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**MSHR Review 2015**

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University Mission Statements

Western Carolina University:

Western Carolina University is a public regional institution of higher education whose mission is to create learning opportunities that incorporate teaching, research, service, and engagement through on-campus, off-campus, online, and international experiences. The university focuses its undergraduate and graduate academic programs, educational outreach, research, creative, and cultural activities to sustain and improve individual lives and enhance economic and community development in Western North Carolina and beyond.


College of Education & Allied Professions:

First, the college provides high-quality programs to our students in all areas of study, with emphasis on professional education and related areas. Second, we prepare graduates who will positively impact the region as educators, administrators, and other professionals in human services, in schools and elsewhere, from birth through higher educational settings. Finally, we actively engage in our region as teacher-scholars through collaboration, consultation, direct services, and scholarly endeavors, in a variety of environments.

Department of Human Services:

The Department of Human Services within the College of Education and Allied Professions is unique in its complexity. The department offers programs of study at the baccalaureate through doctorate level. These programs prepare candidates for rewarding professions in early childhood, parks and recreation management, community and educational leadership, student affairs, human resource development, school counseling, and clinical mental health. The department also provides support to Project Discovery which is a grant funded rural initiative which works directly with youth in western North Carolina public schools to encourage attendance and completion of post-secondary education.

Our mission is to create carefully planned collaborative teaching/learning environments designed to support our students on a path of professional development that embraces lifelong learning and prepares them to consider and assess information from local, regional, national and global perspectives. Students who complete our programs are expected as ethical professionals to seek to understand and appreciate differences in culture, ethnicity, and lifestyle choices and implement evidence-based initiatives designed to promote equality and growth among all individuals and communities where they work. Our programs are guided by professional standards for best practice in professional preparation and includes community service engagement and professional internship opportunities. In addition to preparing students as professionals, our faculty serve our communities’ needs through leadership, scholarship, and service.

Source: Human Services Department files
M.S. Degree Program in Human Resources:

The mission of Western Carolina University’s MSHR program is to prepare strategic HR leaders for the profession. We do this by developing our courses based on the most current curriculum guidelines of the Society for Human Resource Management (SHRM) and through innovative teaching which emphasizes using evidence-based practices, approaching HR from a global perspective, and application of learning through community service.

Source: http://hrprogram.wcu.edu
HR-Fall13 1st semester students

Q1 Did you find the registration process to be
   □ Easy (1)
   □ Moderate (2)
   □ Difficult (3)

Q2 What course(s) did you take your first semester and what did you like or dislike about the class?

Q3 Did you access the MSHR Student Commons in Blackboard?
   □ Yes (1)
   □ No (2)

Q4 If you used the MSHR Student Commons in Blackboard, were you able to find what you were looking for quickly?
   □ Yes (1)
   □ No (2)

Q5 Did you complete the degree completion plan?
   □ Yes (1)
   □ No (2)
If No Is Selected, Then Skip To What were your biggest challenges dur...

Q6 Was the degree completion plan helpful to you in planning for your upcoming semesters?
   □ Yes (1)
   □ No (2)

Q7 What were your biggest challenges during your first semester?

Q8 What were your biggest accomplishments during your first semester?

Q9 Overall, were you prepared for graduate school?
Include information (e.g., course name and number) for each of the required core content areas taught in the degree program:

<table>
<thead>
<tr>
<th>Required Content Area</th>
<th>Covered in a Required Course</th>
<th>Covered in an Elective Course</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change Management (Graduate ONLY)</td>
<td>Org. Planning &amp; execution (HR601); Orientation to HR (HR605); Capstone Seminar (HR698)</td>
<td>Org. Development (HR615); Employee &amp; labor relations (HR645); Leadership in HR (HR675)</td>
<td>HR650 is a new course (Fall 2013) that addresses organizational behavior (OB) concepts from an HR perspective. Topics covered include motivation, change theory, mgt. of a diverse &amp; global workforce, staffing (particularly org. entry and socialization), total rewards strategies, and workplace health/safety/security.</td>
</tr>
<tr>
<td>Employee and labor relations</td>
<td>Orientation to HR (HR605), Employee &amp; labor relations (HR645); Capstone Seminar (HR698)</td>
<td>HR650</td>
<td></td>
</tr>
<tr>
<td>Employment law</td>
<td>Orientation to HR (HR605)</td>
<td>Legal issues in HR (HR666); Staffing (HR614), Compensation &amp; benefits (HR662)</td>
<td></td>
</tr>
<tr>
<td>Ethics</td>
<td>Org. Planning &amp; execution (HR601); Orientation to HR (HR605), Employee &amp; labor relations (HR645), Capstone seminar (HR698)</td>
<td>Leadership in HR (HR675)</td>
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<tr>
<td>Globalization (Graduate ONLY)</td>
<td>Orientation to HR (HR605); Leadership in HR (HR675); Org. Behavior for HR (HR650)</td>
<td></td>
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<td>--------------------------------</td>
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<td></td>
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<tr>
<td>HR’s role in organizations</td>
<td>Org. Planning &amp; execution (HR601); Research/Evaluation in HR (HR602); Human Resource Development (HR610); Employee &amp; Labor Relations (HR645); Field experience/internship in HR (HR683); Capstone seminar (HR698)</td>
<td>Org. development (HR615); Performance management (HR613); Staffing (HR614); Talent Mgt.(HR660); Leadership in HR (HR675); OB for HR (HR 650)</td>
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<tr>
<td>Internal consulting (Graduate ONLY)</td>
<td>Orientation to HR (HR605); Human Resource Dev. (HR610); Employee &amp; labor relations (HR645); Capstone seminar in HR (HR698)</td>
<td>Org. development (HR615); OB for HR (HR650)</td>
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<tr>
<td>Job analysis and job design</td>
<td>Orientation to HR (HR605)</td>
<td>Staffing (HR614); Comp./benefits (HR662)</td>
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<td>Managing a diverse workforce</td>
<td>Orientation to HR (HR605); Human Resource Development (HR610); Employee &amp; labor relations (HR645)</td>
<td>Leadership in HR (HR675); Talent mgt. (HR660); OB for HR (HR650)</td>
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<tr>
<td>Organizational development (Graduate ONLY)</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605); Capstone seminar (HR698)</td>
<td>Org. development (HR615); Leadership in HR (HR675)</td>
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<tr>
<td>Outcomes: Metrics and measurement of HR</td>
<td>Orientation to HR (HR605); Human Resource Development (HR610); Research &amp; evaluation in HR (HR602); Capstone seminar (HR698)</td>
<td>Performance mgt. (HR613); Staffing (HR614); Comp/Ben (HR662)</td>
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<td>---------------------------------------------------------------</td>
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<tr>
<td>Performance management</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605); Human Resource development (HR610)</td>
<td>Perf. Mgt. (HR613)</td>
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<tr>
<td>Staffing: recruitment and selection (including organizational entry and socialization)</td>
<td>Org. development &amp; execution (HR601); Orientation to HR (HR605)</td>
<td>Staffing (HR614); OB for HR (HR650)</td>
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<tr>
<td>Strategic HR</td>
<td>Orientation to HR (HR605); Human Resource Development (HR610); Research &amp; evaluation in HR (HR602); Capstone seminar (HR698)</td>
<td>Leadership in HR (HR675); Org. Development (HR615)</td>
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<tr>
<td>Total rewards (compensation and benefits)</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605)</td>
<td>Compensation &amp; benefits (HR662); OB for HR (HR650)</td>
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<tr>
<td>Training and development</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605); Human Resource Development (HR610)</td>
<td>Perf. Mgt. (HR613); Talent mgt. (HR660)</td>
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<tr>
<td>Workforce planning and talent management</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605); Human Resource Management (HR610); Capstone seminar (HR698)</td>
<td>Talent mgt. (HR660)</td>
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<tr>
<td>Secondary content areas (not required to align)</td>
<td>Covered in a Required Course</td>
<td>Covered in an Elective Course</td>
<td>Notes</td>
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<tr>
<td>------------------------------------------------</td>
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<tr>
<td>Downsizing/rightsizing</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605)</td>
<td>Org. development (HR615); OB for HR (HR650)</td>
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<tr>
<td>HR career planning</td>
<td>Orientation to HR (HR605); Capstone seminar (HR698)</td>
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<tr>
<td>Human resource information system (HRIS)</td>
<td>Orientation to HR (HR605); Capstone seminar (HR698)</td>
<td>Staffing(HR614); Talent mgt. (HR660)</td>
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<tr>
<td>Mergers and acquisitions</td>
<td>Org. Planning &amp; execution (HR601); Orientation to HR (605); Capstone seminar(HR698)</td>
<td>OB for HR (HR650); Org. Development (HR615)</td>
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<tr>
<td>Outsourcing</td>
<td>Orientation to HR (HR605); Human Resource Development (HR610); Capstone Seminar (HR698)</td>
<td>Staffing (HR614)</td>
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<tr>
<td>Sustainability/corporate social responsibility</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605)</td>
<td>OB in HR (HR650)</td>
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<tr>
<td>Workplace health, safety and security</td>
<td>Org. planning &amp; execution (HR601); Orientation to HR (HR605)</td>
<td>OB in HR (HR650)</td>
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</table>
Human Resources (M.S.)

Program Admission Requirements

In addition to the Graduate School Admission Requirements, a 3.0 overall Undergrad grade point average is required. You are required to submit scores from either the GRE (preferred) or the GMAT. Three recommendations from individuals who are in a position to judge the applicant's aptitude for graduate study are required.

Program Description

The program leading to the MS degree in human resources requires a minimum of 36 semester hours including:

Professional Core (18 hours)

- HR 602 - Human Resources Research and Evaluation Methods Credits: 3
- HR 605 - Orientation to Human Resources Credits: 3
- HR 610 - Human Resource Development Credits: 3
- HR 645 - Employee and Labor Relations Credits: 3
- HR 683 - Field Experience in Human Resources Credits: 3
- HR 698 - Seminar in Human Resources Credits: 3

Additional Courses (18 hours)

18 hours selected from the following course or courses approved by the student's advisor.
- HR 601 - Organization, Planning & Execution for HR Professionals Credits: 3
- HR 613 - Performance Appraisal and Management Credits: 3
- HR 614 - Staffing Credits: 3
- HR 615 - Organization Development Credits: 3
- HR 660 - Talent Management Credits: 3
- HR 662 - Compensation and Benefits Credits: 3
- HR 666 - Legal Issues in Human Resources Credits: 3
- HR 675 - Leadership in Human Resources Credits: 3
- HR 693 - Selected Topics in Human Resources Credits: 3, R12
THE SOCIETY FOR
HUMAN RESOURCE MANAGEMENT
HEREBY CONFIRMS THAT CURRICULUM TAUGHT AT
WESTERN CAROLINA UNIVERSITY
MASTER OF SCIENCE IN HUMAN RESOURCE MANAGEMENT

ALIGNS WITH THE RECOMMENDED
REQUIREMENTS FOR HR DEGREE PROGRAMS
AS OUTLINED IN THE
SHRM HR CURRICULUM GUIDEBOOK AND TEMPLATES.

WITNESS THE SIGNATURE OF THE
DULY AUTHORIZED OFFICER OF THE SOCIETY.

ATTEST:

[Signature]

DEBRA J. COHEN, PH.D., SPHR
CHIEF KNOWLEDGE OFFICER

INCEPTION DATE
SEPTEMBER 2010

EFFECTIVE PERIOD
JANUARY 2014 – DECEMBER 2016

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### MSHR 3-Year Plan
2014-2016

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<th>Spring 2014</th>
<th>Summer 2014</th>
<th>Fall 2014</th>
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<tr>
<td>HR 605 Orientation to HR</td>
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<td>HR 601 Organizational Planning</td>
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<td>HR 614 Staffing</td>
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<td>HR 693 Elective</td>
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<th>Fall 2015</th>
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<tr>
<td>HR 605 Orientation to HR</td>
<td>HR 613 Performance Management</td>
<td>HR 601 Organizational Planning</td>
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<td>HR 610 HR Development</td>
<td>HR 645 Emp &amp; Labor Relations</td>
<td>HR 602 Research/Eval Methods</td>
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<td>HR 615 Org. Development</td>
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<td>HR 683 Field Exp. in HR</td>
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<td>HR 614 Staffing (Recruitment)</td>
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<td>HR 683 Field Exp. in HR</td>
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<td>HR 614 Staffing (Recruitment)</td>
<td>HR 601 Organizational Planning</td>
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<td>HR 610 HR Development</td>
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<td>HR 602 Research/Eval Methods</td>
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<td>HR 660 Talent Management</td>
<td>HR 645 Emp. &amp; Labor Relations</td>
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<td>HR 683 Field Exp. in HR</td>
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</table>
ORGANIZATIONAL DEVELOPMENT – HR615
SYLLABUS – FALL 2013

Professor: Marie-Line Germain, Ph.D.
Course format: Online

When/Where: On selected days (typically 6:30pm, check the grid at the end of this syllabus) live (synchronous) online discussion (via GoToMeeting); Weekly asynchronous online discussion (via BlackBoard text discussion tool).
Course term will run from August 19th through December 06, 2013.

Contact Info: mgermain@wcu.edu; Office: Killian 214-B. Phone: 828-227-3959 (not in office every day). Virtual appointments welcomed!

I. INSTRUCTIONAL MATERIAL - Required

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

WCU's Writing Center
The University Writing Center offers online writing resources to help you strengthen your academic skills and address any writing assignment. To receive individual feedback on your writing, visit Smarthinking. WCU's free academic support service for students who take their classes from off-campus.

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office's website: disability.wcu.edu

Dr. Germain'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 (AHRD, 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.

Some of the course material might be 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 on not only 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 learning and competency development, and so having it located 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 employee education/development so having it located in our College of Education & Allied Professions makes
sense. That said, in keeping with SHRM’s guidelines for graduate HR programs, our MSHR curriculum places an emphasis on how HR is applied to the business environment.

**WCU’s Writing Center**

The University Writing Center offers online writing resources to help you strengthen your academic skills and address any writing assignment. To receive individual feedback on your writing, visit Smarthinking, WCU’s free academic support service for students who take their classes from off-campus.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require 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. You can also visit the office’s website: [http://www.wcu.edu/12789.asp](http://www.wcu.edu/12789.asp)

### II. COURSE REQUIREMENTS

**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): 7.5 Points
Evidence of consistent linking of comments to course literature: 7.5 Points
Evidence of original, substantive comments that address questions posed, build community, and “stretch” class’s thinking: 7.5 Points
Evidence of original, substantive comments that respond to other students’ comments, build community, and “stretch” class’s thinking: 7.5 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.

Also note that you need about 3 posts per week of class: 1 post to respond to the Questions posted that
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. For the live/synchronous discussions, I won’t answer each student’s comments as I do not want to monopolize the Discussion, which ought to be a Student-guided dialogue. 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 GoToMeeting (see the grid on page 13 to know when those sessions are scheduled). Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the GoToMeeting voice discussions, you will need a headset with a microphone! If you don’t already have them, they can be purchased at RadioShack, 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. For more information about academic integrity, go to: academicintegrity.wcu.edu
<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL/ASSIGNMENTS</th>
</tr>
</thead>
</table>
| Mon., Aug 19 | Getting to know each other; Introduction to Organization Development | Cummings & Worley Ch. 1  
Online Discussion – Intro & Topic  
http://www.ted.com/talks/eddie_obeng_smart_failure_for_a_fast_changing_world.html  
Watch the TED talk- Smart Failure for a Fast Changing World |
| Mon. Aug 26  | Nature of Planned Change                             | Cummings & Worley Ch. 2  
Online Discussion  
GoToMeeting: August 26, 6:30pm |
| Mon. Sept 2  | Role of Organizational Development Practitioner; Entry & Contracting | Cummings & Worley Ch. 3, 4  
Online Discussion  
Plan on attending GoToMeeting “Meet and Greet” session with your nonprofit organization |
| Mon. Sept 9  | Diagnosing Organizations, Groups, and Jobs           | Cummings & Worley Ch. 5, 6  
No Discussion |
| Mon. Sept 16 | Collecting & Analyzing Diagnostic Information; Providing Feedback | Cummings & Worley Ch. 7, 8  
Online Discussion |
| Mon. Sept 23 | Designing Interventions; Leading and Managing Change | Cummings & Worley Ch. 9, 10  
No Discussion  
GoToMeeting: Sep 23, 6:30pm. Guest speaker: Chris Collie VP HR Development / OD Development/ Interval International |
| Mon. Sept 30 | TBA                                                  | TBA |
| Mon. Oct 7  | Fall break                                           | No class |
| Mon. Oct 14 | Evaluating and Institutionalizing OD Interventions; Individual, Interpersonal, and Group Process Approaches | Cummings & Worley Ch. 11, 12  
Online Discussion |
| Mon. Oct 21 | Organization Process Approaches; Restructuring       | Cummings & Worley Ch. 13, 14  
Online Discussion  
GoToMeeting: Oct. 21, 6:30pm  
Guest speaker: Dr. Karen Watkins. TBD |
| Mon. Nov 4  | Employee Involvement, Work Design                    | Cummings & Worley 15, 16  
Online Discussion |
| Mon. Nov 11 | Performance Mgt; Developing Talent                   | Cummings & Worley Ch. 17, 18  
Online Discussion |
| Mon. Nov 4  | Transformational Change; Future Directions in OD     | Cummings & Worley, Ch. 20, 25 |
| Mon. Nov 11 | Supplemental Reading TBD                             | Online Discussion:  
GoToMeeting: Nov 11-6:30 pm. PPT  
Presentation of your nonprofit project to the class  
Nov. 15: Individual paper due. |
| Mon. Nov 18 | Supplemental Reading TBD                             | Online Discussion: See course |
| Mon. Nov 25 | Thanksgiving Break!                                  | No class |
| Mon. Dec 2  | COMPREHENSIVE FINAL EXAM                              | Final exam (online). Dec. 06 through Dec. 09  
Take FINAL EXAM DUE by Dec 09, midnight! |
### III. GRADING AND ASSIGNMENTS’ OUTLINE

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Total Points</th>
<th>Percentage</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Assignment</td>
<td>40</td>
<td>40%</td>
<td>November 11, 2013</td>
</tr>
<tr>
<td>Individual paper</td>
<td>20</td>
<td>20%</td>
<td>November 15, 2013</td>
</tr>
<tr>
<td>Participation</td>
<td>20</td>
<td>20%</td>
<td>All semester long</td>
</tr>
<tr>
<td>Final exam</td>
<td>20</td>
<td>20%</td>
<td>Available online Dec. 06 through Dec. 9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

#### Grading Scale

<table>
<thead>
<tr>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100</td>
<td>A</td>
</tr>
<tr>
<td>80-89</td>
<td>B</td>
</tr>
<tr>
<td>70-79</td>
<td>C</td>
</tr>
<tr>
<td>60-69</td>
<td>D</td>
</tr>
<tr>
<td>Below 60</td>
<td>F</td>
</tr>
</tbody>
</table>

**INDIVIDUAL PAPER:**
For directions, please see the course under the tab “Assignments”.

**TEAM ASSIGNMENT:** Please see the course under the tab “Assignments”. (Nonprofit organization consulting assignment)

**Technology Resources:** In you are interested…. You would have to go to campus….The University makes various technology resources available to you. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has various equipment for checkout. Both also provide consultation on the use of technology and software training. If you have questions or need assistance, see Misty Colton in Killian 102B, call 828-227-2747, or email mcolton@wcu.edu
HR601: Organizational Planning & Execution for HR Professionals - Syllabus

Professor:
Dr. Yogita Abichandani, Assistant Professor, MSHR Program, WCU

Course Format:
“Online”—via BlackBoard (BB)

When/Where:
Virtual Classroom – 24/7; Select Evenings, 6:30 - 8:00 p.m. live (synchronous audio/video) online discussion (via GoToMeeting tool—see detailed course schedule for the 4 GoToMeeting sessions); Weekly asynchronous online discussion (via BB text discussion tool).

