Sales & Engineering Services Divisions
Asheville, North Carolina
- Provided regional multi-site, multi-operation human resources leadership for two divisions to include: 21 primary site locations - 9 district field engineering offices, 8 district sales offices, 5 small manufacturing/assembly locations, and 2 global customer support operations for a total of 750 employees.
- Assisted with integration planning and restructuring of engineering services and customer support operations of the Powerware acquisition. Managed integration of compensation, policies, and practices.
- Participated in health and safety planning for the field service engineering response to Hurricane Katrina. Managed disability and worker’s compensation programs and issues.
- Actively participated in GSS division EBE pre-certification as co-champion to section 5, achieving a passing score. Contributed to the formation of the ESSD division EBE application on section 5.

Human Resources Manager, Global Sales & Solutions Division
January 2003 – December 2004
Asheville, North Carolina
- Provided human resources leadership and strategic direction to division staff executives of International Sales & Marketing, Performance Power Solutions, Sales Finance, Global Support Services & Pricing, Industrial Control Product Manufacturing, and had site leadership responsibility.
- Initiated and designed executive, professional, and manufacturing compensation programs, organization capability assessments, reorganization and merger activities, policy compliance and education, functional training and development for global customer support, and high performance workplace practices.
- Staffed the new European support center operation in Hengelo, The Netherlands. Assisted with the initial business case proposal for the start-up and the creation of the general operations plan.
- Designed Eaton Business System communication plan and cross-functional business councils to pursue certification for the support services organization. Customized the Standard Transition Process and relevant templates for start-ups and closures.
Human Resources Manager, Global Support Services & Pricing
January 2001 – December 2002
Asheville, North Carolina
• Provided human resources leadership, direction and guidance to the Director of Global Support Services & Pricing and the Plant Manager of Industrial Control Product Manufacturing, and had site leadership responsibility of the Avery Creek facility.
• Planned and implemented the start-up of the Avery Creek manufacturing facility to include all human resource functions, including safety and facility management issues. Managed the migration of the existing manufacturing workforce and converted associates to an all-salaried, high performance workplace. Achieved highest Eaton Employee Satisfaction Survey rating two years in a row.
• Simultaneously led 2-phase, large-scale shutdown and start-up activities for the support services organization. Led all related programs and established policies and practices. Provided change leadership and guidance to the operational management team.

Human Resources Supervisor, Supply Chain Division
September 1999 – December 2000
Pittsburgh, Pennsylvania
• Provided generalist leadership and support to the executives and managers within the Supply Chain Division, including project management support for the field distribution warehousing facility managers and human resources professionals.
• Organized the recruitment and staffing of professional positions and development programs. Assisted with divisional salary planning and administration, development program management, performance management, organization development, and extensive reorganization planning and support.

Customer Service Supervisor/Team Captain/Project Coordinator
Houston, Texas
• Co-managed field-based project customer service operation of 30 professionals engaged in providing support to distributors, field sales organization, and manufacturing facilities.
• Lead staffing, training and development, performance management, resource deployment, and design and implementation of electronic business tools and standardized processes.
• Assisted in management of $2 million budget, achieved 25% productivity improvements annually and received recognition for high scores on the Eaton Employee Satisfaction Survey.

Export Supervisor
Chicago, IL
• Established international customer service department, managing both the Chicago headquarters and Amsterdam service offices. Managed 12 professionals providing service to customers in Europe, Middle East, Asia, North America, and South America.
• Lead negotiation and purchasing of logistics services, assisted with letters of credit and banking instruments, and streamlined the order management process.

Vista Chemical Company, Petrochemical Manufacturer, 1988-1990
Business Career Development Program
Houston, TX
• Successfully completed rotations in the Inside Sales, Logistics, and International Operations departments. Global logistics and inside sales assignments involved operations and customers in Europe, Japan, China, Mexico, and Brazil.

Awards

Community & Professional Associations
OD Network; Society for Human Resources Management; Buncombe County United Way: 2005-Board of Directors, Co-Chair for Area-Wide Corporate Campaign; 2004, 2003-Co-Chair Fund Allocation Committee; 2002-Fund Allocation Team
**Education**
Pursuing M.S. – Human Resources Development (Expected Graduation - August 5, 2007)
   Western Carolina University
   Current G.P.A. 4.0

Bachelor of Arts, Biology (1988)
   The University of North Carolina at Asheville

**Professional Certifications**

**Eaton Certifications**
   Eaton Business System Examiner, Eaton Management Excellence Facilitator, APEX Performance Management Facilitator, Ethics Facilitator
DEPARTMENT OF HUMAN SERVICES

DEPARTMENT TENURE, PROMOTION, AND REAPPOINTMENT CRITERIA AND ANNUAL FACULTY EVALUATION GUIDELINES AND PROCEDURES

Year(s) Effective: Calendar year 2006-2007

I. Reappointment, Promotion and Tenure

A. Introduction
The criteria, guidelines, and procedures contained herein are supplementary to the current Faculty Handbook and the WCU Tenure Policies and Regulations as approved by the Board of Governors, the provisions of which shall prevail on any matter not covered herein by further allowable specification or on any point wherein this departmental document is inconsistent with those provisions.

B. Criteria and Format for Reappointment, Promotion and Tenure
These criteria are in conformity with, and supplementary to, the criteria established by the College of Education and Allied Professions.

*Care should be taken to avoid redundancy and duplication of the activities listed in these categories. Department heads should review the items to be reported and work with the faculty member in determining the most appropriate single category in which each item should be listed. If an activity is of such a nature that duplication cannot be avoided, the fact that it is listed in more than one category should be clearly stated in each place.

10. Brief Statement (4 to 5 pages maximum) from the candidate that shows how his/her record supports the change of status requested. The statement should present overviews with citations of evidence from the candidates curriculum vitae, resume, or other sources that are specifically related to the person's: (a) Quality and Effectiveness of Teaching; (b) Professional Development (Scholarship, Editorialships, Grants, Professional Presentations); (c) Contributions to Institutional Affairs; and (d) Potential for Sustained Performance. See Section 4.0.2.3 of the Faculty Handbook and appropriate departmental and school statements of criteria for further elaboration of a - d.

11. Record of Experience. Dates, institutions, rank/title, function, and full-time/part-time in chronological sequence from earliest to the most recent.

(a) Earned Academic Degrees: Departmental requirements are the same as those stated in the Faculty Handbook (Section II, 4.03).