Course timeline: August 18th 2014 - December 9th 2014

Contact Info:
yabichandani@wcu.edu; Office-Killian 214A; Virtual Appointments welcomed!

Course Description:
This online graduate-level course explores the various functions of an organization and how they work together to achieve success (however that is defined) in the marketplace. 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 critical HR competencies by the Society for Human Resource Management (SHRM). Organizational functions to be addressed include marketing/sales, finance/accounting, and operations (which may include manufacturing, distribution, administration, etc.).

*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines.

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

1) Describe the basic functions of an organization, including strategy, marketing, finance, and operations;
2) Discuss the concept of HR serving as a strategic business partner with the other functions of the organization;
3) Analyze a business case and develop recommendations

Required Texts:
   McGraw-Hill.
2. Harvard Business Case (for the group case study assignment):  Web link will be provided to download this case (approximate cost to student: $3.95)

Excerpts from College Mission 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 mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

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.

**Accommodations for Students with Disabilities:**
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886 or lalexis@wcu.edu You may also visit the office’s website: disability.wcu.edu

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

1) **Mid-term Exam (25%):** Due: No later than Sunday, Oct. 5th (11:59pm)
   Description: M/C, T-F, Essay covering Chapters 1-5, 7-12. Charan- Entire Book

2) **Group Case Assignment (25%--including self-peer evaluation):** Due: Sunday, Nov. 16th (11:59pm)
   Description: Groups of 3-5 will be assigned a business case to analyze and will submit a report of their analysis and recommendations. Note: Students are required to complete a peer evaluation on each of their group members. In order to earn the full group grade, a student must earn an average peer evaluation score of at least 83%; scores between 73-82.99% will result in a 5-point reduction in that student’s group grade. Scores below 73% will result in a 10-point reduction. This policy has been implemented based on student concerns about group members being held accountable for contributing to the group project. More details about the group project can be found on our BB homepage.

3) **Final Exam (30%):** Due: Sun., December 7th (by 11:59pm)
   Description: Comprehensive exam covering course material.

4) **Participation (20%):** Due: All semester!
   Description: Participation will be based on text discussions (GoToMeeting live audio conference participation is strongly encouraged). Kindly follow the following guidelines for “good” performance (“excellent” performance would consistently exceed these guidelines) in our weekly online discussions.

   **Guidelines for Participation:**
   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. Use both the text material and personal experience and comment back (either in agreement or in disagreement) with text material (citing relevant text page numbers).
   3) Agree/Disagree comments should be substantiated. “Nice comment”; “I think so too” are not acceptable in graduate level coursework.
   4) The discussions should always be respectful, open, friendly, and engaging but succinct enough to encourage classroom wide participation. Graduate students are expected to carry friendly and engaging dialogue for discussion to “grow”.

   Per the guidelines described above, I will use the following evaluation criteria to assign participation grades:
   - Evidence of consistent, weekly participation: 10 Points
   - Evidence of consistent linking of comments to course literature: 2.5 Points
   - Evidence of original, substantive comments that address questions posed, build community, and stretch class’s thinking: 10 Points
   - Evidence of original, substantive comments that respond to other students’ comments, build community, and stretch class’s thinking: 2.5 Points
Evaluation
Students with a sound grasp of the material and demonstrate an ability to analyze this material at a satisfactory to above average level for graduate students can expect to receive a grade of “B.” Grades below “B” will be assigned only for performance that is less than satisfactory. The grade of “A” will be reserved to designate excellence. This will require not only a sound grasp of the material and the demonstration to analyze them at a graduate level, but also a clear capacity to synthesize and critique the materials. There is no preconceived designation of the number of students to receive each grade, nor any ceiling on the number of “A’s” to be assigned if all students exhibit the high standards of performance expected for that grade.

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. Grading is based on a ten-point scale (80-89: B; 90-100: A) unless otherwise specified.

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 no more than three years old (equipped with a high speed processor and adequate virtual memory for video streaming), all Microsoft Office applications, Adobe Acrobat Reader, and access to high-speed internet connection is required. We will be using both BlackBoard (BB) and an online live audio program called GoToMeeting. Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the GoToMeeting live audio discussions, you will need a microphone and speakers (or headset). If you don’t already have these peripherals, they can be purchased at Radio Shack, Target, and elsewhere for about $15. We also have video capability within GoToMeeting which we can use if we want. Some PC monitors have built-in cameras and peripheral video plug-ins are available for about $25 (but this is optional).

Dates of Note:
- Priority Registration Spring 2015 begins- Wednesday, Oct. 29
- Last Day to drop with a “W”— Monday, Oct. 20
- Regular Registration begins Thursday Nov. 6
- Commencement – Saturday, December 13
HR602: Research & Evaluation Methods in HR
Fall 2014

Professor:
Kirk Smith, Ph.D.

Course Formats:
Online (via Blackboard)

When/Where:
Up to five live (synchronous) online sessions (via GoToMeeting); Weekly asynchronous online discussions (via Blackboard discussion tool).
Course term will run from August 18 – December 5, 2014.

Contact Info:
The best way to contact me is through the email tool within Blackboard. I generally respond to emails within 24 hours (except weekends). Call if necessary. The best number is my cell phone.
Cell: 404.210.4060
Office: 828.227.2493

Appointments (online, telephone) welcomed!

Course Description:
This course explores, at the graduate level, the theory and practice of research and evaluation within the HR discipline. Metrics and evaluation have become increasingly important in the field of human resources as HR endeavors to become a strategic partner with other business units and to demonstrate HR’s bottom line value. Application of sound research methods, particularly survey research, is critical to this endeavor. Specifically, a course focus is on equipping you with an understanding of the various tools and techniques available for evaluating HR practices, the considerations for using such practices, and equipping you with the ability to actually conduct such evaluations.
Learning Objectives:
Upon the completion of this course, students will be able to:

1) Discuss the value of and the methods for measuring the impact of HR policies/practices/interventions;
2) Calculate benefit/cost ratio (BCR) and return on investment (ROI) for a given HR intervention;
3) Identify, describe, and use various HR evaluation metrics;
4) Describe and explain the HR-ROI evaluation steps;
5) Critique HR evaluation cases;
6) Identify and describe how to conduct sound survey research and analyze the data using basic statistical analysis.
7) Describe the benefits of evidence-based human resources management.
8) Apply evidence-based human resource management in your environment.

Required Texts:


*Note: Text readings will be supplemented by instructor material related to research concepts and HR metrics as we progress through the semester.

IMPORTANT: Please login to the course at least 2 times per week. I post announcements pretty frequently.

Course Requirements:

Mid-term Exam (25%): Due no later than Sunday, October 5th by 11:59 pm EDT. Description: Multiple-choice, T/F (online)

Final Exam (25%): Non-comprehensive exam covering course material; format similar to Mid-term exam. It will open on December 6 and will be due no later than 11:59 pm EST Wednesday, December 10.

Discussion Participation (25%): You are required (for every online discussion we have) to respond to my question/comment and to respond to at least one of your classmates’ posts in a meaningful way; not just “nice post” or “I agree”.

Case Study Executive Summary (25%): Write a 2-3 page (single-spaced) ROI impact study executive summary based on a case study I will hand out. More instructions and sample executive summaries will be given to you during the semester. This assignment is due no later than Wednesday, December 3 by 11:59pm EST.
Grading Policy:

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Grade Or number of points</th>
<th>Possible score</th>
</tr>
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<tbody>
<tr>
<td>Mid-term Exam (Exam I)</td>
<td>25%</td>
<td>100</td>
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<tr>
<td>Final Exam (non-comprehensive Exam II)</td>
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<td>100</td>
</tr>
<tr>
<td>Executive Summary</td>
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<tr>
<td>Discussion Participation</td>
<td>25%</td>
<td>100</td>
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<tr>
<td></td>
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<table>
<thead>
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<tbody>
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<td>80-89</td>
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<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>F</td>
<td>Less than 70</td>
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</table>

**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. Assignments will no longer be accepted after 6 days following the published due date without prior approval. Submit assignments in assignment drop box unless otherwise directed.

**Policy Regarding Non-Attendance:** Evidence of attendance in an on-line format is by logging into the course website, participating in the published discussions, turning in assignments, and completing exams. All students must either log into the course website or participate in the discussion within the first 5 days of the semester. If there are extenuating circumstances that prevent this, you must notify me through the course e-mail or wksmith@wcu.edu. Failure to communicate or attend class within the first 5 days of the semester will be interpreted that you no longer plan to take the class and your registration will be cancelled.

WCU’s policy is that it remains the student’s responsibility to officially drop the course to avoid a grade of W or F. Student appeals resulting from extenuating circumstances will be considered on a case-by-case basis by the department head or in the appropriate dean’s office. Re-registration will not be permitted for any reason after census day (10th day of the semester).
During the semester, there may be extenuating circumstances that prevent your on-line attendance during a given week. You do not need to notify me unless this will result in missing an assignment or exam due date. See the Policy Regarding Due Dates above.

**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 assignments and evaluating student work. The grades assigned are final with very few rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 48 hours of issuing the assignment grade, in order to be considered.

**Office of Disability Services**

Accommodations for Students with Disabilities: Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC)**

Electronic format (with hyperlinks):
The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or
call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**Academic Integrity Policy:**
*This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.*

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head (and the Associate Dean of the Graduate School when the student is a graduate student), in writing of the academic dishonesty charge and sanction.

The Academic Integrity Policy and Faculty Reporting Form can be found online at dsce.wcu.edu.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL/ ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week beginning Aug. 18</td>
<td>Getting comfortable with Blackboard; Getting to know each other; online introduction Research Methods Basics</td>
<td>Introductions; Fink: Chapters 1-3; Supplemental Reading</td>
</tr>
<tr>
<td>Week beginning Aug. 25</td>
<td>Research Design</td>
<td>Fink – Chapters 4-5; Live Virtual Session</td>
</tr>
<tr>
<td>Week beginning Sept. 1</td>
<td>Analyzing Results</td>
<td>Fink - Chapter 6: Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 8</td>
<td>Presenting Results</td>
<td>Fink - Chapter 7; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 15</td>
<td>Evidence-based HR</td>
<td>Supplemental Reading; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 22</td>
<td>Evidence-based HR</td>
<td>Supplemental Reading; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 29</td>
<td>Mid-term Exam (Exam I)</td>
<td>Due by 11:59 PM EDT Oct 5</td>
</tr>
<tr>
<td>Week beginning Oct. 6</td>
<td>ROI in HR</td>
<td>Phillips &amp; Phillips– Chapters 1-3; Live Virtual Session; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Oct. 13</td>
<td>Fall Break</td>
<td>R&amp;R</td>
</tr>
<tr>
<td>Week beginning Oct. 20</td>
<td>ROI in HR</td>
<td>Phillips &amp; Phillips – Chapter 4-5; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Oct. 27</td>
<td>ROI in HR</td>
<td>Phillips &amp; Phillips - Chapter 6-7; Guest Speakers: Jack and Patti Phillips</td>
</tr>
<tr>
<td>Week beginning Nov. 3</td>
<td>ROI in HR</td>
<td>Phillips &amp; Phillips – Chapter 8-9; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Nov. 10</td>
<td>ROI in HR</td>
<td>Phillips &amp; Phillips – Chapter 10-11; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Nov. 17</td>
<td>Human Capital Analytics</td>
<td>Guest Speaker: Jac Fitz-enz</td>
</tr>
<tr>
<td>Week beginning Nov. 24</td>
<td>Thanksgiving Week</td>
<td>Work on Executive Summary</td>
</tr>
<tr>
<td>Week beginning Dec. 1</td>
<td>Executive Summary due</td>
<td>Live Virtual Session</td>
</tr>
<tr>
<td>Week beginning Dec. 8</td>
<td>Final Exam (Exam II)</td>
<td>Due by 11:59 PM EST Dec. 10</td>
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</table>
HR660: Talent Management
Fall 2014

**Professor:** Dr. John J. Sherlock, Associate Professor and Director, MSHR Program. (“Dr. John”)

**Course Formats/Location:** Online Format: Exclusively BlackBoard (BB); There will also be some live (synchronous) virtual classes via GoToMeeting. See course schedule at the end of this syllabus for specific GoToMeeting dates (attendance is optional but encouraged; sessions will be recorded and archived for later use).

NOTE: Students are expected to be experienced in PC and internet operations. Students should have access to a PC no more than a couple of years old, with a high speed processor, all Microsoft Office applications, Adobe Acrobat Reader, and preferably a high-speed internet connection. We will be using both BlackBoard and a virtual multi-media program called GoToMeeting. Both are user-friendly but require basic computer literacy and do not function as well without a high-speed connection. For the GoToMeeting 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, or elsewhere for a nominal cost.

**When:** August 18 – December 12

**Contact Info:**

Email: sherlock@wcu.edu
Course Description:
Analyzes the processes of selecting, developing and retaining talent within an organization. The course focuses on evidence-based talent management strategies and initiatives, which are integrated with organizational strategic and operational objectives.

*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines. WCU's MSHR curriculum was reviewed by SHRM in March 2013 and recognized as being in full alignment with their guidelines.

Learning Objectives:

Upon the successful completion of this course, the student will be able to:
1. Discuss the implications of “big data” on talent management.
2. Discuss how the labor market has changed over recent decades.
3. Identify solutions to mitigate the effects of the skills gap.
4. Recognize the link between an organization’s performance and its education levels for certain business functions.
5. Identify areas to apply data analysis to determine whether tenure is beneficial to performance.
6. Evaluate the most effective ways to acquire talent in their organizations.
7. Identify and analyze methods to retain talent within their organizations.
8. Analyze talent management gaps and recommend solutions.

Required Texts:

*Note: There will also be supplemental readings posted throughout the semester—which should be considered required readings (and potential exam content) unless specified as optional reading.*
Course Requirements:

**Group Project - TM Case Analysis: (30%)**: Group analysis of a TM case study from Harvard Business Publishing. Due by 11:59pm, Sunday, November 23. Instructions to follow. A Peer Evaluation form will need to be completed by each student in a group. The evaluation form and details about the evaluation is provided within the course content on BlackBoard. Note: In order to earn the full group grade, a student must earn an average peer evaluation score of at least 83%; scores between 73-82.99% will result in a 5-point reduction in that student’s group grade. Scores below 73% will result in a 10-point reduction. This policy has been implemented based on student requests for group member accountability.

**Final Exam (30%)**: Comprehensive exam covering course material. Exam is due no later than 11:59 pm EST Wednesday, December 10.

**Discussion Participation (20%)**: Participation will be based on text discussions (GoToMeeting live audio conference participation is optional but strongly encouraged). 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 a course like this 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.

**TM Topical Briefing: 20%**: Short individual paper on a TM topic. Due by 11:59pm, Sunday, October 12. Instructions to follow.
Grading Policy:

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Grade Or number of points</th>
<th>Possible score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Analysis</td>
<td>30%</td>
<td>100</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>100</td>
</tr>
<tr>
<td>Discussion Participation</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
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<td>100%</td>
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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 (evidence-based thinking). 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 (90-100: A; 80-89: B) 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 mission of the professional education programs at Western Carolina University is to prepare highly effective and ethical graduates that are inspired to be lifelong learners, engaged in the community, and empowered to become leaders who strive to transform the future."

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: Occasionally students will ask 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 organization learning and human resource development initiatives, 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.*

**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. Assignments will no longer be accepted after 6
days following the published due date without prior approval. Submit assignments in 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 assignments and evaluating student work. The grades assigned are final with very few rare cases. Any questions/concerns about a particular assignment grade must be directed to me within 48 hours of issuing the assignment grade, in order to be considered.

**Office of Disability Services**

**Accommodations for Students with Disabilities:** Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to the Office of Disability Services. All information is confidential. Please contact the Office of Disability Services at (828) 227-3886 or come by Suite 135 Killian Annex for an appointment.

**Student Support Services**

Student Support Services provides support to students who are either first-generation, low-income or those who have disclosed a disability with: academic advising, mentoring, one-on-one tutorial support, and workshops focused on career, financial aid and graduate school preparation. You may contact SSS at (828) 227-7127 or email sssprogram@wcu.edu for more information. SSS is located in the Killian Annex, room 138.

**Writing and Learning Commons (WaLC)**

Electronic format (with hyperlinks): The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (walc.wcu.edu) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are
encouraged to use Smarthinking and the WaLC’s online resources. Students may also take advantage of writing tutoring offered at the Biltmore Park campus on certain days of the week; call 828-227-2274 or log in to TutorTrac and select “Biltmore Park Writing Tutoring” for availabilities.

**Academic Integrity Policy:**
Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.

- **Plagiarism** - Representing the words or ideas of someone else as one’s own in any academic exercise.

- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his /her department head (and the Associate Dean of the Graduate School when the student is a graduate student), in writing of the academic dishonesty charge and sanction.

*See course schedule on next page.*
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL/ ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week beginning Aug. 18</td>
<td>Getting Comfortable with Blackboard; Getting to Know Each Other; Big data and HR</td>
<td>Introductions in Discussion Board; Read Introduction in Text; Supplemental Reading</td>
</tr>
<tr>
<td>Week beginning Aug. 25</td>
<td>Skills Gap and Shifting Labor Market</td>
<td>Text- Chapter 1;; Discussion Board GoToMeeting #1 (optional): Wed., Aug. 27th, 7:00 pm ET</td>
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<tr>
<td>Week beginning Tue., Sept. 2nd (Mon. is Labor Day holiday)</td>
<td>Skills Gap and Shifting Labor Market</td>
<td>Text- Chapter 1 (cont.); Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 8</td>
<td>Education and Performance</td>
<td>Text - Chapter 2; Supplemental Reading; Discussion Board</td>
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<tr>
<td>Week beginning Sept. 15</td>
<td>Education and Performance</td>
<td>Text - Chapter 2; Supplemental Reading; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 22</td>
<td>Tenure and Market Performance</td>
<td>Text-Chapter 3; Supplemental Reading; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Sept. 29</td>
<td>Tenure and Market Performance</td>
<td>Text-Chapter 3; Supplemental Reading; Discussion Board</td>
</tr>
<tr>
<td>Week beginning Oct. 6</td>
<td>Work on TM Paper</td>
<td>Individual TM Paper Due by 11:59 PM EDT, Sunday October 12; GoToMeeting #2 (optional): Wed., Oct. 8th, 7:00 pm ET</td>
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<tr>
<td>Week beginning Oct. 13</td>
<td>WCU Fall Break</td>
<td>No assigned readings</td>
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<tr>
<td>Week beginning</td>
<td>Text &amp; Topics</td>
<td>Notes</td>
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<tr>
<td>Oct. 20</td>
<td>Empowering Employment</td>
<td>Text – Chapter 4; Supplemental Reading;</td>
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<td>Discussion Board</td>
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<td>Oct. 27</td>
<td>Empowering Employment</td>
<td>Text – Chapter 4; Supplemental Reading;</td>
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<td>Discussion Board</td>
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<td>Nov. 3</td>
<td>A Better Candidate Experience</td>
<td>Text – Chapter 5; Supplemental Reading;</td>
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<td>Discussion Board</td>
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<td>Nov. 10</td>
<td>A Better Candidate Experience</td>
<td>Text – Chapter 5; Supplemental Reading;</td>
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<td>Discussion Board</td>
</tr>
<tr>
<td>Nov. 17</td>
<td>Recruiting in the Digital Era; Retaining Talent</td>
<td>Text—Chapters 6-7; <strong>Group Case Study Due by 11:59 PM EST, Sunday, November 23</strong></td>
</tr>
<tr>
<td>Nov. 24</td>
<td>Recruiting in the Digital Era; Retaining Talent</td>
<td>Text—Chapters 6-7; Discussion Board</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Study for Final Exam</td>
<td><strong>GoToMeeting #3 (optional): Wed., Dec. 3rd, 7:00 pm ET</strong></td>
</tr>
<tr>
<td>Dec. 8</td>
<td>Final Exam</td>
<td><strong>Final Exam covers all assigned text chapters and any required supplemental readings. Due by 11:59 PM EST Dec. 10 (Wed.)</strong></td>
</tr>
</tbody>
</table>
HR 662 – 50
Compensation and Benefits
Fall 2014

Professor:  Dr. John J. Sherlock, Associate Professor and Director, MSHR Program.  (“Dr. John”)

Course Formats/Location:  Online Format: Exclusively BlackBoard (BB); There will also be some live (synchronous) virtual classes via GoToMeeting.  See course schedule at the end of this syllabus for specific GoToMeeting dates (attendance is optional but encouraged; sessions will be recorded and archived for later use).

NOTE:  Students are expected to be experienced in PC and internet operations.  Students should have access to a PC no more than a couple of years old, with a high speed processor, all Microsoft Office applications, Adobe Acrobat Reader, and preferably a high-speed internet connection.  We will be using both BlackBoard and a virtual multi-media program called GoToMeeting.  Both are user-friendly but require basic computer literacy and do not function as well without a high-speed connection.  For the GoToMeeting 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, or elsewhere for a nominal cost.

When:  August 18 – December 12

Contact Info:

Email:  sherlock@wcu.edu
Office:  214C Killian Building, Cullowhee campus, WCU
Office Phone:  828-227-3380
Appointments:  Available in virtual office by appointment, email exchange or virtual chats.

Course Overview and Learning Objectives:  This course covers core concepts of compensation and benefits at the graduate level.  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.
This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines

**Required Text:**

978-0078029493

Note: Additional course material has been posted on the BB course website.

**Dr. John’s Teaching Philosophy:**

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COURSE REQUIREMENTS

Participation (20%) – Due Every Week!

Participation will be based on text discussions (GoToMeeting live audio conference participation is optional but strongly encouraged). 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 (NOTE: “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
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**Case Study (30%) – Due Tue. Nov. 25th before midnight (11:59pm)**

Description: Groups of 4-6 participants will be assigned a case study to evaluate and present recommendations. Detail information is provided within the course content on BlackBoard and will be discussed during the 1st GoToMeeting session.

There are 3 deliverables for the Case Study:

1. **An Executive Summary** – Prepare a 2 page (double spaced) report for the company executives. This report is a summary – be mindful of the audience and provide a clear, concise and professionally drafted report.
2. **A Presentation** – Prepare a Power Point presentation with your group’s analysis and solutions. The Power Point is limited to 25 slides and must contain the presentation narrative in the notes. The Power Point should address:
   1) Identification and root cause(s) of major issues
   2) Proposed Solution
   3) Development of proposal with pay grades and policies
   4) Implementation Details
   5) Follow-up and measurables after implementation
   6) Any unanswered questions (to be mindful of questions during implementation or as the HR professional from the study itself)
3. **A Peer Evaluation** - The evaluation form and details about the evaluation is provided within the course content on BlackBoard. Note: In order to earn the full group grade, a student must earn an average peer evaluation score of at least 83%; scores between 73-82.99% will result in a 5-point reduction in that student’s group grade. Scores below 73% will result in a 10-point reduction. This policy has been implemented based on student requests for group member accountability.

**Mid-Term Exam (25%) – Due Sun., October 12th before midnight (11:59pm)**

Description: 2 hour online exam (multiple choice, true-false, AND essay questions) covering all course material up to this point (Chapters 1 – 6 and 17).
Final Exam (30%) – Due Sun., Dec. 7\textsuperscript{th} before midnight (11:59pm)

Description: 2 hour comprehensive online exam (multiple choice, true-false, AND essay questions) covering all course material.

IMPORTANT POLICIES

Policy Regarding Due Dates: All exams are due no later than 11:59pm 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.

Policy Regarding Assignment Grades: 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.
## Course Schedule

<table>
<thead>
<tr>
<th>WEEK NUMBER</th>
<th>WEEK BEGINNING (Monday)</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL / ASSIGNMENTS</th>
</tr>
</thead>
</table>
| 1           | August 18               | Introduction to Compensation: The Pay Model | Read: Chapter 1  
Assignment: Weekly Discussion |
| 2           | August 25               | Government and Legal Issues in Compensation | Read: Chapter 17  
Assignment: Weekly Discussion  
**GoToMeeting #1: Tue., 8/26, 7:00 pm EDT** |
| 3           | September 2 (Tue., 9/1 is Labor Day Holiday) | Strategy: The Totality of Decisions | Read: Chapter 2  
Assignment: Weekly Discussion |
| 4           | September 8             | Internal Equity: Defining Internal Alignment | Read: Chapter 3  
Assignment: Weekly Discussion |
| 5           | September 15            | Job Analysis    | Read: Chapter 4  
Assignment: Weekly Discussion |
| 6           | September 22            | Job-Based Structures and Job Evaluation | Read: Chapter 5  
Assignment: Weekly Discussion |
| 7           | September 29            | Person-Based Structures | Read: Chapter 6  
Assignment: Weekly Discussion |
| 8           | October 6               | External Equity: Defining Competitiveness  
Mid-term exam | Read: Chapter 7  
Assignment: Complete Mid-term; No discussion  
**Mid-term Exam covers chapters 1-6, 17. Completion of Exam due by 11:59 pm on 10/12.** |
| 9           | October 13              | Designing Pay Levels, Mix, and Pay Structures  
WCU Fall Break | Read: Chapter 8  
Assignment: None, Enjoy WCU Fall Break |
| 10          | October 20              | **Employee Contributions:**  
**Determining Individual Pay:**  
Pay-for-Performance: The Evidence | Read: Chapter 9  
Assignment: Weekly Discussion  
**GoToMeeting #2: Tue., October 21st, 7:00 pm ET** |
| 11          | October 27              | Pay-for-Performance Plans | Read: Chapter 10  
Assignment: Weekly Discussion |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Read/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>November 3</td>
<td><strong>Employee Benefits</strong>: The Benefit Determination Process; Benefits Options</td>
<td>Read: Chapters 12, 13 (supplemental brief highlighting chapters on our homepage)  Assignment: Weekly Discussion</td>
</tr>
<tr>
<td>13</td>
<td>November 10</td>
<td><strong>Extending the System</strong>: Compensation for Special Groups</td>
<td>Read: Chapters 14 Assignment: Weekly Discussion</td>
</tr>
<tr>
<td>14</td>
<td>November 17</td>
<td>International Pay Systems</td>
<td>Read: Chapters 16 Assignment: None</td>
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<tr>
<td>15</td>
<td>November 24</td>
<td>Union Role in Wage and Salary Administration</td>
<td>Read: Chapter 15</td>
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<td><strong>Thanksgiving Holiday</strong> – November 26– 28 *no formal discussion posting</td>
<td>Case Study due by 11:59pm Tue., 11/25 (ENJOY YOUR THANKSGIVING!)</td>
</tr>
<tr>
<td>16</td>
<td>December 1</td>
<td>Management: Making It Work</td>
<td>Read: Chapter 18</td>
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<td><strong>Final Exam Posted</strong></td>
<td><strong>Final GoToMeeting</strong>: Mon., 12/1, 7:00 pm EST  Comprehensive Exam covers all assigned text chapters (emphasis on latter half of course).</td>
</tr>
<tr>
<td>17</td>
<td>December 8th</td>
<td>Final Exam DUE 12/8</td>
<td>Completion of Exam due by 11:59pm on Mon., 12/8.</td>
</tr>
</tbody>
</table>

**Schedule Notes:**

- Chapter 11 – Performance Appraisal – Will not be covered in this course. The topic “Performance Appraisals” is covered in the WCU course HR 613: Performance Appraisal and Management.
Professor:
Kirk Smith, Ph.D.

Course Formats:
Online (via Blackboard)

When/Where:
At least four live (synchronous) online sessions (via GoToMeeting); Weekly asynchronous online discussions (via Blackboard discussion tool).
Course term will run from January 13 – May 7, 2014.

Contact Info:
The best way to contact me is through email. I generally respond to emails within 24 hours (except weekends). Call if necessary. The best number is my cell phone.
Cell: 404.210.4060
Office: 828.227.2493

Appointments (online, telephone) welcomed

Course Description:
This course examines the major theories on the art and practice of leadership. The context of leadership will be explored from multiple settings, including self-leadership, one-on-one leadership, team leadership and organizational leadership in a human resources context.

Learning Objectives:
Upon the successful completion of this course, the student will be able to:
1. Identify and differentiate the major leadership theories.
2. Discuss the historical, political, social, cultural, psychological and organizational contexts in which leadership occurs.
3. Apply the above objectives to a human resources setting.
4. Apply basic research and writing skills as a foundation for developing Masters-level writing assignments throughout the MSHR curriculum, including course research papers and other creative assignments.

Course Organization:
The course is organized into learning modules. Each module represents a one-week period and contains the PowerPoint slides, discussion forum, supplemental reading (optional), assignments, videos (optional), and exercises. It is your responsibility to complete the required components in a module during its timeframe. These weekly modules and the text comprise the bulk of the course content.
**Required Text:**

Other supplemental reading material is in the Learning Modules.

**IMPORTANT** - Please login to the course at least 3 times per week. I post announcements pretty frequently that you may need to know about.

**Course Requirements:**
Mid-term Exam (25%): It will open on March 3. Due no later than 11:59 PM ET Sunday, March 9. Description: Multiple-choice, T/F (online)

Final Exam (25%): Non-comprehensive exam covering course material; format similar to Mid-term exam. It will open on May 3 and is due no later than 11:59 PM ET Wednesday, May 7.

Discussion Participation (25%): You are encouraged (for every online discussion we have) to respond to my question/comment and to respond to at least one of your classmates’ posts in a meaningful way; not just “nice post” or “I agree”. See expectations below. There will be weeks when supplemental assignments or exercises substitute for discussion forums. You will learn a lot from your fellow students.

Reflection Paper (25%): Write a 4-5 page (double-spaced) paper discussing the most important takeaways you got from the course and how you can apply the learning in the workplace. This is due no later than 11:59 PM ET Sunday, April 20.

**Grading Policy:**

<table>
<thead>
<tr>
<th></th>
<th>Percentage of Grade</th>
<th>Possible score</th>
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</thead>
<tbody>
<tr>
<td><strong>Mid-term Exam</strong></td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Final Exam (non-comprehensive)</strong></td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Reflection Paper</strong></td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Discussion Participation</strong></td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td><strong>100%</strong></td>
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<table>
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<tr>
<th>Final Grade</th>
<th>Weighted Average</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>F</td>
<td>Less than 70</td>
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</table>
Expectations for Participation:

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, misspelled words, and grammatical errors.

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 in the form of an interim grade.

Accommodations for Students with Disabilities:
Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.
Academic Integrity Policy:
This policy addresses academic integrity violations of undergraduate and graduate students. Graduate students should read inside the parenthesis below to identify the appropriate entities in charge of that step of the process.

Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the Academic Integrity Policy include:

- **Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.
- **Fabrication** - Creating and/or falsifying information or citation in any academic exercise.
- **Plagiarism** - Representing the words or ideas of someone else as one's own in any academic exercise.
- **Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

Instructors have the right to determine the appropriate sanction or sanctions for academic dishonesty within their courses up to and including a final grade of “F” in the course. Within 5 calendar days of the event the instructor will inform his/her department head (and the Associate Dean of the Graduate School when the student is a graduate student), in writing of the academic dishonesty charge and sanction.