(b) Professional Preparation and Experience
Years of College-level Teaching Experience
For appointment/reappointment, or promotion of rank, the minimal department requirements are the same as those stated in the Faculty Handbook (Section II, 4.02). For tenure the maximum number of years of continuous fulltime probationary service shall be seven years except as provided by Section II, 4.00 of the Faculty Handbook and as further provided in the criteria of the College of Education and Allied Professions.

12. **Explanation of Status of Progress Toward a Higher Degree** (if the candidate holds less than the highest degree appropriate to his/her discipline). If this item is not applicable to the candidate, so indicate but do not change the numbering system of the items listed here.

13. **Professional Preparation.** List preparations other than earned degrees and study leading to a degree, pertinent to the candidacy, if any, e.g., Post Doctoral Study Continuing Education Units. Dates, institutions, rank/title, function, and full-time/part-time in chronological sequence from earliest to the most recent.

*14. **Record of Teaching.** The cumulative record at Western Carolina University for the last five years or since the last promotion concerning (a) teaching philosophy; (b) teaching loads (e.g., number of courses and students taught per year); (c) teaching versatility (e.g., range of preparations and levels of courses); (d) teaching currency (e.g., presentations/publications concerning pedagogy); (e) teaching quality and effectiveness (e.g., student evaluations, peer evaluations); (f) other pertinent information (e.g., number of graduate students supervised, special information more than five years old). Candidates will include in their file, syllabi and summaries of course evaluation data from selected courses. Non-tenured candidates hired after the 1995-96 academic year will include a summary of their faculty development activities related to enhancing their teaching effectiveness. See Section II.C.1.a for details concerning criteria for quality and effectiveness of teaching.

*15. **Professional Development.** The total cumulative record dated in chronological sequence from earliest to the most recent with regard to (a) Research and Publications; (b) Creative Works and Projects (including Professional Presentations, Grants, Consulting, Creative Activities); and (c) Professional Growth (including Professional Memberships, Continuing Education, Conferences Attended, and Training indicating evidence of further professional growth).

*16. **Role in Off-Campus Instruction and Regional Service.** The total cumulative record dated in chronological sequence from earliest to the most recent.

*17. **Record of Contribution to Academic Advisement and Work with Students.** The total cumulative record dated in chronological sequence from earliest to the most recent (e.g., open houses, student recruitment).

*18. **Professional and University Service and Contributions to Institutional Affairs and Activities at the Program, Departmental, College, and University Levels.** The total cumulative record of committee memberships, committee chairpersonships, assigned responsibilities, and other service activities dated in chronological sequence from earliest to the most recent, including (a) Professional Service; (b) University Service; (c) College Service; and (d) Department/Program Service. (Examples include committees, theses or project advising, student association advising, professional seminars, etc.).
19. **Other Pertinent Information.** Other information pertinent to the candidacy which in the judgment of the department head or departmental committee should be included in the file, or which the candidate requests to be included, may be appended, e.g., Honors and Awards. Show item number 19 on all pages included in this section of the file. The page numbering should be continued. Care should be exercised not to add excessive bulk to the file. If the information selected for inclusion cannot be briefly summarized, a descriptive note should be entered here that additional documentation is available. One copy of the documentation itself should be labeled and forwarded with the file for consideration of the committee.

20. **Secretary’s Statement** (Candidate will set this page up, but leave it blank). When an elected secretary prepares separate statements reporting the committee’s recommendation on each candidate individually, each of these statements should be placed in the file of the candidate concerned. However, any composite report that may be written by an elected secretary about a committee’s consideration and recommendations on more than one of the candidates may not be placed in the file of any individual candidate. Compliance with the Privacy Act requires that any composite report must be transmitted separately to the administrator at the next higher level.

Supporting documentation (i.e., curriculum vita, selected copies of publications, presentations, grants, and awards) should be organized in a notebook binder. Please do not place documents in plastic cover sheets and insure that each section of your binder is clearly labeled.

The approximate timeline for the TPR review is as follows: Files are typically due in October, reviewed by the departmental committee in November and the College committee in December of the academic year.

In its consideration of each candidate, the department shall assess and be guided by the individual’s promise for sustained future professional achievement based upon the cumulative record in all the categories listed above. Recommendations for appointment/reappointment and promotion to a rank shall be consistent with the provisions of Section II, 4.02 of the Faculty Handbook. A recommendation for the conferral of permanent tenure must be based on a thorough assessment of the candidate’s cumulative record and promise for sustained achievement. In addition, all recommendations on appointment/reappointment, promotion, and tenure shall be consistent with the needs and resources of the department as related to the departmental strategic plan.

C. **Guidelines for Evaluation of Progress toward Reappointment, Tenure, and Promotion**

The guidelines below are intended to provide candidates general expectations specific to the actions of reappointment, tenure, and promotion. They should also be helpful to the departmental TPR committee as it considers actions. Guideline indicators should not be interpreted as required or exhaustive. That is, candidates should view indicators as possible means of demonstrating competence across teaching, service and research. Inclusion of other indicators is encouraged.

Except for 1st year reappointment, guidelines are provided specific to teaching, service, and research. Candidates who join the faculty with credit for time served elsewhere should include that credit when attending to the guidelines. For example, a candidate who begins with two years credit would use the “year three” reappointment guidelines when creating their TPR file. Indicators from prior institutions could be included in candidate’s files. All work is cumulative. Evaluation of files should be
completed with consideration for the length of a faculty member’s career. Part time faculty should follow the guidelines for Good teaching. Non-tenure track faculty should follow the guidelines for Good Teaching and Quality Service only, as research does not pertain to their job functions. These areas will be reflected in their written annual AFE statement.

The guidelines provided below are addressed in AFE statements completed by the Department Head and used each year by the departmental TPR committee.