The Academic Integrity Policy and Faculty Reporting Form can be found online at dsce.wcu.edu.
<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL/ ASSIGNMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week beginning Jan. 13</td>
<td>Getting comfortable with Blackboard; Getting to know each other/online introduction; Introduction to Leadership</td>
<td>Text Chapter 1; PowerPoint; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Jan. 20</td>
<td>Trait Approach; Skills Approach</td>
<td>Text – Chapters 2-3; PowerPoint; Discussion Board; Live Virtual Session; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Jan. 27</td>
<td>Style Approach; Situational Approach</td>
<td>Text - Chapters 4-5: PowerPoint; Discussion Board; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Feb. 3</td>
<td>Contingency Theory</td>
<td>Text – Chapter 6; PowerPoint; Discussion Board; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Feb. 10</td>
<td>Path-Goal Theory</td>
<td>Text – Chapter 7; PowerPoint; Discussion Board; Live Virtual Session; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Feb. 17</td>
<td>Leader-Member Exchange Theory</td>
<td>Text – Chapter 8; PowerPoint; Discussion Board; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Feb. 24</td>
<td>Transformational Leadership</td>
<td>Text – Chapter 9; PowerPoint; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Mar. 3</td>
<td>Mid-term</td>
<td>Due by 11:59 PM ET Sunday, March 9</td>
</tr>
<tr>
<td>Week beginning Mar. 10</td>
<td>Spring Break!</td>
<td>Relax</td>
</tr>
<tr>
<td>Week beginning Mar. 17</td>
<td>Servant Leadership; Authentic Leadership</td>
<td>Text – Chapters 10-11; PowerPoint; Discussion Board; Live Virtual Session; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Mar. 24</td>
<td>Team Leadership</td>
<td>Text – Chapter 12; PowerPoint; Discussion Board; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Mar. 31</td>
<td>Work on Reflection Paper and Assignment TBD</td>
<td>Work on Reflection Paper and Assignment TBD</td>
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<tr>
<td>Week beginning Apr. 7</td>
<td>Psychodynamic Approach</td>
<td>Text – Chapter 13; PowerPoint; Discussion Board; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Apr. 14</td>
<td>Women and Leadership; Reflection Paper due</td>
<td>Text – Chapter 14; PowerPoint; Reflection Paper due 11:59 PM ET Sunday, April 20;</td>
</tr>
<tr>
<td>Week beginning Apr. 21</td>
<td>Culture and Leadership</td>
<td>Text – Chapter 15; PowerPoint; Live Virtual Session; Supplemental Reading and Exercises.</td>
</tr>
<tr>
<td>Week beginning Apr. 28</td>
<td>Leadership Ethics</td>
<td>Text – Chapter 16; PowerPoint; Supplemental Reading and Exercises</td>
</tr>
<tr>
<td>Week beginning May 5</td>
<td>Final Exam</td>
<td>Due by 11:59 PM ET Wednesday, May 7</td>
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HR683-50: Field Experience in Human Resources

SYLLABUS – SPRING 2014

Professor: Marie-Line Germain, Ph.D.
Course format: Online
Weekly asynchronous online discussion (via BlackBoard text discussion tool).
Course term will run from January 13 through May 06, 2014.
Contact Info: mgermain@wcu.edu; Office: Killian 214-B. Phone: 828-227-3959 (I will be in Helsinki, Finland teaching an HR and Leadership seminar until January 25. This will not affect you. After that, I will ork a lot from home. Emails are the fastest way to reach me); Virtual appointments welcomed!

Course Description:

This course, unlike any other in the MSHR program, centers around providing students supervised experience in a human resource function of an organization. Students should take this course near the end of their MSHR program, after completing a number of core and elective courses in HR.

*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines.

There are no texts for this course, and the course deliverables focus on documenting field experience learning goals and progress toward those goals. The grading for this course is also different from other courses in the program. Students adequately meeting the course requirements will receive a “Satisfactory” (a grade of “S”) and those students failing to adequately meet the requirements will receive an “Unsatisfactory” (a grade of “U”), which will require retaking the course.

Field Experience Course Learning Goals:

- Gain professional knowledge and insights through supervised experience in a human resource function of an organization.
- Write and reflect on outcomes of 3-5 professional development goals.
- Evaluate areas of personal and/or professional growth needed to strengthen for greater effectiveness as a human resource professional.
- Utilize the field experience as a means to further clarify career goals.

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: Students occasionally ask us 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 education/development so having it located in our College of Education & Allied Professions makes sense. That said, in keeping with SHRM's guidelines for graduate HR programs, our MSHR curriculum places an emphasis on how HR is applied to the business environment.

**Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities and/or medical conditions. Students who require reasonable accommodations must identify themselves as having a disability and/or medical condition and provide current diagnostic documentation to Disability Services. All information is confidential. Please contact the Office of Disability Services for more information at (828) 227-3886.

**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.

**COURSE REQUIREMENTS**

Field Experience Agreement Form - 100 points – Due January 20 by 11:59 pm

**The preferred method for turning in this form and others requiring a signature is to scan the original signed document and upload it into Blackboard (under Assignment). Thank you!**
Experience Learning Contract – 200 points – **Due January 20 by 11:59 pm**
**Same submission directions as above**

Online discussion board – throughout the semester starting with the January 13th introductions. Then the general discussion lounge area is available.

**Status Reports (2 total) - 200 points (100 points each)**
**Due dates:** by 11:59 pm on following dates
1) February 20, 2014  2) March 20, 2014
(see example in folder on course home page)
**Same submission directions as above**

Field Supervisor Evaluation – 200 points – **Due April 28 by 11:59 pm**
**Please have field supervisor Submit by email to Dr. Germain at mgermain@wcu.edu by April 28.**

Final Field Experience Report (includes time log) – 300 points – **Due April 28 by 1:59 pm**
Upload in designated Blackboard assignment box

**Complete 150 hours of HR-related work – ALL Semester!**
The work must be completed under the general supervision of a human resource professional.

*In order to receive a “Satisfactory” (a grade of “S”) for this course students must earn at least 800 out of 1000 possible points and also complete all 150 hours of HR-related work with a good supervisor evaluation.*

*All forms may be downloaded from the Forms or Assignments area of the BB course home page.*

**Evaluation**
Late work is subject to a 10% reduction in points per week.
Specific content, form, and neatness criteria are used to evaluate all written assignments.

*Final Report Due by April 28 11:59 pm*
*(uploaded in Blackboard Assignments area)*

**RECOMMENDED:**
Remember to update your professional resume with information from your internship. If you would like feedback on your resume, feel free to submit this along with your final report.

Remember to send a thank you note to your supervisor at your internship site. A hand-written thank you note is recommended.
HR698-50/51: Capstone Seminar in Human Resources
Spring 2014

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

Course Formats:
“Online” (through Blackboard 9)

When/Where:
Virtual Classroom – 24/7; Select Wednesdays, 7:00 - 8:30 p.m. live (synchronous) online discussion (via GoToMeeting tool—see detailed course schedule at end of this document for specific dates); Weekly asynchronous online discussion (via Blackboard (BB) text discussion tool).

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

Course Description:
This capstone course of the MSHR program places an emphasis on the strategic aspect of human resources and how HR professionals can best demonstrate their value to the organization and play a leadership role in the organization’s success. We will explore both historical and current perspectives of HR within organizations and prospective role changes for HR.

*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines. WCU’s MSHR curriculum was reviewed by SHRM in 2013 and recognized as being in full alignment with their guidelines.

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

1) Discuss the history of HR and current perceptions of the effectiveness of the HR function—and their implications for future HR practices.
2) Discuss the linkage between HR and organizational strategy and the meaning and implications of a strategic approach to human resources.
3) Engage in personal, critical reflection about key HR issues and their implications for development as a leader within an organization.

4) Discuss w/examples how strategic HR leaders are data-driven, using metrics and Evidence Based Management (EBM) concepts.

5) Discuss from a strategic and evidence-based HR perspective particular HR topics, such as globalization, HRIS, and labor relations.

**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. However, you will need to purchase one book for your book review assignment (described later in this syllabus).

**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 paper topics, projects, etc. (this is not always possible in the more quantitatively oriented courses.) Additionally, I want our MSHR students to be evidence-based HR managers. To that end, the course content and assignments have as part of their purpose to educate students in being effective consumers of research evidence—which they can apply to real workplace HR decisions.

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. Our online text discussions and live audio sessions 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.
Excerpts from College Mission Statement:

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.

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Accommodations for Students with Disabilities:

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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 Sun., March 9th

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 book review will be posted on the course website. Students will be expected to provide a short synopsis of the critique in our March GoToMeeting.

List of Potential Books for Book Review Assignment
(Do NOT feel compelled to select from this list! Choose a topic you want/need to learn about!)


Group Project: HR Topical Briefings/Analysis (20%): Due by Sun., April 6th (by 11:59pm)

Description: Students will lead class discussion (via text discussion) from the following list of relevant HR topics (or another HR topic you think would be valuable for the class):

HRIS
Occupational health, safety & security
Labor Relations
Performance Management
Global HR
HR and mergers & acquisitions
Outsourcing
Talent management

Students will form groups to research and report on a select HR topic as described in the syllabus and the group will lead a question/answer online text discussion during an assigned week. Groups are encouraged to develop an overall "Practice-oriented" question to focus their project. They then should examine the body of evidence (both scholarly and practitioner) to try to answer the question. Additionally, analysis of the HR topic should provide key "take-aways" for our learning in the HR field and present a point of view.

Note: Peer Evaluations are due NO LATER THAN 48 hours after the conclusion of your group’s online discussion. In order to earn the full group grade, a student must earn an average peer evaluation score of at least 83%; scores between 73-82.99% will result in a 5-point reduction in that student’s group grade. Scores below 73% will result in a 10-point reduction. This policy has been implemented based on student concerns about group members being held accountable for contributing to the group project.

Learning Journal (20%): Due: Sun., April 20th (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 information for the assignment will be posted on the course website.

Final Exam (25%): Due: Sun., May 4th (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.

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 a course like this 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**

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<table>
<thead>
<tr>
<th>DATE</th>
<th>LEARNING MODULE</th>
<th>COURSE MATERIAL/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 Jan. 13-19</td>
<td>Course Intro: Read, Read, Read,…get organized to excel in this Capstone Course</td>
<td>Read Syllabus, Read website assignment descriptions; start journal, get book for book review and begin reading. Participate in Introductions Conference</td>
</tr>
<tr>
<td>Week 2 Jan. 20-26 (University closed 1/20 – MLK Holiday)</td>
<td>HR: Understanding its history and trends to understand its future</td>
<td>GoToMeeting Session #1: Wed., 1/22, 7-8:30pm (Complete readings BEFORE Session) Supplementary Readings Online discussion</td>
</tr>
<tr>
<td>Week 3 Jan. 27-Feb. 2</td>
<td>Perceptions of HR: Implications for the future.</td>
<td>Supplementary Readings Online discussion DON’T FORGET TO JOURNAL!</td>
</tr>
<tr>
<td>Week 4 Feb. 3-9</td>
<td>Understanding the Context for Change – the “evidence movement”</td>
<td>Supplementary Readings Online discussion</td>
</tr>
<tr>
<td>Week 5 Feb. 10-16</td>
<td>HR and its role in ethical leadership</td>
<td>Supplementary Readings Online discussion</td>
</tr>
<tr>
<td>Week 6 Feb. 17-23</td>
<td>Strategic HRM (Pt. I)</td>
<td>GoToMeeting Session #2: 7-8:30pm, Wed., 2/19 Supplementary Readings Online discussion</td>
</tr>
<tr>
<td>Week 7 Feb. 24-Mar. 2</td>
<td>Strategic HRM (Pt. II)</td>
<td>Supplementary Readings Online discussion DON’T FORGET TO JOURNAL!</td>
</tr>
<tr>
<td>Week 8 Mar. 3-9</td>
<td>HR Leadership-Influence Part I</td>
<td>Supplementary Readings Online discussion Book Review DUE Sun., 3/9!</td>
</tr>
<tr>
<td>Week 9 Mar. 10-16</td>
<td>SPRING BREAK – ENJOY</td>
<td>SPRING BREAK - ENJOY</td>
</tr>
<tr>
<td>Week 10 Mar. 17-23</td>
<td>HR Leadership-Influence Part II</td>
<td>Supplementary Readings Online discussion</td>
</tr>
<tr>
<td>Week 11</td>
<td>Mar. 24-30</td>
<td>HR Strategic Measurement (Pt. I)</td>
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<tr>
<td>Week 12</td>
<td>March 31-April 6</td>
<td>HR Strategic Measurement (Pt. II)</td>
</tr>
<tr>
<td>Week 13</td>
<td>April 7-13</td>
<td>Participate in Group Project Topical Briefings</td>
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<tr>
<td>Week 14</td>
<td>April 14-20</td>
<td>Participate in Group Project Topical Briefings</td>
</tr>
<tr>
<td>Week 15</td>
<td>April 21-27</td>
<td>Putting it all together/Course wrap-up &amp; Final Exam Prep</td>
</tr>
<tr>
<td>Week 16</td>
<td>April 28-May 4</td>
<td>Final Exam Due Sun. May 4th by 11:59pm</td>
</tr>
</tbody>
</table>

GoToMeeting Session #3: 7-8:30pm, Wed., 3/19
HR693/613: Performance Appraisal/Management

Professor:
Dr. Yogita Abichandani, Assistant Professor

Course Format:
“Online” (through Blackboard)

When/Where:
Virtual Classroom – 24/7; Select Evenings, 6:30 - 7:30 p.m. live (synchronous audio/video) online discussion (GTM); Weekly asynchronous online discussion (via Blackboard text discussion tool).

Spring term: June 2nd to August 6

Contact Info:
yabichandani@wcu.edu; Office-Killian 214; 980-265-0078; Appointments welcomed!

Note: I check my WCU email several times a day (and my voice mail much less frequently), so email is the best way to reach me.

Course Description:
This online graduate-level course explores the concepts and practices of performance appraisal/performance mgt. in organizations. It places an emphasis on the appraisal being far more than an annual event (i.e., being part of a continual performance mgt. process). We will not only discuss the alternative designs available for the appraisal process but also explore ways to link the performance appraisal to an overall talent management strategy led by HR.

*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines. WCU’s MSHR curriculum was reviewed by SHRM in 2010 and recognized as being in full alignment with their graduate HR curriculum guidelines.
Learning Objectives:
Upon the completion of this course, learners will be able to:
1) Discuss the purposes of the performance appraisal in the organization
2) Discuss the content of the appraisal
3) Describe how appraisal fits as an element of a talent/performance management strategy and organizational strategy
4) Discuss the role of HR in leading the performance appraisal/performance mgt. process
5) Evaluate the design of various performance appraisal/mgt. systems
6) Discuss implementation issues of an appraisal/perf. Mgt. system.

Required Texts:

2. Supplemental readings supplied by instructor

Excerpts from 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.

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, lalexis@wcu.edu 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):

1) **Group Case Assignment (40%: 35% group grade; 5% individual grade based self-peer evaluations):** Due: [See Schedule]
   Description: Groups of 3-5 will be assigned a performance appraisal case to analyze and will submit a report of their analysis and recommendations.

2) **Final Exam (30%):** Due: [See Schedule]
   Description: Timed multiple-choice/T-F and essay portions in Blackboard (comprehensive)

3) **Participation (30%)**: Due: All semester!
   Description: Participation will be based on text discussions (GTM audio conference participation is optional but strongly encouraged). Atleast 2 posts per discussion + quality of posts + average posting position (1st one to respond- last one to respond) and One Summarizer post in all 9 weeks.
The Summarizer roles are assigned. Watch the Syllabus space for the roles.

4) Midterm – To be discussed in 1st GTM (The syllabus will be updated accordingly to determine grade impact!

IMPORTANT POLICIES

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*Special Note for Summer Session- Since this is a limited time summer session the emphasis will be more on learning on Performance Appraisal through the the case study.*
<table>
<thead>
<tr>
<th>DATE</th>
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</tr>
</thead>
</table>
| Week 1
June 2 – June 7      | 1) Introduction to course  
2) The Purpose(s) of Appraisal | 1) Read Fletcher Ch. 1  
2) Read Fletcher Ch. 2  
3) Jackson, pp. 318-326 (course content)  
4) Competency based Perf. Mgt. (course content)  
5) BB Discussion |
| Week 2
June 8 to 14           | 3) Content of Appraisal &  
4) Appraisal as an element of performance management | 1) Read Fletcher, Ch. 3  
2) Read Fletcher, Ch. 4  
3) SHRM, Pulakos (course content)  
4) BB Text Discussion  
5) GTM – June 11th 6:30 pm. Do join as it will help you deal with class expectations. |
| Week 3
June 15 to June 21     | 5) Designing appraisal systems  
I will not be available on June 18th & June 19th. | 1) Read Fletcher, Ch. 5  
2) Jackson, pp. 326-353 (course content)  
3) Milkovich, pp. 329-362 (course content)  
4) Bb Text Discussion |
| Week 4
June 22 to June 28     | 6) Multi-level Feedback | 1) Read Fletcher, Ch. 6, 7  
2) Bb Text Discussion |
| Week 5
June 29 to July 5th    | 7) Training & implementation | 1) Read Fletcher, Ch. 8  
2) Milkovich, pp. 349-362 (course content)  
3) NO DISCUSSION- ENJOY July 4th weekend break! |
| Week 6
July 6th to July 12th  | 8) Monitoring & maintenance | 1) Read Fletcher, Ch. 9  
2) GTM Session: July 10th 6:30 pm. Checking on the case study!  
3) Bb Text Discussion |
| Week 7
July 13th to 19th      | 9) Appraisal as means to assess potential  
10) Appraisal in different professional contexts | 1) Read Fletcher, Ch. 10  
2) Read Fletcher Ch. 11  
3) NO Text Discussion- Finish your case study |
| Week 8  
| July 20th to July 26th | 11) Cultural Challenges in appraisal | 1) Read Fletcher, Ch. 12  
|                      |                                    | 2) **Group Case Assignment Due July 25, by 11:59pm**  
|                      | 12) Group Case Assignment Discussion | 1) Blackboard Discussion of case and each group’s analysis.  
|                      | 13) The future of appraisal; Course Wrap-up | 1) Bb text discussion  
|                      |                                           | 2) Read Fletcher, Ch. 13  
|                      |                                           | 3) **GTM Session - Final Exam Discussion (TBD)**  
| Week 9  
| July 27th to August 2nd | **Final Exam Due Sun., 08/03** | 1) **Study and complete final exam Sun. 08/03** |
INSTRUCTOR:

Kevin P. Kopp, Esq.

Please contact me by WCU e-mail or feel free to use my office e-mail (kevin@koppfirm.com) for all course-related communication. In case of emergency, you may also call my office phone at (828) 348-8400.