1st Year Reappointment

Guideline 1: Good Teaching
Indicators
Peer review of teaching from WCU (1st semester)
Student reviews (may have to be completed early for use in January TPR meeting)

Guideline 2: Quality Service
Indicators
Evidence of collegiality such as letters from WCU colleagues or Program Director
Student Advisement
Off campus teaching and advisement

2nd and 3rd Year Reappointments

Guideline 1: Good Teaching
Indicators
Peer review of teaching from WCU
Student reviews
Evidence from efforts to improve teaching (seminars, activities…)
Evidence of innovation in teaching (instructional methods, activities, online options)

Guideline 2: Quality Service
Indicators
Program, Department, College, or University committees/activities
Discipline activity (state, regional, or national participation in associations)
Evidence of collegiality such as letters from WCU colleagues or Program Director
Service as Program Director/Coordinator (if appropriate)
Student Advisement/Mentorship
Off campus teaching and advisement

Guideline 3: Initiation of Research Agenda
Indicators
Progress toward peer reviewed publication indicators for tenure and promotion to Associate Professor (see below – 4 to 5 peer reviewed articles with the presence of first authorship)
Presentations at local, regional, national levels
Proceedings or non-peer reviewed publications
The creation of products associated with scholarship (e.g., web products)

4th and 5th Year Reappointments
Guideline 1: Good Teaching

Indicators
Peer review of teaching from WCU
Student reviews
Evidence from efforts to improve teaching (seminars, activities…)
Evidence of innovation in teaching (instructional methods, activities, online options)
Internal or external awards
Positive outcome measures – prior student performance, employment…

Guideline 2: Quality Service

Indicators
Program, Department, College, or University committees/activities
Discipline activity (state, regional, or national participation in associations)
Evidence of collegiality such as letters from WCU colleagues or Program Director
Service as Program Director/Coordinator (if appropriate)
Student Advisement/Mentorship
Off campus teaching and advisement

Guideline 3: Research

Indicators
3 to 4 peer-reviewed articles with the presence of first authorship
Presentations at local, regional, national levels
Proceedings or non-peer reviewed publications
  Chapters
  Professional newsletter entries
  Reviews
Funding (internal or external)
The creation of products associated with scholarship (e.g., web products)

Tenure and Promotion to Associate Professor

Guideline 1: Good Teaching

Indicators
Peer review of teaching from WCU
Student reviews
Evidence from efforts to improve teaching (seminars, activities…)
Evidence of innovation in teaching (instructional methods, activities, online options)
Internal or external awards
Positive outcome measures – prior student performance, employment…

Guideline 2: Quality Service

Indicators
Program, Department, College, or University committees/activities
Discipline activity (state, regional, or national participation in associations)
Evidence of collegiality such as letters from WCU colleagues or Program Director
Service as Program Director/Coordinator (if appropriate)
Student Advisement/Mentorship
Off campus teaching and advisement

Guideline 3: Research
Indicators
4 to 5 peer-reviewed articles with the presence of first authorship
Presentations at local, regional, national levels
Proceedings or non-peer reviewed publications
  Chapters
  Professional newsletter entries
  Product reviews
Editorial responsibilities
Funding (internal or external)
The creation of products associated with scholarship (e.g., web products)

Promotion to Professor

Guideline 1: Good Teaching
Indicators
Peer review of teaching from WCU
Student reviews
Evidence from efforts to improve teaching (seminars, activities...)
Evidence of innovation in teaching (instructional methods, activities, online options)
Internal or external awards
Positive outcome measures – prior student performance, employment...

Guideline 2: Quality Service
Indicators
Program, Department, College, or University committees/activities
Discipline activity (state, regional, or national participation in associations)
Evidence of collegiality such as letters from WCU colleagues or Program Director
Service as Program Director/Coordinator (if appropriate)
Student Advisement/Mentorship
Off campus teaching and advisement

Guideline 3: Research
Indicators
Invited blind letters of review from colleagues at other institutions (addressed to Department Head or Dean)
10 to 14 peer-reviewed articles with a significant presence of first authorship
Books/Monographs
Presentations at local, regional, national levels
Proceedings or non-peer reviewed publications
  Chapters
  Professional newsletter entries
  Product reviews
Editorial responsibilities
Funding (internal or external)
The creation of products associated with scholarship (e.g., web products)
D. Composition of the Department of Reappointment, Promotion, and Tenure Committee

The departmental advisory committee shall be constituted in a manner consistent with the provisions of Section II, 4.02 of the Faculty Handbook.

The Human Services Tenure, Promotion and Reappointment committee shall consist of six elected members and the Department Head as Chair. The committee is composed of one tenured, elected representative from each of the four academic programs in Human Services. In addition, two tenured members are elected to serve as at large members with no program having more than two elected representatives. If a program does not have a tenured member, the Department Head appoints a tenured committee representative after consultation with faculty of the program in question.

The elected representatives are chosen by the departmental faculty as a whole. Each full time faculty member has 6 votes and should vote for one representative from each of the four programs and for two at large members from any program. A sample ballot sheet is attached.

Program representatives are expected to determine and share the views of their tenured faculty members regarding the performance of candidates pursuing various TPR actions.

E. Procedures

1. Preparation of the Files of the Candidates
   Files on each candidate shall be prepared according to university guidelines.

2. Procedures of the Departmental Advisory Committee on Reappointment, Promotion and Tenure. (See Section II, 4.02 of the Faculty Handbook.)

3. Other Procedures During and At the End of the Annual Consideration Process.
   a. Members of the Human Services faculty are requested to indicate to the Department Head if they are eligible for reappointment, promotion, and/or tenure and if they desire consideration (Attachment A). Upon confirmation of their eligibility those faculty members who wish to be considered for reappointment, promotion, and/or tenure are reminded of the criteria by which recommendations will be made.
   b. For the purpose of self advocacy and to provide additional information for decision-making, the faculty may include material that provides evidence of productivity, such as the following:
      (1) Evidence of presentations (oral/written)
      (2) All syllabi, or selected syllabi
      (3) Responses received from other professionals/faculty
      (4) Artifacts of teaching, service and research that represent one’s best work
      (5) Educational material such as case studies, simulation/games, modules, training guides, etc.
      (6) Advertisement or agendas of workshops attended
      (7) Documentation of consultation
      (8) Outline of speeches delivered
      (9) Committee reports
      (10) When appropriate, evidence of involvement in faculty development activities related to teaching effectiveness
   c. An appeal for a negative decision (request for reconsideration) may be initiated at the conclusion of the consideration process as provided in Section II, 4.02 of the WCU Tenure Policies and Regulations.
F. Post Tenure Review

Procedures for post tenure review will follow those defined by the University which can be found at www.wcu.edu/fachandbook/empl secsix.htm.

a) The purpose of post tenure review is to ensure the productivity of tenured professors and to provide suggestions and guidance as needed.

b) Post tenure review is eligible to all tenured faculty upon request, but is required of tenured faculty for whom it has been five years since their last TP review.

c) Included in the review process are the last five AFE statements and a current curriculum vita.

d) The Post Tenure Review (PTR) committee will be comprised of three elected tenured faculty within the Human Services Department selected via anonymous ballots tallied by the human services office assistant, Kerri Rayburn. The PTR committee will be responsible for conducting the reviews and making appropriate recommendations to the department head, Dr. Lisa Bloom.

e) In the case of an unsatisfactory post tenure review, the Department Head, and PTR committee will meet with the faculty member to create a plan to best meet the department’s standards for tenured professors.
II. Annual Faculty Evaluation

A. Purposes
1. To assist faculty members to know how their work is being evaluated.
2. To assist faculty members to bring their work to a high level of professional quality.
3. To promote the continuing professional development of faculty members.
4. To provide a professional basis for assessments when decisions regarding the status of the faculty members are being made.