TEXTBOOK:


COURSE DESCRIPTION:

Employment law is a dynamic, complex and constantly changing body of law and represents one of the most significant areas of legal risk faced by modern businesses. The human resources professional plays a critical role in helping to ensure compliance with these laws. This course examines the laws, regulations and significant court decisions governing the employment relationship, emphasizing the role of the human resources professional in being able to recognize and anticipate employment law problems. Throughout this course we will study a variety of factual scenarios to illustrate the practical application of employment law to real-world issues confronted by the human resources professional.

COURSE FORMAT:

The course format is online via Blackboard. Students will interface with the instructor, participate in discussions and submit assignments utilizing the Blackboard platform.

COURSE REQUIREMENTS:

Final grades for this course will be comprised of the following:

1. Exams – 75%

During the course of the semester, two (2) multiple choice and true/false exams will be administered based on the readings and subject matter covered prior to each exam. Each exam will count as 37.5% of your final grade.
2. Discussion Board Participation – 25%

Meaningful and consistent participation in Blackboard discussions is a valuable part of the learning experience in this course. Your participation will be evaluated on the basis of consistency, originality and thoughtfulness of comments, demonstrated knowledge of the discussion topic and ability to stimulate meaningful discussion on the topic at hand. While the number of online submissions provides some indication of the consistency of your participation, they do not always reflect originality, thoughtfulness or effort.

COURSE SCHEDULE/ASSIGNMENTS:

This schedule may be modified or revised at the discretion of the instructor. Any changes will be announced as far in advance as possible. A discussion topic or topics will be posted where indicated based on the assigned reading for the week. For example, a discussion topic or topics will be posted by June 9 related to the material covered in Chapters 1 and 2.

<table>
<thead>
<tr>
<th>Date</th>
<th>Readings</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>Mon., June 2</td>
<td>Welcome Announcement and Syllabus (feel free to get started on next week's assigned reading)</td>
<td>Discussion Board Introductions</td>
</tr>
<tr>
<td>Mon., June 9</td>
<td>Chapters 1, 2</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., June 16</td>
<td>Chapters 3, 4</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., June 23</td>
<td>Chapter 5</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., June 30</td>
<td>Chapters 7, 9</td>
<td>EXAM NO. 1</td>
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</table>

Please note that there will be no organized discussion on Chapters 7 and 9, but please be prepared for exam questions on those chapters on Exam No. 2.

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<tr>
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</thead>
<tbody>
<tr>
<td>Mon., July 7</td>
<td>Chapters 10, 11</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., July 14</td>
<td>Chapter 12</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., July 21</td>
<td>Chapters 15, 16</td>
<td>Discussion Board Participation</td>
</tr>
<tr>
<td>Mon., July 28</td>
<td>None</td>
<td>EXAM NO. 2</td>
</tr>
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</table>
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EMPLOYEE AND LABOR RELATIONS – HR645
SYLLABUS – SUMMER 2012

Professor: Marie-Line Germain, Ph.D.
Course format: Online
When/Where: On selected days, 7:00PM - 8:00PM; Live (synchronous) online discussion (via WIMBA); Weekly asynchronous online discussion (via BlackBoard text discussion tool).
Course term will run from JUNE 03 through AUGUST 05, 2013.
Contact Info: mgermain@email.wcu.edu; Office: Killian 203-C2. Phone: 828-227-3959 (remember that this is a summer course and I will be travelling abroad while teaching this course);
Virtual appointments welcomed!

INSTRUCTIONAL MATERIAL - Required


[Note: The text above is comprised of specific chapters from these two texts below:

Holley, W. H., Jr., Jennings, K. M., & Wolters, R. S. (2009). The labor relations process (9th ed.). Mason, OH: South-Western Cengage Learning. [Chapters (1,3,4,5,6,10,11,12,13)]


INSTRUCTIONAL MATERIAL - Supporting
The following resources provide additional background and supporting information for this course. There is no need to purchase these items for the course.


U.S. Equal Employment Opportunity Commission can be found at http://www.eeoc.gov
U.S. Federal Labor Relations Authority can be found at http://www.flra.gov
U.S. National Labor Relations Board can be found at http://www.nlrb.gov

The Society of Human Resource Management (SHRM) http://www.shrm.org

I. COURSE DESCRIPTION

Provides an overview of the internal consulting role of HR in Employee and Labor Relations. This includes history, applicable laws, challenges, and opportunities. Employee Relations will examine the broad range of concepts and practices that arise out of the relationship between an organization and its employees. Analyzes the organization decisions that impact on employee training, conduct, evaluation, coaching, counseling, disciplining, and separation. The Labor Relations process will be demonstrated from the union organizational campaign, to contract negotiations through the grievance procedure and arbitration. Finally, it examines ways to create an inclusive work environment that fosters diversity and provides an overview of how organizations deal with change, including in the case of mergers and acquisitions.

This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines.

II. COURSE OUTCOMES

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

1. Differentiate between Employee Relations and Labor Relations and the role of HR
2. Identify relevant employment federal laws
3. Identify strategies for retention
4. Identify methods to improve and enhance employee development
5. Identify ways to create an inclusive work environment that fosters diversity
6. Identify ethical approaches to disciplinary actions and separation. Valuing diversity globally
7. Explain the process of union organization and collective bargaining
8. Describe discipline policies, the grievance procedure, and mediation/arbitration
9. Summarize the applicable private sector and public sector Labor Relations laws
10. Explain how employee relations can create a positive organizational culture
11. Explain the importance of change in organizations– Mergers and acquisitions
12. Labor Unions in China

III. COURSE EXPECTATIONS

- Share your experiences and knowledge with your peers in course discussions.
- An active participation and commitment to your learning experience.
- Apply what you are learning in your personal and professional lives.

Dr. Germain'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.

Some of the course material might be 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 on not only 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 learning and competency development, and so having it located 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 employee education/development so having it located in our College of Education & Allied Professions makes sense. That said, in keeping with SHRM's guidelines for graduate HR programs, our MSHR curriculum places an emphasis on how HR is applied to the business environment.

WCU's Writing Center

The University Writing Center offers online writing resources to help you strengthen your academic skills and address any writing assignment. To receive individual feedback on your writing, visit Smarthinking, WCU's free academic support service for students who take their classes from off-campus.

Accommodations for Students with Disabilities:
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IV. COURSE REQUIREMENTS

One Team paper (30%). Due AUGUST 01.
One individual final paper (20%). Due AUGUST 01
Participation (30%)
Final Exam (20%) Available online from July 28 though July 31, 11:59pm (EST). Final exam scores will be released on August 05 in your grade book.

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): 7.5 Points
Evidence of consistent linking of comments to course literature: 7.5 Points
Evidence of original, substantive comments that address questions posed, build community, and “stretch” class’s thinking: 7.5 Points
Evidence of original, substantive comments that respond to other students’ comments, build community, and “stretch” class’s thinking: 7.5 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. For the live/synchronous discussions. I won’t answer each student’s comments as I do not want to monopolize the Discussion, which ought to be a Student-guided dialogue. 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 WIMBA (see the grid on page 13 to know when those sessions are scheduled). Both are user-friendly but require basic computer literacy and don’t function as well without a high-speed connection. For the WIMBA voice discussions, you will need a headset with a microphone! If you don’t already have them, they can be purchased at RadioShack, 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. For more information about academic integrity, go to: academicintegrity.wcu.edu

V. WEEKLY COURSE SCHEDULE

The weekly schedule below describes the learning activities that will help you achieve the course outcomes listed above and the assignments that will be used to measure your mastery of the outcomes. Each week is divided into sections consisting of readings, lectures, activities, and assignments.

WEEK 1 (week of Monday, June 3)
WIMBA session this week

Course outcome:
- Differentiate between Employee Relations and Labor Relations. What is the Role of HR in employee and labor relations?

Supporting topics:
- Capitalism
- Employer’s legitimate interest
- Employee’s right to pursue his/her employment interest
- Responsible parties
At-will employment
Contract

Students should read:

Topics covered and Online Discussions:
- Value of human capital, then compare and contrast the environments of employee relations with that of labor relations.
- Defining the job, the job description, the at-will relationship, and the meaning of the labor contract.
- Online discussion: The employment relationship is a purely economic one, with organizations wanting efficiency and employees income. Discuss Pros/Cons.
- Online Discussion: Respect for human dignity and equal appreciation for the competing rights of property and labor appears to be an important value for U.S. business. Discuss Pros/Cons.

WEEK 2 (week of June 10)

Course outcome:
- Identify strategies for retention.

Supporting topics: Psychological contract
- Managing retention
- Developmental uses of performance appraisal
- Appraisal feedback
- Exit interview
- Career planning
- Organizational culture

Students should read:

Topics covered and Online Discussions:
- Job satisfaction, commitment, and loyalty.
- Differences between performance management and performance appraisal; describe how appraisals may be used for developmental purposes.
- Online discussion: Discuss effective methods for managing an organization that had high absenteeism and turnover rates.
- Optional online Discussion: Discuss the positive steps a supervisor would take while preparing for a performance appraisal interview.

WEEK 3 (Week of June 17)

Course outcome:
- Identify methods to improve and enhance employee development.
- Use technology and information resources to research issues in Employee and Labor Relations

Supporting topics:
- Job satisfaction
- Innovation
- Motivation
- Change management
- Workplace harmony

Students should read:
Topics covered and Online Discussions:
- How successful organizations improve and enhance workforce skills.
- What to include in a benefits package to be competitive within the market.
- Optional online discussion: Discuss the importance of the orientation process and describe how to implement an effective process.
- Optional online Discussion: Outline the benefits an organization must provide, and those that might be offered on a voluntary basis.

WEEK 4 (Week of June 24)

Course outcome:
- Employee diversity. Creating an inclusive work environment that fosters diversity
- Valuing diversity globally

Students should read:

Topics covered and Online Discussions:
- "The Art and Science of Recruiting a Diverse Workforce", Workforce Management, May 2006. See questions posted under Discussion Week 6 in the online course.

WEEK 5 (Week of July 01)

WIMBA session

Course outcome:
- Identify ethical approaches to discipline and separation.

Supporting topics:
- Statutory rights
- Contractual rights
- Employment at will
- Privacy rights
- Free speech rights
- Investigations

Students should read:

Topics covered and Online Discussions:
- Ethical, humane, and legal approach to termination.
- Volatile workplace issues, such as, employee computer misuse, right to privacy, violence, substance abuse, and drug testing.
- Online discussion: Identify the problems caused by furnishing or not furnishing references for a discharged employee.
- Online Discussion: Discuss the employer’s right to monitor mail, phones, computers, and other surveillance techniques.

WEEK 6 (Week of July 8)

Course outcome:
- Explain the process of union organization and collective bargaining.
Describe discipline policies, the grievance procedure, mediation and arbitration.

Supporting topics:
- National Labor Relations Board (NLRB)
- Federal Mediation and Conciliation Service (FMCS)
- Right to work laws
- Union security clause
- Craft unions
- Industrial unions
- Precedent court cases
- Recognition
- Secret ballot elections
- Appropriate bargaining unit
- TIPS
- Negotiations
- Duty to bargain

Students should read:
- Review case #5.9

Topics covered and OPTIONAL Online Discussions:
- Major labor laws, right to work, unfair labor practices, and composition of NLRB.
- Strategic planning of the corporation, new forces in the American labor movement, and proposed labor laws that are pending in Congress.
- Online discussion: The NLRB – What is it, what does it do? Discuss structure, enforcement, and procedures.
- Online Discussion: Discuss the roles played by the local union, joint councils, the international union, and the AFL-CIO.
- Appropriate and inappropriate behavior of the company during a union organizing campaign.
- Win-win bargaining, good faith bargaining, illegal bargaining subjects, and totality of conduct.
- Online discussion: Compare and contrast the unfair labor practices that are enumerated for the Company, and the Union under the provisions of the NLRA.
- Online Discussion: Compare and contrast ‘Company Unions” with “Employee Involvement Committees.” Are participative management efforts compatible with provisions of the NLRA?

WEEK 7 (Week of July 15)

Course outcome:
- Describe discipline policies, the grievance procedure, mediation and arbitration.
- Summarize the applicable private sector and public sector Labor Relations laws.

Supporting topics:
- Grievances
- Workplace investigations
- Alternative dispute resolutions
- Evidence
- Steelworkers trilogy
- Court review
- Union’s duty of fair representation (see YouTube video posted under Learning Modules)

Students should read:

Topics covered and Online Discussions:
- Steps in the grievance procedure, grievance resolution, and the union’s duty of fair representation.
- Method used to select an ad-hoc arbitrator, and how the union might prepare for the arbitration hearing.
- Online Discussion: Discuss the importance of intent, past practices, and previous arbitration decisions to arbitrator decision making.
- Optional online discussion: Assuming the role of workplace investigator, describe your duties and actions involved in examining a disciplinary matter.

**WEEK 8 (Week of July 22)**

**LAST WIMBA SESSION**

**Course outcome:**
- Summarize the applicable private sector and public sector Labor Relations laws.

**Supporting topics:**
- Common law
- Just cause
- Due process
- Weingarten rights (See YouTube video posted in Learning Modules)
- Mitigating circumstances

**Students should read:**

**Topics covered and Online Discussions:**
- Posture taken by the EEOC and NLRB in regard to employee discipline and just cause.
- Major provisions of the NLRA, the RLA, the FLRA, and public employment labor relations statutes.
- Online discussion: Identify arbitrator, Carroll Daughtery’s “seven tests for just cause.”
- Optional online Discussion: Identify the major unions that are involved in representing federal, state, and local government employees.

**WEEK 9 (Week of July 29)**

**Course outcome:**
- Differentiate between Employee Relations and Labor Relations.
- Explain how employee relations can create a positive organizational culture.
- Summarize the applicable private sector and public sector Labor Relations laws.
- Free Choice Act (see 2009 YouTube video under Learning Modules)
- Organizational change (if time permits).
- Labor Unions in China (see course Web Links for videos)

**Online Discussions:**
- Online Discussion: Has the NLRA accomplished its legislative intent? Support your decision. Is/was the Employee Free Choice Act necessary?
- Online Discussion: Identify and examine the challenges and opportunities for the U.S. labor movement in 2012.

TEAM ASSIGNMENT - PAPER Due by August 01 at 11:59 pm.
Individual Final paper due by August 01 at 11:59 pm
Take your Final Exam online between July 28 and July 31, 11:59pm (EST)
### COURSE SCHEDULE RECAP (refer to the above breakdown for precise information)

<table>
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<th>DATE</th>
<th>LEARNING MODULE</th>
<th>TEXT MATERIAL/ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Week 1 beginning June 3</td>
<td>Differentiate between Employee Relations and Labor Relations. The role of HR.</td>
<td>Mathis &amp; Jackson (2008). Chapter 1; Holley et al. (2009). Chapter 1. <strong>Text Discussion:</strong> See Week 2 details. <strong>GoToMeeting live discussion (JUNE 11, 6:30-7:30PM)</strong></td>
</tr>
<tr>
<td>Week 2 beginning June 10</td>
<td>Identify strategies for retention.</td>
<td>Mathis &amp; Jackson (2008). Chapters 3 &amp; 11. <strong>Text Discussion:</strong> See Week 2 for details</td>
</tr>
<tr>
<td>Week 3 beginning June 17</td>
<td>Identify methods to improve and enhance employee development. Use technology and information resources to research issues in Employee and Labor Relations.</td>
<td>Mathis &amp; Jackson (2008). Chapters 9 &amp; 10. <strong>Text Discussion:</strong> See Week 3 for details</td>
</tr>
<tr>
<td>Week 5 beginning July 1</td>
<td>Identify ethical approaches to discipline and separation.</td>
<td>Mathis &amp; Jackson (2008). Chapter 16. <strong>Text discussion:</strong> See Week 5 for details</td>
</tr>
<tr>
<td>Week 6 beginning July 8</td>
<td>Explain the process of union organization and collective bargaining. Describe discipline policies, the grievance procedure, mediation and arbitration.</td>
<td>Holley et al. (2009). Chapters 3 and 4. Holley et al. (2009). Chapters 5 and 6. Review case #5.9. <strong>OPTIONAL course Discussion:</strong> See week 6 for details</td>
</tr>
<tr>
<td>Week 7 beginning July 15</td>
<td>Describe discipline policies, the grievance procedure, mediation and arbitration. Summarize the applicable private sector and public sector Labor Relations laws.</td>
<td>Holley et al. (2009). Chapters 10 and 11. <strong>Text Discussion:</strong> See Week 7 for details</td>
</tr>
<tr>
<td>Week 8 beginning July 22</td>
<td>Summarize the applicable private sector and public sector Labor Relations laws.</td>
<td>Holley et al. (2009). Chapters 12 and 13. <strong>Text Discussion:</strong> See Week 8 for details. <strong>GoToMeeting live discussion (JULY 24, 6:30-8pm)</strong></td>
</tr>
<tr>
<td>Week 9 beginning July 29</td>
<td>Differentiate between Employee Relations and Labor Relations. Explain how employee relations can create a positive organizational culture. Summarize the applicable private sector and public sector Labor Relations laws. Free Choice Act (see 2009 YouTube video under Learning Modules). Organizational change (if time permits). Labor Unions in China (see Web Links for videos).</td>
<td><strong>Text discussion:</strong> See Week 9 details. <strong>Readings:</strong> Chapter on Change posted in Learning Module Week 9. <strong>TEAM ASSIGNMENT - PAPER</strong> Due by August 01 at 11:59 pm. Also, team presentations will take place in our last...</td>
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Wimba session (July 24).

Also in Week 9
Take your FINAL EXAM online (Available only from July 28 through July 31, 11:59pm)

Also in Week 9
FINAL INDIVIDUAL PAPER Due by August 01 at 11:59pm

VI.  GRADING AND ASSIGNMENTS’ OUTLINE

<table>
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<th>Assignment Type</th>
<th>Total Points</th>
<th>Percentage</th>
<th>Due Date</th>
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<td>Individual final paper</td>
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Grading Scale
Points Grade
90-100 A
80-89  B
70-79  C
60-69  D
Below 60 F

INDIVIDUAL FINAL PAPER:
Due August 01 at 11:59pm (EST). I will grade them as they are submitted in the DropBox so if you’d like an early grade, submit it early.

Case 13.2, Discharge of postal letter carrier for off-duty conduct.
- Read Chapters 12 and 13 and the Case Study 13.2. You are to write a 3-4 page report that answers the following questions:
  1. Explain the principle of Nexus and how it applies in this case of off-duty misconduct.
  2. Distinguish between arrests, indictments, and convictions.
  3. Mr. Allen is a public sector employee. How does this differentiate the case from the private sector?
  4. As the arbitrator, who has weighed the evidence, considered the necessary levels of proof, and which party bears the burden of proof; render your decision. Explain the reasoning behind your decision.

TEAM ASSIGNMENT:

Due August 01 at 11:59pm (EST).

- Please submit your final project in the Assignment DropBox. EACH TEAM MEMBER must submit his/her own team assignment through the DropBox so that I can give you an individual grade. In the message section, when you submit your Team assignment, please indicate which Team number/letter you are. Thanks.

Teams should be formed before our first GoToMeeting session, that is, in week 1 of the course via our
Discussion section. Since there are about 16 students in the course, we will form 4 teams of 4 students each.

This summer, each team is to choose one of the 4 topics below and develop content around specific that labor relations topic. I recommend you use your textbook as a main source of information for your work. However, I encourage you to use other reliable sources (but had those in the reference list). Make use of your creativity and technical skills.

Each team should designate a Team Leader who will manage the work within your team, the correspondence between your team members, and put together the final Team PPT presentation that will be presented in our last GoToMeeting session. Good organizational skills are required. Because of his or her Team Leadership role, the Team Leader could be released from doing part of the Team assignment work (your own team will negotiate that). The main purpose of this assignment is two-fold: To give you a deeper understanding about the section of your choice AND to learn to formulate its content in terms that would be understandable to the general public / employees of your hypothetical organization.

What you will present in the last GoToMeeting: PPT of no more than 10 slides. Each team will have 10 to 15 minutes to present.

What your Team needs to submit for grading: 1) through 4) below.

Each team will present its final work (items 2 and 3 from below) in our last GoToMeeting session.

**Section 1 (Team 1): Labor Unions in Private Sector versus Public Sector**

1) Create a 2- to 3-page summary about that topic. In-text citations and a reference list are a plus. Create a brief table of contents of your summary.

2) Make that 1- to 2-page summary into a PPT that you could use for a training session (10 slides max). Your Team will show that PPT to the class in our last GoToMeeting session. Be creative!

3) Find a free video (posted online) to support this section’s topic. Or create one! (Free via YouTube, for instance. All you need is a microphone and a PC video camera). 10 minutes minimum. You will have to show a 2-minute (max) clip/excerpt of your 10-minute video in your PPT (embed the video into your PPT).

4) Find a newspaper article about this topic published after 2007 (provide direct weblink or PDF/JPEG or article). From the New York Times, Wall Street Journal, USA Today, or other reliable newspapers.

**Section 2 (Team 2): Labor and Employment Arbitration**

1) Create a 2- to 3-page summary about that topic. In-text citations and a reference list are a plus. Create a brief table of contents of your summary.

2) Make that 1- to 2-page summary into a PPT that you could use for a training session (10 slides max). Your Team will show that PPT to the class in our last GoToMeeting session. Be creative!

3) Find a free video (posted online) to support this section’s topic. Or create one! (Free via YouTube, for instance. All you need is a microphone and a PC video camera). 10 minutes minimum. You will have to show a 2-minute (max) clip/excerpt of your 10-minute video in your PPT (embed the video into your PPT).
4) Find a newspaper article about this topic published after 2007 (provide direct weblink or PDF/JPEG or article). From the New York Times, Wall Street Journal, USA Today, or other reliable newspapers.

Section 3 (Team 3): Unions outside of the U.S.

a) The growth of Unions in countries outside of the U.S. Special emphasis on Unions in China

1) Create a 2- to 3-page summary about that topic. In-text citations and a reference list are a plus. Create a brief table of contents of your summary.

2) Make that 1- to 2-page summary into a PPT that you could use for a training session (10 slides max). Your Team will show that PPT to the class in our last GoToMeeting session. Be creative!

3) Find a free video (posted online) to support this section's topic. Or create one! (Free via YouTube, for instance. All you need is a microphone and a PC video camera). 10 minutes minimum. You will have to show a 2-minute (max) clip/excerpt of your 10-minute video in your PPT (embed the video into your PPT).

4) Find a newspaper article about this topic published after 2007 (provide direct weblink or PDF/JPEG or article). From the New York Times, Wall Street Journal, USA Today, or other reliable newspapers.

Section 4 (Team 4): Unions in the 21st Century.

a) The changing role of Unions in the U.S.

1) Create a 2- to 3-page summary about that topic. In-text citations and a reference list are a plus. Create a brief table of contents of your summary.

2) Make that 1- to 2-page summary into a PPT that you could use for a training session (10 slides max). Your Team will show that PPT to the class in our last GoToMeeting session. Be creative!

3) Find a free video (posted online) to support this section’s topic. Or create one! (Free via YouTube, for instance. All you need is a microphone and a PC video camera). 10 minutes minimum. You will have to show a 2-minute (max) clip/excerpt of your 10-minute video in your PPT (embed the video into your PPT).

4) Find a newspaper article about this topic published after 2007 (provide direct weblink or PDF/JPEG or article). From the New York Times, Wall Street Journal, USA Today, or other reliable newspapers.
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## 5 year Course Schedule

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# Degrees Conferred

## College of Education and Allied Professions

Human Services

*Masters Human Resource Development*

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### Student Learning Outcome (SLO)
What will students know or be able to do upon completion of the program?

Graduates of the program will have solid understanding all of the HR content areas identified by the Society for Human Resource Management (SHRM).

<table>
<thead>
<tr>
<th>Method(s) of Assessment</th>
<th>Results of Assessment</th>
<th>Implementation Plan</th>
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</thead>
<tbody>
<tr>
<td>How will you determine that the students know or can do what you expect? Who will be assessed, when, and how often?</td>
<td>First and foremost, numerous respondents to the surveys expressed appreciation for WCU staff reaching out to them. Second, we found that first semester students found the transition back into school while working full-time a particular challenge. Finally, the vast majority of students who did drop out of the program indicated that the reasons were not program-related and that they hoped to re-enroll the following semester.</td>
<td>Based on the very positive response from survey respondents, we plan to continue this research/assessment effort. We also plan to follow up with those students who indicated they would be re-enrolling.</td>
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<table>
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<tr>
<th>Program Name</th>
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<th>College</th>
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<tr>
<td>M.S. Degree in Human Resources (MSHR)</td>
<td>Human Services</td>
<td>CEAP</td>
<td>John Sherlock</td>
<td>X3380</td>
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<td>for withdrawal and anything that could be done to get them reinstated the following term.</td>
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**Western Carolina University**  
*M.S. Degree Program in Human Resources (MSHR)*  
Human Services Department  
CEAP  
Annual Assessment Report for 2012-2013

**Primary Contact Name/Info:**  
Dr. John J. Sherlock, Assoc. Prof. and Program Director, MSHR Program. Email: [Sherlock@wcu.edu](mailto:Sherlock@wcu.edu); 227-3380.

<table>
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<th>Results of Assessment</th>
<th>Implementation Plan</th>
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<tr>
<td>The MSHR program will provide a curriculum to students that is based on essential HR professional competencies as identified by the Society for Human Resource Management (SHRM).</td>
<td>All of the courses in the MSHR curriculum were first reviewed by MSHR faculty to assess alignment with the published SHRM graduate HR curriculum guidelines. Submission of the curriculum (and supporting documentation) to SHRM was made in March 2013.</td>
<td>The internal review by MSHR faculty of course alignment to the SHRM guidelines resulted in a new elective course on organizational behavior for HR professionals (with a global HR emphasis) being developed. It also resulted in HR601 (Org. Planning &amp; Execution for HR Professionals) moving from an elective to a required course in order for the curriculum to better align with SHRM guidelines. In April 2013, we received formal notification by SHRM that our MSHR curriculum had been evaluated and deemed to fully align with their graduate HR curriculum guidelines and that formal alignment would be recognized by SHRM through 2016.</td>
<td>The new elective course on organization behavior is scheduled to be offered by Spring 2014. The request to change HR601 from an elective to a required course was submitted to the curriculum review committee of the CEAP in March and approved. It was also approved at the university level in April.</td>
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<tr>
<td>Course</td>
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<tr>
<td>HR 601: &quot;Organization, Planning &amp; Execution for HR Professionals&quot;</td>
<td>Upon the completion of this course, learners will be able to: 1) Describe the basic functions of an organization, including strategy, marketing, finance, and operations; 2) Discuss the concept of HR serving as a strategic business partner with the other functions of the organization; 3) Analyze a business case and develop recommendations.</td>
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<tr>
<td>HR 602: &quot;Human Resources Research &amp; Evaluation Methods&quot;</td>
<td>Upon the completion of this course, students will be able to: 1) Discuss the value of and the methods for measuring the impact of HR policies/practices/interventions; 2) Calculate BCR and ROI for a given HR intervention; 3) Identify, describe, and use various HR evaluation metrics; 4) Describe and explain the HR-ROI evaluation steps; 5) Critique HR evaluation cases; 6) Identify and describe how to conduct sound survey research and analyze the data using basic statistical analysis. 7) Describe the benefits of evidence-based human resources management. 8) Apply evidence-based human resource management in your environment.</td>
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<tr>
<td>HR 605: &quot;Orientation To Human Resources&quot;</td>
<td>Upon the completion of this course, learners will be able to: 1) Identify and discuss the major areas of the HR function 2) Identify and discuss competencies for the HR professional 3) Research, interpret, and link scholarly and practitioner literature for select HR issues 4) Apply course concepts through the analysis of HR case studies 5) Comprehend the strategic role of HR function within organizations.</td>
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| HR 610      | "Human Resource Development" | Upon the successful completion of this course, the student will be able to:  
1) Identify the business factors that influence training activities in organizations.  
2) Identify competencies, roles, outputs, and areas of practice for HRD professionals.  
3) Recognize how the training cycle approach leads to planned organization change and performance improvements.  
4) List the ways needs assessment and evaluation help improve training and organization performance.  
5) Compare and contrast the basic tenants of behavioral and cognitive science.  
6) Explain the differences between andragogy and pedagogy.  
7) Describe the characteristics of adult learners.  
8) Identify personal learning styles and the connection between learning styles and the ways participants evaluate training experiences.  
9) Identify connections between learning/motivation principles (theories) and the design and delivery of training.  
10) Describe the procedural steps involved in needs assessment, instructional design, program development, program delivery, program administration, program evaluation, and planned change. |
| HR 645      | "Employee and Labor Relations" | Upon the successful completion of this course, the student will be able to:  
1) Differentiate between Employee Relations and Labor Relations and the role of HR  
2) Identify relevant employment federal laws  
3) Identify strategies for retention  
4) Identify methods to improve and enhance employee development  
5) Identify ways to create an inclusive work environment that fosters diversity globally  
6) Identify ethical approaches to disciplinary actions and separation. Valuing diversity  
7) Explain the process of union organization and collective bargaining  
8) Describe discipline policies, the grievance procedure, and mediation/arbitration  
9) Summarize the applicable private sector and public sector Labor Relations laws  
10) Explain how employee relations can create a positive organizational culture  
11) Explain the importance of change in organizations– Mergers and acquisitions  
12) Labor Unions in China |
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Upon the completion of this course, learners will be able to:</th>
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| **HR 683: "Field Experience in Human Resources" (see Field Experience FAQ - PDF)** | 1) Gain professional knowledge and insights through supervised experience in a human resource function of an organization.  
2) Write and reflect on outcomes of 3-5 professional development goals.  
3) Evaluate areas of personal and/or professional growth needed to strengthen for greater effectiveness as a human resource professional.  
4) Utilize the field experience as a means to further clarify career goals.                                                                                                                                                                                                                                                                                                                                 |
| **HR 698: "Seminar in Human Resources"**                                    | 1) Discuss the history of HR and current perceptions of the effectiveness of the HR function—and their implications for future HR practices.  
2) Discuss the linkage between HR and organizational strategy and the meaning and implications of a strategic approach to human resources.  
3) Engage in personal, critical reflection about key HR issues and their implications for development as a leader within an organization  
4) Discuss w/examples how strategic HR leaders are data-driven, using metrics and Evidence Based Management (EBM) concepts.  
5) Discuss from a strategic and evidence-based HR perspective particular HR topics, such as globalization, HRIS, and labor relations.                                                                                                                                                                                                                     |
| **HR 613: "Performance Management"**                                        | 1) Discuss the purposes of the performance appraisal in the organization  
2) Discuss the content of the appraisal  
3) Describe how appraisal fits as an element of a talent management strategy and organizational strategy  
4) Discuss the role of HR in leading the performance appraisal and feedback process  
5) Evaluate the design of various performance appraisal/mgt. systems  
6) Discuss implementation issues of an appraisal/perf. mgt. system.                                                                                                                                                                                                                                                                               |
| **HR 614: "Staffing"** | Upon the completion of this course, learners will be able to:  
1.) Articulate the driving forces influencing the business case for flexible staffing and retention systems  
2.) Understand the legal landscape impacting recruiting and selection practices  
3.) Create a workforce plan to achieve strategic talent requirements, considering make vs. buy factors  
4.) Conduct a job analysis and develop core competency structure  
5.) Develop sourcing strategies and recruit internal and external talent  
6.) Apply decision-making models to talent selection processes  
7.) Understand and communicate the business case for staffing, selection, and retention systems  
8.) Create a talent retention strategy and design a talent retention system  
*This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines. WCU’s MSHR curriculum was reviewed by SHRM in March 2013 and recognized as being in full alignment with their guidelines.* |
| **HR 615: "Organization Development"** | 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 |
<table>
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<td><strong>HR 660: &quot;Talent Management&quot;</strong></td>
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<tr>
<td>Upon the successful completion of this course, the student will be able to:</td>
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<tr>
<td>1.) Define talent management™ and discuss the process of linking talent management to organizational strategy and other HR practices.</td>
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<tr>
<td>2.) Examine the process for identifying high potential talent and developing a pipeline of talent to serve organizational present and future needs.</td>
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<tr>
<td>3.) Examine the processes for talent development and succession planning.</td>
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<tr>
<td>4.) Discuss the unique challenges and opportunities of TM resulting from globalization.</td>
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<td>5.) Examine the role of leadership related to TM (both HR leadership and org. leadership).</td>
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<td>6.) Evaluate the quality of a TM program.</td>
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<td>7.) Identify and analyze the body of evidence related to a relevant topic/question impacting TM practices today.</td>
</tr>
<tr>
<td><strong>HR 662: &quot;Compensation &amp; Benefits&quot;</strong></td>
</tr>
<tr>
<td>At the end of the course, students should be able to:</td>
</tr>
<tr>
<td>1.) Identify and describe the legal, operational, and strategic considerations associated with compensation and benefits.</td>
</tr>
<tr>
<td>2.) Identify and describe the key elements of a compensation strategy and develop a compensation strategy and plan for an organization.</td>
</tr>
<tr>
<td>3.) Identify, describe, and perform a job analysis and job evaluation.</td>
</tr>
<tr>
<td>4.) Determine pay levels and design pay mix and structure for an organization.</td>
</tr>
<tr>
<td>5.) Describe and analyze pay levels and design a pay mix and structure for an organization.</td>
</tr>
<tr>
<td>This course has been designed to align with particular HR content areas, personal competencies, and business/policy knowledge applications recommended by the Society for Human Resource Management (SHRM) in their Graduate HR Curriculum Guidelines.</td>
</tr>
<tr>
<td><strong>HR 666: &quot;Legal Issues in Human Resources&quot;</strong></td>
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<tr>
<td>Upon the completion of this course, learners will be able to:</td>
</tr>
<tr>
<td>1.) Use and understand the basic legal vocabulary of employment law.</td>
</tr>
<tr>
<td>2.) Explain and apply the legal principles that apply to a wide range of workplace issues.</td>
</tr>
<tr>
<td>3.) Understand your individual legal obligations as a manager or human resources specialist in confronting legal issues that arise in the workplace.</td>
</tr>
<tr>
<td>4.) Identify resources available to the manager seeking guidance in addressing issues of workplace law.</td>
</tr>
<tr>
<td>5.) Distinguish between workplace legal duties and rights and those guided by ethics and company policy.</td>
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<tr>
<td>Course</td>
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<tr>
<td>HR 675: &quot;Leadership in Human Resources&quot;</td>
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<td>HR 693: &quot;Selected Topics in Human Resources&quot;</td>
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<td>Smith</td>
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<td>Abichandani, Yogita</td>
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<td>Geren, Brenda</td>
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<td>Germain, Marie-Line</td>
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<td>Kopp, Kevin</td>
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<td>Sherlock, John</td>
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<tr>
<td>Smith, William Kirk</td>
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</tbody>
</table>

Return to Table of Contents
Yogita Abichandani, Ph.D.
91 Killian Building Lane, Room 214A
828.227.3464
yabichandani@wcu.edu

EDUCATION

University of Georgia, Athens, GA

Symbiosis Center for Human Resource Development, Maharashtra, India
Post Graduate Diploma in Human Resource Development, 2000

Osmania University, Hyderabad, Andhra Pradesh, India
Post Graduate Diploma in Personnel Management & Industrial Relations, 1999
Bachelors of Science (Genetics, Chemistry, and Microbiology), 1997

ACADEMIC WORK EXPERIENCE (USA)

Western Carolina University
Assistant Professor
Department of Human Services
Master’s of Science in Human Resource & Organization Development
Teaching: Develop and Teach courses in Master’s of Science in Human Resource & Organization Development focusing on business basics, talent management, training & development, and organization development.