B. General Guidelines
1. Supplemental to the annual appointment/reappointment, promotion, and tenure process, the department shall complete an evaluation of all of its faculty members, including part time faculty, each spring semester based on those evaluations conducted during the previous calendar year.
2. As a minimal condition each faculty member in the department shall be evaluated on the same criteria and by the same processes with the exception that all faculty will have opportunity for peer review of classroom teaching. (See Section II, 4.05 of the Faculty Handbook.)

C. Criteria for the Evaluation
1. The criteria by which all faculty members will be evaluated are:
   a. Effectiveness as a teacher.
      Criteria for teaching effectiveness can be demonstrated through submission of course evaluation and course content materials that have been reviewed by a combination of peers, self and students. Data submitted should reflect content expertise, instructional delivery methods, instructional design, course management, student evaluation, faculty/student relationship, and facilitation of student learning. (See Attachment I for description of each area.)
   b. Service to the university at several levels and to students.
   c. Effectiveness as a creative artist, performer, researcher, and/or producer of scholarly works.
   d. Service to the community and region.
   e. Other skills, abilities, contributions, or roles that are highly valued by the Department.
2. Criteria Emphases
   The AFE shall focus on the domain of faculty performance including teaching, service and research.

D. Methods or approaches to be used for evaluation of faculty members on each of the criteria
1. Faculty Activities Report (see Attachment J) and Design of the Evaluation Plan
   The basis on which teaching, service and research will be evaluated includes the following:
   Teaching
   a. Student ratings and comments using appropriate departmental forms
   b. Self-appraisal of overall role performance using departmental form
   c. Courseware development (syllabi, readings, multi-media, etc.).
   d. Peer review of teaching of any faculty directed to such review by the department head or tenured faculty desiring such review using departmental protocol. (See Section II, 4.05 of the Faculty Handbook.)
   e. Self-appraisal of growth in the area of teaching effectiveness.
Service
a. Student advisement
b. Intra-university service (Administration, committees, etc.)
c. Consulting activities
d. Workshops and Presentations
e. Activities in professional organizations including offices held
f. Journal editing or reviewing

Research
a. Publications
b. Papers presented at professional meetings
c. Unpublished research and research activities
d. Grants (applied for and/or funded)
e. Creative projects

2. Instruments to be used in the following AFE process:
   a. Department of Human Services Standard and Online Teacher Evaluation Forms or other form approved by the department head and Practicum/Internship Supervisor Evaluation form (Attachments B1, B2, C) These instruments consist of objective and open-ended items. Faculty members may obtain evaluations from students in any courses after midterm, prior to the date of any final examination with guaranteed confidentiality. A minimum of fifty percent of an instructor’s courses/semester clinical supervisory responsibilities is required for evaluation. There is no limit on the number of courses from which student evaluations may be gathered. Courses must be selected from both semesters. The Department Head will review the courses selected by each faculty member to verify they are representative of the work of the faculty member and that the data will be valid for comparisons across the Department. Evaluations of faculty by students are conducted in a manner appropriate to the format of the course. For standard courses, faculty members inform students of the evaluation activity, select a student to disburse and collect the appropriate form (Attachment B1), and leave the classroom. The designated student seals the completed forms in an envelope and takes them to the departmental secretary who will tabulate and summarize the results for the objective portion of the forms. Faculty may also opt to have students complete evaluations on line and have students submit the evaluations electronically through respondus, or by emailing the evaluations to the departmental secretary. For online courses, the departmental* online teacher evaluation (Attachment B2) or another form approved by the department will be used. Online evaluations will be completed anonymously by students within the online course software and then forwarded electronically to the faculty member and department head.

   b. Departmental Faculty Performance Scale and Growth Plan (Attachment D)
   This instrument is used by faculty members to rate themselves in the areas of teaching, service and research. Under each item space is provided for the faculty member to indicate specific areas for professional development for the coming year. The Department Head completes the same instrument to rate faculty performance from his perspective.

   c. Department of Human Services Classroom Teaching Protocol (Attachment H)
   This protocol is designed to provide peer review of the classroom teaching for new and non-tenure faculty who are directed to peer review by the Department Head or tenure faculty who choose to be reviewed. (See Section II, 4.05 of the Faculty Handbook.) The
protocol consists of eight open-ended categories to be used as a non-restrictive guide for peer review.

d. For the purpose of self advocacy and to provide additional information for decision-making, the faculty may include material that provides evidence of productivity, such as the following:
(1) Evidence of presentations (oral/written)
(2) All syllabi, or selected syllabi
(3) Responses received from other professionals/faculty
(4) Artifacts of research, service and teaching that represent one's best work
(5) Educational material such as case studies, simulation/games, modules, training guides, etc.
(6) Advertisement or agendas of workshops attended
(7) Documentation of consultation
(8) Outline of speeches delivered
(9) Committee reports
(10) Other

e. A narrative report based on all data and the evaluation conference is developed by the Department Head for each faculty member.

E. Procedures
1. A Departmental TPR Committee consisting of one representative from each academic area in the Department is elected annually by the Department. The committee annually reviews the evaluation process including all instruments involved. Faculty in the department are asked to approve any recommendations of the committee and adopt the evaluation process for the year. From that point on it is the responsibility of the Department Head to maintain the schedule for the AFE process.

2. For standard courses, the Departmental Secretary prepares the student evaluation form along with instructions for faculty members as to the procedures involved (Attachment E). Attached to the outside of the envelope is a form requesting information regarding the class (Attachment F). This information is provided by the faculty member and is used by the Department Head when reviewing the results of student evaluations. Evaluations are completed and returned to the departmental secretary. The secretary tabulates the results and passes the information to the Department Head.
   For online courses, the faculty member arranges for the online teacher evaluation to be posted to the online course. The faculty member sets the student procedures for anonymously completing the online teacher evaluation. Evaluations are completed and returned electronically to the faculty member and department head.

3. The Department of Human Services has established the following procedure for peer review of the classroom teaching of faculty seeking such review and those new and non-tenure faculty required to be reviewed by the Department Head. The classroom teaching of graduate teaching assistants will be evaluated annually by the Department Head.

4. Peer review can be conducted by the Faculty Center, faculty peers or Department Head. If peer review is required per Department Head, Department Head will determine procedure for that review. Attachment H may be used for review.

F. Consultation with the faculty member about AFE
At the conclusion of the spring semester each year the Department Head has a conference with each member of the faculty to review the results of his/her evaluation of the previous calendar year and discuss ways to improve performance. At this point the information generated from the course evaluations, the Faculty Performance Scale and Growth Plan (Attachment D) and the
previous year's growth plan is reviewed. A written summary of this conference shall be prepared by the department head and shared with the faculty member. As a minimal requirement the faculty member should sign the summary to indicate the receipt of it, but should be provided the added opportunity of replying to indicate acceptance of it or if providing a rebuttal to be attached to the Department Head's summary.

G. A summary of the AFE results in the Department shall be prepared and submitted to the Dean by the end of the Spring Semester.

H. Preparation and Approval
1. Departmental guidelines shall be prepared or reviewed and revised each spring semester for the next academic year.
2. On the timetable announced by the Dean, the departmental document shall be submitted to the Dean for review. The Dean shall endorse the document or recommend revisions. The Dean should forward the approved documents to the Provost for review, only when the Dean is satisfied as to the quality and completeness of the document. The Provost will approve the document or recommend revisions and return it to the Dean and Department Head. When revisions are needed, the Department Head will resubmit the revised document for approval through channels as before.

I. Implementation
1. This document becomes effective for 2004-2005 calendar year immediately following its preparation or revisions upon endorsement by the Dean and approval by the VCAA.
2. This document shall guide the department's consideration of candidates during the year within the framework of the timetable announced by the Provost.
Department of Human Services

To: Lisa Bloom

I have reviewed the Tenure and Promotion Guidelines of the College of Education and Allied Professions and have determined that:

_______ I am not eligible for consideration according to the guidelines stated.

_______ I wish to be considered for reappointment.

_______ I wish to be considered for tenure.

_______ I wish to be considered for promotion.

_______ I do not wish to be considered this year.

_______ Not applicable.

____________________________________________________________________________
Signed

____________________________________________________________________________
Date

Within 5 days, please return to: Lisa Bloom
Killian 204A
Department of Human Services
Reappointment, Promotion, and Tenure Committee
Election Ballot

Chair: Lisa Bloom, Department Head

Choose one representative from each of the four Human Services programs

Counseling
- Dale Brotherton
- Mary Deck
- Lisen Roberts
- Valerie Schwiebert

Communication Sciences and Disorders
- Ruby Drew
- Martin Fischer
- Bill Ogletree
- David Shapiro

Human Resources
- Jim Kirk

Special Education
- Karena Cooper-Duffy
- Tom Oren
- David Westling

Choose two at large members (You may vote for individuals you have already selected above)

At Large Members
- Dale Brotherton
- Karena Cooper-Duffy
- Mary Deck
- Ruby Drew
- Martin Fischer
- Jim Kirk
- Bill Ogletree
- Tom Oren
- Lisen Roberts
- Valerie Schwiebert
- David Shapiro
- David Westling
TEACHING EVALUATION FORM
DEPARTMENT OF HUMAN SERVICES

MEMORANDUM

TO: Students in Human Services Class
FROM: Lisa Bloom, Department Head
Department of Human Services

Each year the Department of Human Services asks students to provide feedback concerning the quality of instruction in our classes. Because the data will become part of each faculty member's annual evaluation which is used for tenure, promotion, reappointment, and merit raise purposes, your most serious consideration is essential. Please complete this form anonymously and without discussion. The information provided by students will be shared with each faculty member. Thank you for your assistance in the very important matter of evaluation of teaching.

The evaluation has two parts:

Part I is to be completed on the computer sheet provided. Before answering the questions, please indicate the course number and section number on the computer sheet labeled "IDENTIFICATION NUMBER" in the bottom left of the computer sheet. Put these numbers in columns A through E and shade the corresponding bubble below the letters. The other information on the left half of the computer sheet should not be filled out. Please use No. 2 lead pencils, which are provided, on all notations of the General Purpose Answer Sheet.

Part II provides open-ended questions for which you are to list the instructor's strengths and weaknesses and other comments on the course. After you have completed Part I, go on to Part II.

Part I

Indicate the degree of your agreement with the statements in the remainder of the questionnaire. Mark your responses on the answer sheet using the following scale. Not applicable (E) should be marked for any statement not appropriate for the course content or structure.

A = Strongly agree  C = Disagree  E = Not applicable
B = Agree        D = Strongly disagree

1. My instructor seems well prepared for class.
2. My instructor makes good use of examples and illustrations.
3. My instructor is helpful when I or other students have course related problems.
4. Students' questions and comments are respected.
5. Course expectations and requirements are clearly stated.
6. The grading system is fair.
7. Teaching methods are effective for this size and type of course.
8. My instructor exhibits enthusiasm for the course content.
9. My understanding has increased with regard to this subject.
**Part II**

Course
Instructor

Location

1. Please list this teacher's major strengths as an instructor.

2. Please list any weaknesses associated with this teacher's instruction.

3. List any additional comments or observations you have concerning this course that have not been mentioned above.
ONLINE TEACHER EVALUATION FORM  
DEPARTMENT OF HUMAN SERVICES  

MEMORANDUM  

To: Students in Human Services Class  
From: Lisa Bloom, Head  
Department of Human Services  

Each year the Department of Human Services asks students to provide feedback concerning the quality of instruction in our courses. Because the data will become part of each faculty member's annual evaluation which is used for tenure, promotion, reappointment and merit raise purposes, your most serious consideration is essential. Please complete this form anonymously and without discussion. The information provided by students will be shared with each faculty member. Thank you for your assistance in the very important matter of evaluation of teaching. 