University of Georgia
Department of Lifelong Education, Administration and Policy

Teaching
Co-Instructor – EADU 8610 Adult Education in Social Context

Graduate Assistant
- Provided eLC technical and content assistance for students and faculty
- Co-designed online curriculum
- Researched the status and trend of master's degrees in Adult Education programs in USA
- Program Planning and Development Project focusing on Online Students, Faculty and Alumni input for improving the Masters in Adult Ed Curriculum.

Graduate Assistant – Online Master’s in Adult Education
- eLC technical and content assistance for students and faculty
- Co-designing online course curriculum and instruction
- Technology updates and audio-video designing.
- Student & Faculty technical and content assistance
- Audio-Video Recording and uploading to WebCT / eLC

**ACADEMIC WORK EXPERIENCE (INDIA)**

**Osmania University, India**

*Sister Nivedita College of Professional Studies*  
Instructor-Human Resource Development and Management  
*June 2004*

- Placement, Project and Industry Partnership Liaison – Acting interface between industry and students.
- Instructor and Program Coordinator for M.B.A. with HR as a specialization
- Organizer-Inter Business School Conference for Research and Paper presentations
- Courses developed and taught:
  - Organization Change and Development
  - Training and Development
  - HR Administration
  - Compensation and Benefits

**Vishwa Vishwani Institute of Systems and Management,**  
*June 2003*

Visiting Instructor - Human Resources

Courses developed and taught
- Organization Change and Development
- HR Administration

**RELEVANT EXPERIENCE (USA & INDIA)**

**University of Georgia, Athens, GA**  
*December 2008*

Department of Human Resources
Employment Compliance Coordinator

**Zaxby's Franchising Inc, Athens, GA**  
*August 2006*

Intern - Learning and Development

**DSS Mobile Communications Limited, India**  
*2004*

Senior In-charge (HR)/ Training manager

**PUBLICATIONS**

*Papers & Presentations*


Invited Papers


SERVICE

UNIVERSITY

- To Students - Designed the new student success handbook to make student joining a one step process (Appendix G)
- To Students - Advising students for student success (31 student advisees); advising them to write research, white papers, and letters to the editor.
- To Department - Student Recruitment and Alumni Meeting at NC Society of HRM- 2014
- To Department - Student Recruitment and Alumni Meeting at NC Society of HRM- 2013
- To College - Member - Curriculum Committee 2013-2014

PROFESSIONAL (External Constituencies)

- Co-Chair - 2014-2016 India HRD Special Interest Group, Academy of HRD, USA
- Steering Committee Member 2012-2014, India HRD Special Interest Group, Academy of HRD, USA
- Reviewer-Research to Practice Conference (2014) Track Chair - Dr. Jim Berger
- Reviewer-European UFHRD/AHRD Conference (2014) Track Chair- Dr. Germain (WCU)
- Reviewer - Eastern Academy of Management (2011 & 2013)
- Reviewer - Midwest Research to Practice Conference (2011)

PROFESSIONAL AFFILIATIONS

- Society of Human Resource Management, USA.
- Academy of Human Resource Development, USA.
EMPLOYMENT

EDUCATION

2010 - Present
University of North Carolina (Western Carolina University campus), Cullowhee, NC
Assistant Professor of Human Resources and Leadership
Duties include teaching graduate courses in leadership and human resources, advising, service, and conducting research.

2007 - 2009
St. Thomas University, Miami, FL
Assistant Professor, School of Leadership Studies
Duties include teaching graduate and undergraduate courses, advising, conducting research and assisting with student recruitment.

2001 - 2007
City College, Miami, FL
Department Chair and Faculty
Duties included directing the General Education Department: recruiting and managing faculty members; Ensuring ongoing development of innovative departmental programs and obtaining sponsorships; Initiating College-wide programs such as students’ benefits and revision / creation of educational programs, themed weeks, and motivational initiatives. Instructed general education and human resources courses (see list below). Also Chair of SACS Accreditation Committee on Institutional Effectiveness. Created and directed the Center for Innovative Instruction and Faculty Expertise, which fosters faculty development through teaching and research.

2000 - 2009
University of Miami, Coral Gables, FL
Lecturer, Foreign Languages and Literatures Department and School of Continuing Studies
Duties include lecturing undergraduate students in French linguistics, culture, and language. 2006-2007: University of Miami Online High School (Kaplan). Instructed up to 20 students in French I and II online. 2007 on: Ad hoc Lecturer for the School of Continuing Studies. Delivered seminars in Leadership and in Human Resource Management and Development.

2007 - 2007
Barry University, Miami, FL
Lecturer of Management (ad hoc). Andreas School of Business.
Duties included lecturing Bachelor’s students in Conflict and Negotiation. Spring semester contract.

2004 - 2008
University of St. Francis, Miami campus, FL (Baptist Hospital Health Systems)
Lecturer (ad hoc). Taught Research Methods and Ethics courses to graduate and executive students.

1996 - 2001
Inlingua Language Schools International, Miami, FL
Language Instructor. Duties included development of training materials and teaching English and French linguistics, phonetics, conversation and culture to foreign individuals and executive groups. Performance evaluation. Students included executives from Sudameris Bank and Alcatel. Also provided consulting to increase student enrollment and retention.

1994 - 1995
Greta, Department of Education, Enghien-Les-Bains, France
English Instructor. Taught English to French adults in continuous education. Group of 25 students preparing professional degrees. Beginner to intermediate level. Duties included preparing teaching materials, instructing English linguistics, grammar, conversation, phonetics and evaluating students’ level.

1990 – 1995
Collège Saint-Joseph, Asnières, France
Instructor and Career Advisor. Duties included preparing classroom instruction programs and substitute teaching in mathematics, French, and English to middle school French students. Also responsible for mentoring students with academic challenges.
EDUCATION

2006  Ph.D. in Leadership and Education  Barry University, Miami, Florida  
Specialization in Human Resource Development  Summa cum laude

Dissertation title:
Development and Preliminary Validation of a Psychometric Measure of Expertise: the Generalized Expertise Measure (GEM).
Ph.D. Dissertation received the Malcolm S. Knowles Best Dissertation of the Year award (AHRD)

1995  1st year Ph.D. (DEA). British urban planning  University of Paris-X, France
1993  M.A. in English Language and British Civilization  University of Paris-X, France - Magna cum laude
1992-93  B.A. in English Language and British Civilization  University of Stirling, Scotland - Magna cum laude

PUBLICATIONS and CONFERENCES

REFEREED ARTICLES and BOOK CHAPTERS


RESEARCH PAPERS UNDER JOURNAL REVIEW


• Germain, M. L., Campbell, A., & Fennmore, G. Teaching human resources concepts through the arts. (In preparation)

CONFERENCES PAPERS (published in Proceedings or in preparation)


• **Dameron, K., Mathai, E., Simmons, K., & Germain, M. L.** (2012, February). *The Role of HRD in the Use of Social Media at the Workplace.* Academy of Human Resource Development Conference. Denver, CO.


CONFERECE DISCUSSION / SESSION CHAIR / TRACK CHAIR


**NEWSPAPERS, MAGAZINES ARTICLES, and MEDIA APPEARANCES**

- **Germain, M. L.** (2011). Interview featured in *Faculty Matters* magazine for being the recipient of a research grant. Selected in the top 5 out of 200 research grant applicants. (Winter Issue, page 71).
- **Germain, M. L.** (2011). Biography featured in an article *Top 10 Exemplary Faculty in Research*. School of Advanced Studies, AZ
- Several book reviews published in the *The Miami Herald*. 2006 to present.
WORKING PAPERS

- **Germain**, M. L. The role of facial features in snap judgment by HR managers when hiring.

GRANTS and SCHOLARSHIP AWARD

- 2014: Awarded $8,000 Scholarship to the Japan Studies Institute. Met with university presidents and leaders in the cities of Tokyo, Kyoto, and Beppu. July 06-16.
- 2012: Awarded a Scholarship to attend the Japan Studies Institute (two weeks in June. San Diego, CA).
- 2010: Project Value, Western Carolina University. For the development of a psychometric scale of Cooperating Teacher Expertise (GEM-CT). Amount granted: $1,699. Principal investigator: Marie-Line Germain.
- 2006: Awarded national, competitive grant from the Professional and Organizational Development Network in Higher Education. Grant money was used for the creation of a teaching and research center at City College, Miami campus (Center for Innovative Instruction and Faculty Expertise). Amount granted: $300. Principal Investigator: Marie-Line Germain.
- 2006: Awarded national, competitive French-American Cultural Exchange grant for "The Tournées Festival", which supports contemporary creative work in the context of French-American cultural and educational exchange. Sponsored by the French Ministry of Foreign Affairs, the Centre National de la Cinématographie, the Grand Marnier Foundation, the Florence Gould Foundation and the Franco-American Cultural Fund (SACEM, the Writers Guild of America, the Directors Guild of America and the Motion Picture Association). Amount granted: $1,800. Principal Investigator: Marie-Line Germain.

CONSULTING

- Founder and Director of the HR Consulting initiative. Pro bono HR consulting for nonprofit organizations in the Master's of Science in Human Resources. Western Carolina University.
- 2015: Pro bono HR consulting. Provided guidance regarding employee and HR-related topics to the following nonprofit organizations and small businesses:
  
  City of Canton, NC.
- 2014: Pro bono HR consulting. Provided guidance regarding employee and HR-related topics to the following nonprofit organizations and small businesses:
  
  Brother Wolf, Asheville, NC
  Liberty Corner Enterprises, Asheville, NC
  Alexander Youth Network, Charlotte, NC
- 2013: Pro bono HR consulting. Provided guidance regarding employee and HR-related topics to the following nonprofit organizations and small businesses:
  - Asheville City Schools Foundation, Asheville, NC
  - Dorcas Ministries, Cary, NC
  - Asheville Buncombe Community Relations Council, Asheville, NC
  - Liberty Corner Enterprises, Asheville, NC
  - Services for AIDS, Asheville, NC
  - Jewish Community Center, Asheville, NC
  - Green Opportunities, Asheville, NC

- 2012: Pro bono HR consulting. Provided guidance regarding employee and HR-related topics to the following nonprofit organizations and small businesses:
  - Habitat for Humanity, Asheville, NC
  - Girl Scouts of Western North Carolina, Asheville, NC
  - The Council of Aging of Buncombe County, Asheville, NC
  - Homeward Bound, Asheville, NC
  - Biggert's Hearing Instruments, Hendersonville, NC.
  - Safe Harbor, Greenville, SC.
  - Liberty Corner Enterprises, Asheville, NC.

- 2011: Pro bono HR consulting. Provided guidance regarding employee and HR-related topics to the following nonprofit organizations:
  - YMCA, High Point, NC
  - Big Brothers Big Sisters, High Point, NC
  - Chamber of Commerce, Archdale, NC
  - The Arch of Southside, Danville, VA


- 2007: University of Miami, Coral Gables, Florida. Office of Professional Advancement. Consulting for the development of a curriculum for a transportation management certification program, incorporating materials to prepare for the Certified Community Transit Manager (CCTM) national exam. Also developed course descriptions and course material for Leadership and for HRM/HRD courses.


**EXECUTIVE TRAINING**

- 2009 and 2008: Florida Department of Transportation executives. Taught Leadership and HRM-HRD seminars
- 2007, 2005, and 2004: Baptist Health Systems, Miami, Florida. Taught graduate courses in Research Methods and in Ethics to nurses and hospital administrators
- 2000: Sudameris Bank, Miami, Florida. Taught French to company executives
- 2000: Alcatel, Miami, Florida: Taught French to company executives

**UNIVERSITY LEVEL COURSES CURRENTLY TAUGHT**

<table>
<thead>
<tr>
<th>Course name</th>
<th>Course Number</th>
<th>University / College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied Leadership</td>
<td>LEAD 344</td>
<td>UNC- Western Carolina Univ.</td>
</tr>
<tr>
<td>Employee and Labor Relations</td>
<td>HR 645</td>
<td>UNC- Western Carolina Univ.</td>
</tr>
<tr>
<td>Field Experience (Internship)</td>
<td>HR 683</td>
<td>UNC- Western Carolina Univ.</td>
</tr>
</tbody>
</table>

Human Resources and Leadership COURSES

Graduate course
AWARDS and RECOGNITIONS

- **Integration of Learning Award** – Nomination. 2012
- **Integration of Learning Award** – Finalist for Applied Leadership Projects. Western Carolina University. 2010
- **Faculty Scholarship Award.** St. Thomas University. 2008
- **Cutting Edge Research Award** from the Academy of Human Resource Development. 2007
- Ph.D. Dissertation awarded the **Malcolm S. Knowles Dissertation of the Year** award - 2006 (AHRD)
- Best Reviewer, **Southern Management Association.** 2007 - Track: Management Education-History
- Best Reviewer, **Southern Management Association.** 2006 - Track: Management Education-History
- Best Reviewer, **Southern Management Association.** 2005 - Track: Human Resources / Careers
- Best Reviewer, **Southern Management Association.** 2004 - Track: Management Education-History
- Named to Who’s Who in Humanities Higher Education. 2005
- Barry University Graduate Scholarship. 2004-2006
- Nominated to run for Treasurer. **Southern Management Association.** 2007
- University of Miami **Purple Iris Award** for Outstanding Teaching from Delta Phi Epsilon Sorority (Fall 2004)
- University of Miami **Purple Iris Award** for Outstanding Teaching from Delta Phi Epsilon Sorority (Spring 2004)
- Best Faculty of the Quarter – **City College Miami** - 2006
- Best Faculty of the Quarter – **City College Miami** - 2001

SERVICE

Journals
- **Editorial Review Board Member,** *Career Development International* (journal)
- **Editorial Review Board Member,** *International Journal of Mentoring and Coaching in Education* (journal)
- **Editorial Review Board Member (ad hoc),** *Human Resource Development Quarterly* (journal)
- **Editorial Review Board Member (ad hoc),** *Human Resource Development Review* (journal)
- **Editorial Review Board Member (ad hoc),** *Human Resource Development International* (journal)
- **Editorial Review board Member (ad hoc),** *The Learning Organization* (journal)
- **Ad-hoc Reviewer,** *The Journal of Managerial Psychology*
- **Ad-hoc Reviewer,** *Social Science Quarterly*
- **Ad-hoc Reviewer,** *The Miami Herald*
- **Copy Editor,** *Management and Organization Review* (journal)
- **Former Editor,** *Journal of Multidisciplinary Research.* St. Thomas University

Conferences
- **Conference Track Chair** (Management Education/Management History). *Southern Management Association.* 2011.
- **Conference Chair, Leadership Conference** (“Creative Leadership through the Arts”). November 2007.
- **Associate Program Chair,** *Academy of Human Resource Development.* 2008.
- **Best Paper Award committee member**, *Southern Management Association*. 2004. Track: Management Education-History
- **Teaching Methodologies Workshop Coordinator** *Southern Management Association* (November 2003).

Clearwater, Florida.

**University Service**

- **Exemplary Service and Research Award Committee**, member. Western Carolina University. 2014-2015.
- **External Dissertation member**. Desiree Young. Grand Canyon University. 2014-current
- **External Master's Thesis member**. Martin Jensen. Department of Psychology. University of Copenhagen. 2013-14
- **Institutional Review Board (IRB) member. Western Carolina University. 3-year appointment (2013-2016)**
- **Assessment Committee**, CEAP. Western Carolina University. 2013
- **Technology Committee**. CEAP. Western Carolina University. 2013.
- **Academic Appeals Committee** member. Human Services Dept. Western Carolina University. 2011
- **Botner Award Committee**. Human Services Dept. Western Carolina University. 2012 and 2011
- **DCRD Document re-writing** committee member Human Services Dept. Western Carolina Univ. 2012 and 2011
- **Recruiting Committee** member. HR Dept. Western Carolina University. 2010
- **College Academic Action Appeal Committee**. Western Carolina University. 2010-2011
- **Project Value Committee member. School of Education and Allied Professions, Western Carolina Univ. 2010**
- **Global Solidarity Committee member. St. Thomas University. 2009 and 2008**
- University relationship-building trips to Port-de-Paix, Haiti in January 2008 with *Amor en Acción* and in Feb. 2009.
- **Faculty Search Committee member**, Institute for Education. 2008
- **Conference Planning Committee Chair, Leadership Conference** (*“Creative Leadership through the Arts”*). November 2007.
- **Member, Professional Development Committee**. *St. Thomas University*. 2007 and 2008.
- **Chair, STU Journal Committee**. *St. Thomas University*. 2007 and 2008.
- **Marshal for the School of Leadership** - Graduation ceremony December 2007.
- **Chair of SACS Accreditation Committee** on Institutional Effectiveness, *City College* (2003-2007)
- **Academic Council Committee member**, *City College* (2001-2007)
- **Library Committee member**, *City College* (2001-2005)
- **Chair of Commencement Committee**, *City College* (2001-2005)

**Speaking engagements**

- **Lecture** to Florida Department of Transportation executives. Leadership Theories and Skills Enhancement. University of Miami, FL. April 14, 2008.
- **Guest speaker for Miami Dade College**. Undergraduate class of Instructor Patricia Sabates. Topic: *Team
- **Guest speaker** for the *University of Miami Business School*, Department of Management. Graduate class of Dr. Terri A. Scandura. Topic: Towards a Constructive Résumé. (March 2004). Coral Gables, Florida.