The evaluation has two parts:  
- Part I is to be composed of 5 major categories with 4 scaled questions related to each category. Use the scaled key to answer this set of 20 questions.  
- Part II provides 4 open-ended questions. You are strongly encouraged to supplement your scaled responses in Part I with open-ended comments requested in this part of the form. 

Instructor's Last Name, First Initial_________________ , ____ Course Prefix - Number ___________  

<table>
<thead>
<tr>
<th>Part I.</th>
<th>Key:</th>
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| Indicate the degree of your agreement with the statements in this portion of the questionnaire. Mark your responses by selecting the box marked with the letter that corresponds with your degree of agreement. Not Applicable (E) should be marked for any statement not appropriate for the course content or structure. | A- Strongly Agree  
B- Agree  
C- Disagree  
D- Strongly Disagree  
E- Not Applicable |

<table>
<thead>
<tr>
<th>Organization and clarity</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>My instructor provides clear guidelines for the work required in this course.</td>
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<td>My instructor spaces assignments so they are due at reasonable intervals.</td>
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<td>My instructor arranges assignments so they build on previous learning.</td>
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<td>My instructor is flexible when there are disruptions in online access.</td>
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<tr>
<th>Enthusiasm and intellectual stimulation</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tr>
<td>My instructor stimulates my thinking.</td>
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<tr>
<td>My instructor helps me push my learning to new levels.</td>
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<td>My instructor encourages open discussions.</td>
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<tr>
<td>My instructor helps keep me engaged in this course.</td>
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<thead>
<tr>
<th>Rapport and respect</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
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<tbody>
<tr>
<td>My instructor fosters mutual respect among students.</td>
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<td>My instructor provides a safe environment for communication.</td>
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<td>I am learning to value new viewpoints in this course.</td>
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<td>My instructor fosters collaboration effectively.</td>
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<table>
<thead>
<tr>
<th>Feedback and accessibility</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instructor gives feedback promptly enough to benefit me.</td>
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<tr>
<td>My instructor is clear about when she or he is accessible online.</td>
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<td>Grades are assigned fairly.</td>
<td></td>
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<td>Grading methods accurately measure what I am learning in this course.</td>
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<thead>
<tr>
<th>Student perceptions of learning</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>My instructor promotes my understanding of important conceptual themes.</td>
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<tr>
<td>My instructor encourages students to learn from each other.</td>
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<tr>
<td>My instructor provides varied learning opportunities.</td>
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<tr>
<td>My instructor enhances my ability to communicate effectively about course subjects.</td>
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</table>

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<thead>
<tr>
<th>Totals by degree of agreement</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
</table>

17
DEPARTMENT OF HUMAN SERVICES  
Practicum/Internship Supervisor Evaluation Form

Course (Practicum/Internship Number and Title: ________________________________)

Term: ___________________________  Supervisor: ______________________________

The purpose of this evaluation is to assist in your supervisor's professional growth. This form will be placed in the Department of Human Services Office and released to the faculty member after the term ends.

Circle the appropriate number in the following rating scale:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>No Opinion</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The supervisor communicated the expectations regarding practicum/internship responsibilities to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>2. The supervisor held regularly scheduled conferences with me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>3. The supervisor observed/critiqued/evaluated my practicum/internship experiences ___ times, and I feel this number was sufficient.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>4. The supervisor served as a resource person in supplementing theoretical information with practical suggestions regarding my practicum/internship activities.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>5. The supervisor encouraged me to become more independent as the term progressed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>6. My supervisor encouraged me to participate actively during our scheduled conferences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>7. Areas of weakness were communicated to me with suggestions for improvement.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>8. Areas of strength were communicated to me.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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<tr>
<td>9. Feedback and evaluations of my in-session performance were fair and objectively based.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
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10. My supervisor's suggestions were helpful and constructive.

11. Overall, I feel my supervisor was effective in promoting my professional growth.

1. Please list this teacher's major strengths as a supervisor.

2. Please list any weaknesses associated with this teacher's supervision.

3. What comments do you have, if any, concerning the evaluative methods used in this practicum/internship experience?

4. Please comment regarding the overall effectiveness of this supervisor.
FACULTY PERFORMANCE SCALE AND GROWTH PLAN

Ten role descriptors for faculty are given below. Judge the degree to which the faculty member has set the minimum role expectations of the presently occupied position, in terms of the given descriptors. To indicate your judgment, circle the response of your choice for each descriptor on the following scale:

- E - Excellent
- G - Good
- S - Satisfactory
- N - Needs Improvement

Evaluator (check only one):  ___ self  ___ peer  ___ Department Head

Under each item, include plan for growth in that area if needed. If additional space is needed, attach on separate sheet.

1.0 TEACHING
1.1 Effective Teaching
   (Instructional dynamics, student interactions, creative facilitation)
   E G S N

1.2 Courseware Development
   (Syllabi, readings, multimedia, etc.)
   E G S N

2.0 SERVICE
2.1 Effective Advisement
   E G S N

2.2 Intra-University Service
   (Administration, Committees, etc.)
   E G S N

2.3 Extra-University Service
   (Workshops, presentations, etc.)
   E G S N
2.4  Professional Development  

3.0  RESEARCH  
3.1  Investigations  
(Empirical studies, theoretical models etc.)  

3.2  Expressive Scholarship  

3.3  Grantsmanship  
(Proposals, grants, funding, etc.)  

4.0  SPECIAL  
4.1  Special Expectation  
Specify ____________________________  

Remarks by the Evaluator:  

Evaluator: ____________________________ Date: ____________  

Remarks by Faculty Member:  

Faculty Member: _______________________ Date: ____________
TO: Faculty, Department of Human Services

FROM: Lisa Bloom

RE: Method of conducting student evaluation of teaching

These are the procedures to be followed in completion of the evaluation process.

A. Faculty members are to be evaluated by minimum of fifty percent of courses per semester. A maximum of two classes may be selected in one semester.

B. Inform the students that you will not be given the individual evaluations they are marking, but will be given a summary after the end of the semester. Totals on the first nine items and typed responses from the final items will be given to the faculty member by the department head during the following semester.

C. Identify a student to collect the completed evaluations and seal them in the envelope provided. The envelope should be taken to the department head's office by that student. If the course is off campus or on-line, the faculty member will arrange to have evaluation returned to the Department.

D. After you have given instructions to the class, please leave the room during the time the evaluations are being marked.

E. The departmental secretary will record the responses and give the totals along with the evaluation forms to the department head.

F. The department head will share with the individual faculty member the information gathered from the evaluation with the faculty member during the AFE conference. A copy of the summaries of the evaluations will be provided to the faculty member during the following semester.
TO: Members, Department of Human Services

FROM: Lisa Bloom

RE: Evaluation of Classes

It is course evaluation time again. Please remember that according to our Departmental Evaluation Plan, you are to have a minimum of fifty percent of your classes per semester evaluated. There is no limit on the number of courses from which student evaluations may be gathered.

Please identify the course(s) you want evaluated below and return to Rachel Wike. Remember to indicate the nature of the course (lecture or field experience) so we can provide the correct form.

Name ____________________________

Course Prefix and Number ____________________________

(check one) ______ Lecture ______ Experiential

Number enrolled __________________

Course Prefix and Number ____________________________

(check one) ______ Lecture ______ Experiential

Number enrolled __________________

Course Prefix and Number ____________________________

(check one) ______ Lecture ______ Experiential

Number enrolled __________________

Course Prefix and Number ____________________________

(check one) ______ Lecture ______ Experiential

Number enrolled __________________
COLLABORATIVE GOAL SETTING PROCEDURES

In addition to existing criteria faculty members' AFE may be based on the degree to which they achieved their professional growth goals for that year. Goals may constitute chunks of larger, more long-term goals or they may be smaller discrete projects which can be accomplished in their entirety during a single academic year.

By October 15 of each academic year, the Department Head will schedule a "goals setting conference" with each faculty member. The Department Head, faculty member, and an optional third party (director, coordinator or equal in the department) shall collaboratively set the faculty member's goals for the coming year.

The goals conference(s) will result in the creation of a formal "Goals Agreement." Goals agreements for all faculty members must be on file in the Department Head's office prior to November 1. Goals Agreement forms should include (a) name of faculty member, (b) 3 to 5 goal statements, (c) date the agreement was finalized, and (d) the signatures of both the Department Head and faculty member.

Each goal statement must include (a) the desired outcome, what is to be accomplished, (b) the means, planned activities by which the faculty member intends to achieve the goal, and (c) tangible results, artifacts and/or other physical documentation which will be used to demonstrate completion of the goal (see example at end of document). Individual professional development goals, program area goals, and department goals must be generally supportive of one another.

Faculty members' growth goals may focus on any area of professional development deemed appropriate by them and their department head. For example, goals can include such things as increasing one's knowledge base in a selected discipline or trying out a new instructional strategy. Goals can also focus on such matters as conducting research, writing, or presenting papers. Some faculty members may wish to concentrate on developing new innovative treatments (professional practices). Others may want to set more "service" oriented goals. Possibilities include holding an office in a professional association, doing committee work, and consulting for local business/community groups.

The item "Obtainment of Professional Growth Goals" will be added as category "5" to the "Faculty Performance Scale and Growth Plan" (see Attachment D). The item will be rated and weighted similarly to the preceding 4 items (much greater than minimum expectations, greater than minimum expectations, equal to minimum expectations, less than minimum expectations, much less than minimum expectations). Revisions in goal agreements may be negotiated prior to January 31. All goals should be completed prior to the end-of-the-year AFE conferences with Department Head.

Sample Goal

Improve my grant acceptance/rejection ratio 20% by attending an in-house workshop on grant proposal writing. Achievement of goal will be reflected in the number of approval vs. rejection letters received during 2000-2001 compared to those received during 1999-2000.
Peer Review of Classroom Teaching Protocol

Faculty Member's Name: ________________________________
Class Name ________________________________ Section/Number _______
Date of observation ________________________________
Name of Observer ________________________________

Evaluate the faculty member with reference to the following eight categories. The subcategories are provided as a guide and need not be responded to in their entirety.

1. **Knowledgeable**
   a. Understands subject matter in depth
   b. Makes subject relevant to students' interests and experiences
   c. Helps students learn how to learn

2. **Prepared and Organized**
   a. Is well prepared for class session
   b. Presents information that is well organized

3. **Understandable**
   a. Communicates the subject matter clearly
   b. Uses good examples and illustrations
   c. Answers questions carefully and clearly
   d. Speaks clearly and audibly

4. **Enthusiastic**
   a. Shows genuine interest in teaching
   b. Demonstrates passion for/love of the subject

5. **Stimulating**
   a. Encourages students to think for themselves
   b. Raises stimulating and challenging questions
   c. Motivates students to give best efforts
   d. Stimulates interest in the subject matter
   e. Provides specific feedback on performance

6. **Approachable**
   a. Is genuinely interested in helping students
   b. Encourages questions/discussion in class
   c. Has good relationships with students
   d. Creates atmosphere conducive to learning

7. **Responsive to Individual Differences**
   a. Is sensitive to individual interests/abilities
   b. Demonstrates respect for race and gender differences

8. **Encourages Participation and Active Learning**

Remarks by Faculty Member:

Faculty Member's Signature: ________________________________ Date: ________________
Content Expertise: Instructor displays adequate knowledge of the subject. According to Arreola (1995), content expertise includes the “body of skills, competencies, and knowledge in a specific subject area in which the faculty member has received advanced experience, training, or education” (p. 19)

Instructional Delivery Skills: Instructor communicates information clearly; creates environments conducive to learning; uses an appropriate variety of teaching methods.

Instructional Design Skills: Instructor designs course objectives, syllabi, materials, activities, and learning experiences that are conducive to student learning.

Course Management Skills: Instructor gives timely feedback to students; makes effective use of class time; handles classroom dynamics, interactions, and problematic situations effectively (e.g. academic dishonesty, tardiness, etc.)

Evaluation of Students: Instructor designs assessment procedures appropriate to course objectives; ensures fairness in student evaluation and grading; provides adequate constructive feedback on student work.

Faculty/Student Relationships: Instructor displays a positive attitude toward students; shows concern for students by being approachable and available; presents an appropriate level of intellectual challenge along with sufficient support for student learning; has respect for diversity.

Facilities of Student Learning: Instructor maintains high academic standards; prepares students for professional work and development; facilitates student achievement; provides audiences for student work.

Note: The descriptors following each of the seven teaching effectiveness criteria are meant to be illustrative of that dimension, rather than exhaustive.
Western Carolina University
Department of Human Services
Faculty Activities Report
July 1, 2006 – June 30, 2007

AFE report, (year) ____________________

Faculty member (name) ____________________

Teaching:

Courses you taught this year (put an asterisk beside the new courses)
Fall (Course number, number of students) Spring (Course number, number of students)

Coulter Faculty Center for Teaching Excellence activities (topic and date)

Thesis work (name of student; indicate chair or committee member; stage of completion)

Number of advisees

Fall

Spring

Grants to support teaching (indicate amount of each; source of grant; Do not count grants here if you are counting them in research or service grants)

Other professional development

Research/Publication/Presentations

Articles published (all authors in order of their appearance on the article, article title, journal, publication date; list each article separately; indicate if peer reviewed)

Articles accepted for publication, but not yet published (all authors in order of their appearance on the article, article title, journal, indicate if peer reviewed)
Professional presentations at professional conferences. (all presenters in order of their appearance on the program; presentation title; name of conference; Do not include a presentation here if it is also reported in the service section; You must have been present to make the presentation for this to count)

Grants (group these by internal or external grants, the amount of the grant request, purpose of the grant [money to conduct research or money to present]; if it was funded or not; Do not count grants here if you counted them in teaching or service grants)

Other Creative works

Service

Service presentations (when, where and what it was; do not count a presentation here if it was reported in the research section)

Workshops led (when, where and what it was)

Student recruitment activities where your presence was required (name and date of activity – include Open Houses that you attended)

Off-campus professional involvement (offices in professional associations, committee memberships, etc.) List the involvement and briefly explain what was involved (3 meetings in Greensboro, 1 meeting in Washington D.C., email correspondence, etc.)

On-campus committee and task force involvement (indicate if you were a chair or a member, and how many times you attended meetings of the committee this year; also indicate if you did a special assignment for the committee or task force)
University committees

College committees

Department committees

Service grants (indicate amount of each; source of grant; Do not count grants here if you are counting them in research or grants to improve teaching)

Other
Approved:

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<th>Date</th>
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Standard 5: Students

The program attracts, retains, and graduates high quality students.
### 'GSMS HR' Application Decision Counts

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### Descriptive Data on 'GSMS HR' Admits

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### 'GSMS HR' Enrolled Student Descriptors

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<td>Overall</td>
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### Number of Students Who Graduated 'GSMS HR' by Year

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<td>2006</td>
<td>4</td>
<td>410</td>
<td>415</td>
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Admission Criteria

To be admitted to the program; you must have earned an undergraduate degree from a fully accredited university, maintained a 3.0 (B) GPA on your last 60 semester hours, achieved at least a combined verbal & analytical score of 900 and a writing score of 3.5 on the Graduate Record Exam (GRE). You must also submit three letters of recommendation from individuals who can vouch for your scholarly abilities and good work habits. Prospective students with strong grade point averages and references may be allowed to enter the program with "conditional status" and take up to two courses before GRE scores are submitted. Application deadlines April 1 and November 1.
Comment from Recent Graduate
Cindy Jarvis
Regional HR Directors
Lowe’s Inc.
Attaining a Master’s Degree was accomplished only through the flexibility offered by the WCU Graduate School on-line and blended formats. Traveling extensively with my job prevented me from always attending on-site classes, so the ability to register for coursework which met my personal and professional needs was the deciding factor in choosing WCU over other institutions. Additionally, I found that the academic instruction met my expectations for graduate school and challenged me tremendously. The human resource curriculum was specific to those experienced by HR professionals. Even though I had many years of HR professional experience prior to enrolling, the instructors succeeded in challenging me. I would strongly recommend the WCU Master's program to any professional needing the flexibility of the on-line or blended formats and guarantee they will appreciate the academic support they receive through either format.

Results from Recent Survey of Program Graduates
In a survey of students who recently earned their MS Degrees in Human Resources at WCU: 80% were employed in human resources, 58% said their degree had helped them get a job in the HR field, 32% indicated the degree had helped them get a promotion, and 58% said their HR Degree had helped them secure an increase in salary. Specific comments included:
"I enjoyed the flexibility afforded me in class selection."
"I thoroughly enjoyed the program and learned a lot. I made a lot of contacts that are very beneficial in the HR business. The class schedule was great for a working student!"
"I am really pleased with the opportunities that the program has opened up for me. It allowed me to make a switch into Human Resources, and I love my job!"
"The program is well set up which allows flexibility for working students. Most of the faculty members are very nice and considerate in dealing with adult students."
"My time in the program was well spent."
"I'm very proud to recommend the program to anyone who asks!"
"I am very pleased with my degree. I successfully transitioned from one career to another, after only 18 months as a full-time student."
"My advisement was great."
"My participation in the program greatly improved my earning potential and overall competence as a training professional."
Standard 6: Administrative Structure

The program has an administrative structure that facilitates achievement of program goals and objectives.
Western Carolina University
Academic Affairs Division
College of Education and Allied Professions

Provost
Kyle Carter

Dean, College of Education and Allied Professions
A. Michael Dougherty

Associate Dean
Dale Carpenter

Director, Field Experiences
Ken Hunt

Director, Assessment
Renee Corbin

Director, School University Teacher Education Partnership,
Office of School Services and Incentive Fund
Ruth McCready

Department Head, Psychology
David McCord

Department Head, Human Services
Lisa Bloom

Department Head, Elementary and Middle Grades Education
Bob Houghton, Interim

Director, Reading Center
Barbara Bell

Director, Special Programs/Teaching Fellows Program
Jackie Smith

Director, N.C. Secondary and Middle School SACS Committee
Donna James

Director, Library of Congress Appropriation
Beth Coulter

Council for the Advancement of the College of Education and Allied Professions

Department Head, Educational Leadership and Foundations
Jacque Jacobs

Department Head, Health, Physical Education and Recreation
Robert Beaude, Interim

Director, Office for Rural Education
Kim Elliott

Director, Center for the Support of Beginning Teachers: NCTEACH
Janice Holt

Director, Center for Mathematics and Science Education
Elaine Franklin

Coordinator, Pre-College Program
Erin McManus

Assistant to the Dean for Technology and Curriculum
Lee Nielde

Computer Support Consultant
Colby Deitz

Human Resources, Special Education, BK Education, Counseling
Standard 7: Budget and Facilities

The program has adequate resources to meet its goals and objectives.
Response to Standard 7:

There are no appendices for this standard because there is no formal MSHR Program budget. The general and administrative expenses are funded through the Human Services Department. Other sources of MSHR Program funding include the Graduate School and the Division of Educational Outreach. Funding from these sources is typically for marketing initiatives requested by the program director.