Community Service and Pro Bono consulting to non-profit organizations

- **Lead consultant.** Spring 2015: City of Canton, NC.
- **Lead consultant.** Fall 2013: Services for AIDS, Asheville, NC; Jewish Community Center, Asheville, NC; Green Opportunities, Asheville, NC
- **Lead consultant.** Spring 2013: *Asheville City Schools Foundation*, Asheville, NC; *Dorcas Ministries*, Cary, NC; *Asheville Buncombe Community Relations Council*, Asheville, NC; *Liberty Corner Enterprises*, Asheville, NC.
- **Lead consultant.** Spring 2012: *Habitat for Humanity*. Asheville, NC; *Girl Scouts of WNC*. Asheville, NC; *Biggert’s Hearing Instruments*. Hendersonville, NC; *Homeward Bound*. Asheville, NC; Council on Aging of Buncombe County. Asheville, NC.
- **Lead consultant.** Fall 2011: *Arc of Southside*. Danville, VA.; *YMCA*. High Point, NC; *Big Brothers Big Sisters*. High Point, NC; *Archdale/Trinity Chamber of Commerce*. Archdale, NC. *Advisory Board Member, Citizens-Police Advisory Committee*. Asheville, NC. (Term: 2011-2014). Duties include serving as liaison between the police and community over concerns; mediating problems or conflicts; serving as an advocate for programs, ideas, and methods to improve the relationship between the police and the community; and disseminating information to the community and the government officials of Asheville.
- **Ad hoc advisor, City of Asheville Staff and Training Department** (advisor to staff trainer Kendra Turner), 2011

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**OTHER PROFESSIONAL EXPERIENCES**

**MARKETING**


**Marketing Manager.** New product development and marketing for 1.3 million-member base. Responsible for directing all domestic travel marketing, advertising, direct mail and collateral productions; coordinated and administered electronic advertising programs, assisted in the research and production of new promotional efforts, conducted market studies, suggested marketing strategies while maintaining existing marketing and advertising platforms. Augmented web site to include new programs, solicited new vendors, and developed new partnerships while negotiating marketing contracts, co-op budgets, commissions, and joint promotional projects with all suppliers. Conducted qualitative and quantitative research to evaluate membership benefits and to increase retention rate. Hired and managed departmental support staff.

1991-1994 **Pro Lingua**, Paris, France

**Translator and coordinator** in English-speaking countries. Translator and guide for French speaking groups (15 to 25 students) in the United Kingdom and the United States. Duties included coordination between France and designated foreign countries, and responsibility for foreign language training programs.

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**COMPUTER SKILLS**

**1991**

**1996**

**2001**

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**OTHER PROFESSIONAL EXPERIENCES**
- Proficiency in online course platforms: Blackboard 10, eCollege, WebCT, CyberClass, V-Campus, Apex, WIMBA, Elluminate, GoToMeeting.
- Microsoft 2010 software proficient (Excel, Front Page, PowerPoint, Publisher, Word); Adobe PageMaker; File Maker Pro; PhotoShop; Prezi.
- Working knowledge of HTML language
- S.P.S.S. 22.0 proficient (Statistical Package for the Social Sciences)
- Basics of AMOS 6.0 (for structural equation modeling) and LISREL 8.7 (Statistical software for Linear Structural Relationships)
- AS/400 proficient (Application System used for general business and departmental use)

**LANGUAGES**

- Bilingual French / English
- Written German
- Conversational Spanish

**PROFESSIONAL AFFILIATIONS & INTERESTS**

- Member of A.P.A. (American Psychological Association)
- Member of A.H.R.D. (Academy of Human Resource Development)
- Member of S.M.A. (Southern Management Association)
- Former member of S.I.O.P. (Society for Industrial and Organizational Psychology)
- Former member of AoM (Academy of Management)
- Former member of M.L.A. (Modern Language Association) and of L.S.A. (Linguistics Society of America)
- Former member of A.R.D.A. (American Resort Development Association)
- Other: - Travel Agent license (*Amadeus* and *System One* literate. Expired)
  - FAA Private Pilot license; Member of Aircraft Owners and Pilots Association
JOHN J. SHERLOCK
Sherlock@wcu.edu
828-227-3380

EDUCATION

George Washington University, Doctorate in Human Resource Development (Ed.D.)

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

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

AWARDS/HONORS

■ 2012, Nominee, Board of Governor’s Award for Excellence in Teaching, Western Carolina University
■ 2012, Nominee, Stanley J. Drazek Teaching Excellence Award
■ 2011, Nominee, Stanley J. Drazek Teaching Excellence Award
■ 2011, Nominee, Board of Governor’s Award for Excellence in Teaching, Western Carolina University
■ 2010, Nominee, Board of Governor’s Award for Excellence in Teaching, Western Carolina University
■ 2010 Finalist, Integration of Learning Award, Western Carolina University
■ 2010 Finalist, Scholarship of Teaching & Learning Award, Western Carolina University
■ 2010 Legislative Award for Superior Teaching. College of Education & Allied Professions, Western Carolina University
■ 2009 Finalist, Jay M. Robinson Teaching Award for e-learning, Western Carolina University
■ 2009 Finalist, Scholarship of Teaching & Learning Award, Western Carolina University
■ 2008 Finalist, University Award for Innovations in Online Education, Western Carolina University
■ 2007 Nominee, Dean’s Research Award, College of Education & Allied Professions, Western Carolina University
■ 2007 Nominee, 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


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


**PRESENTATIONS**


Sherlock, J.J. (2013, Sept.). “Operationalizing Evidence-based Management: Teaching the EBR-EBM Connection.” Third Annual Engaged Management Scholarship Conference, Atlanta, GA. (refereed)


Sherlock, J.J. (2011, Aug.). “Evidence-based Research Synthesis: A Family of Approaches to inform both Research & Practice.” Presented at the University of Maryland University College Doctor of Management Summer Faculty Institute, College Park, MD.


Sherlock, J.J. (2008, Aug.). “HR as Strategic Business Partner: Implications for Practice and Professional Development.” Presented at the Career Banding Performance Solutions Conference, Appalachian State University, Boone, NC.

Sherlock, J.J. (2007, Nov.). “Blogging, Live Audio and Asynch Text Discussion: A Winning Combination for Online Learning.” Presented at the Annual Conference of the Western Cooperative on Education Technology (WCET), Atlanta, GA. (refereed)


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. *(refereed)*

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. (2003, March). “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 (a campus of the University of North Carolina)
Assistant Professor, Fall 2002-Spring 2008
Associate Professor (tenured), Fall 2008 – present

Graduate Courses taught:
HR601 – Organizational Planning & Execution; HR602 – Research and Evaluation;
HR605 - Orientation to Human Resources; HR610 – Human Resource Development;
HR613 – Performance Management; HR614 – Staffing
HR615 - Organizational Development; HR617 – Organization Performance;
HR619 - Diagnosis and Assessment; HR660 – Career Development;
HR662 – Compensation & Benefits; HR666 - Legal Issues in Human Resources;
HR675 – Leadership in Human Resources; HR698 – Capstone Seminar in Human Resources

Undergraduate Courses taught:
LEAD444 – Capstone Seminar in Leadership; LEAD244 – Principles of Leadership
University of Maryland University College, Graduate School of Management & Technology
Assistant Adjunct Professor, 2001-2007
Associate Adjunct Professor, 2007 – present

Graduate Courses taught:
ADMN635 – Organizational Leadership and Decision-making
MGMT615 – Intercultural Communication and Leadership
DMGT810 – Global Leadership & Change
DMGT600 – Foundations of Doctoral Study
DMGT835 – Research Methods II
DMGT890 – Dissertation Part I
DMGT891 – Dissertation Part II
DMGT892 – Dissertation Part III

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

George Washington University, Graduate School of Education and Human Development
Adjunct Faculty, Spring 2000; HRD 263 – Foundations of Human Resource Development.

SERVICE

Service to the Discipline & Community:

- Reviewer, Nonprofit and Voluntary Sector Quarterly, 2012-present.
- Elected board member, Liberty Corner Enterprise (nonprofit serving those with disabilities), Asheville, NC, 2009-2014.
- Reviewer, Management Learning, 2010-present.
- 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.
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 for Training & Development (ASTD), 2003-2005.

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.

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**Service to Western Carolina University:**

- Member, Collegial Review Committee, 2011-2013.
- Member, Tenure & Promotion Review Committee, College of Education & Allied Professions, 2011-2013.
- Member, Tenure & Promotion Review Committee, Human Services Department, 2010-present
- Member, Provost’s Committee on Distance Education, 2010
- Director, MSHR Program, July 2004-present
- Program advisor, Undergraduate Minor in Leadership Studies, 2010-2012.
- Member, Paul Knott’s doctoral dissertation committee (Anne Alexander, Chair), Department of Educational Leadership, 2009-present
- Chair, Faculty Search Committee (one position), MSHR Program, Spring 2009
- Member, Martha Thompson’s doctoral dissertation committee (Sandra Tonsen, Chair),
Department of Educational Leadership, 2009-present
- Member, Quality Enhancement Plan Steering Committee, 2007-present
- Member, Faculty Search Committee (one position), Department of Educational Leadership, Fall 2008.
- Member, Department of Human Services TPR Document Review Committee, 2007
- Member, Department of Human Services Budget Committee, 2007-present
- Member, Barbara Greene's doctoral dissertation committee (Mitch Williams, chair), Department of Educational Leadership, 2008-9.
- Member, Pam Fourtenbary’s doctoral dissertation committee (Meagan Karvonen, Chair), Department of Educational Leadership, 2006-7
- Member, Keith Silver’s doctoral dissertation committee (Meagan Karvonen, Chair), Department of Educational Leadership, 2006-7
- Member, William George’s doctoral dissertation committee (Casey Hurley, Chair), Department of Educational Leadership, 2006-9
- Member, Educational Outreach Distance Education Advisory Committee, 2006-currently
- Member, Master Degree Program in Public Administration (MPA) Advisory Board, Western Carolina University, 2005-2007.
- 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, 2005-6
- Member, Nominations and Elections Committee, College of Education and Allied Professions, 2005
- Member, Faculty Search Committee, Department of Educational Leadership, 2005
- Member, Advisory Committee for Training & Professional Development, 2004-5
- Member, Chancellor’s Internal Advisory Committee on Economic Development, 2004-5
- Member, Dean’s Exemplary Service & Research Award Committee, College of Education & Allied Professions, 2004
- Member, Tenure & Promotion Document Review Committee, Human Services Department, 2004
- Member, Brian Simpson’s doctoral dissertation committee (Casey Hurley, Chair), Department of Educational Leadership, 2004-2006.
- Planning committee member and presenter, College of Education & Allied Profession’s Technology Open House, August, 2004
- Member, University Committee on Nominations, Councils, and Committees (CONECC), 2003-2004
INDUSTRY EXPERIENCE:

Senior Vice President & Chief Operating Officer 01/95 – 05/02
Personal Communications Industry Association (PCIA)

Global high tech services organization serving customers including Sprint, Motorola, Nokia, and AT&T. 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)

Director, Membership & Communications 2/87 - 7/91
Assistant Director, Membership & Communications 2/86 - 2/87
Manager, Membership Services 3/85 - 2/86
Certification Program Coordinator 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
William S. Bergman Associates, Inc. 8/82 - 2/84

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.
- Served as primary contact for new solar laboratory accreditation increasing revenue and credibility of solar association. Wrote RFPs, served as chief liaison to accreditation committee, and oversaw accreditation process.
Dr. William K. Smith
Western Carolina University
Human Services
(828) 227-2493
Email: wksmith@email.wcu.edu

Education

Ph D, Indiana State University, 2010.
  Major: Human Resource Development
  Dissertation Title: Comparing the Perceived Relevance of Informal and Formal Learning in Skill Acquisition in a Leadership Development Program

MS, East Carolina University, 2004.
  Major: Industrial Technology

BS, Georgia Institute Technology-Main Campus, 1974.
  Major: Engineering Economic Systems

Licenses and Certifications

Certified Quality Matters Peer Reviewer, Quality Matters. (November 2014 - Present).

Certified ROI Professional, The ROI Institute. (December 2005 - Present).

Professional Memberships

International Association of Human Resources Information Management, IHRIM, International. (April 2012 - Present).


Development Activities Attended


Conference Attendance, "WCU Leadership Retreat", Coulter Faculty Commons, Cullowhee, NC. (May 2014).

Conference Attendance, "WCU Leadership Retreat", Coulter Faculty Commons. (May 2012).

Conference Attendance, "WCU Boyer Scholarship Retreat", Coulter Faculty Commons, Asheville, NC. (February 24, 2012 - February 25, 2012).

TEACHING

Teaching Experience

Western Carolina University

HR 602, HR Rsrch & Eval Mthds, 10 courses.
HR 605, Orientation in HR, 2 courses.
HR 610, Human Resource Develop, 5 courses.
HR 613, Performance Appr & Management, 3 courses.
HR 615, Orgnztn Development, 2 courses.
HR 675, Leadership in HR, 4 courses.
LEAD 344, Junior Leadership Seminar, 1 course.

RESEARCH

Published Intellectual Contributions

Book Chapters


Refereed Journal Articles


Other


Presentations Given


Media Contributions

Radio

WRGC. (2013).

SERVICE

Department Service

Committee Member, Collegiality Definition Committee. (February 2012).

Student Recruiter, NC SHRM Conference. (September 21, 2011 - September 23, 2011).

College Service

Committee Member, CEAP Curriculum Committee. (December 2012 - May 2013).

Committee Member, Disaster Preparedness. (September 2012 - May 2013).

University Service

Faculty Advisor, Quality Matters Peer Reviewer. (November 2014 - Present).

Faculty Advisor, Faculty Associate for Campus Engagement. (February 2012 - Present).

Faculty Mentor. (February 2012 - Present).

Committee Member, Leadership Retreat Planning Committee. (January 2012 - Present).

Guest Speaker. (May 2012).

Guest Speaker, Murray State University Leadership Academy Presenter. (March 2012).

Professional Service


Consulting

Management, Burger King Corporation. (January 2014 - September 2014).

Management, VHA. (January 2014 - September 2014).
Management, Franklin Covey Inc., Salt Lake, UT. (December 2013 - September 2014).

For Profit Organization, Verizon, Atlanta, GA. (September 1, 2012 - May 2013).


For Profit Organization, Marathon Petroleum, Columbus, OH. (February 13, 2013).

For Profit Organization, ROI Institute and Human Capital Source, Virtual. (February 18, 2012 - January 2013).


For Profit Organization, Exide Technologies, Alpharetta, GA and Columbus, GA. (July 5, 2011 - September 20, 2011).

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I. **Overview** – The Department of Human Services seeks to attract and retain colleagues who are interesting, productive, and scholarly. Our first priority is to be very good teachers, and to be scholarly in our teaching. The department needs to balance teaching, scholarship, and service, but individual faculty members don’t all need to achieve exactly the same balance. Certainly we will differ with regard to specialty areas within our discipline, but we will also vary in terms of the types of scholarship we emphasize, investment in service and engagement, and balance between research and practice. This complex and rather abstract blend of expectations, which may well differ by individual, is hard to specify and harder to quantify. Nevertheless, we feel that it is important to provide faculty members with guidelines to help them develop productive and gratifying careers, guidelines specific enough to be practical, yet flexible enough to promote the individual differences that make our department a great place to live and work.

The purpose of this document is to describe the policies, procedures, and criteria for faculty performance evaluation specific to the Department of Human Services. The document is guided at the highest level by *The Code* of the UNC system and by the Faculty Handbook of Western Carolina University. Included also are policies issued by General Administration, by the Office of the Provost, and in some cases by the college. While this document is intended to be comprehensive and precise with regard to department-level criteria and procedures, the faculty member should have familiarity with *The Code* and with the WCU Faculty Handbook (section 4.0). Further, in preparing a dossier for reappointment, tenure, or promotion, the faculty member should also have available the Guidelines for the Preparation of the Dossier, a separate document disseminated annually by the Office of the Provost.

Guidelines presented in this document represent minimal criteria for reappointment, tenure, and promotion. It also provides the guidelines for completing the Annual Faculty Review. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they will be asking, “Is this faculty member a person who will continue to make sustained positive contributions to the university and the region in the areas of teaching, scholarship, and service?” It is important for tenure track faculty members to understand that only meeting minimal expectations annually may put a faculty member in a tenuous position when it comes to receiving a positive recommendation for tenure and promotion.
The DCRD Committee reviews the Departmental Collegial Review Document at the request of the faculty, Department Head, Dean or Provost. The DCRD committee is not a standing committee. It will be formed when a review request is made. The department head will select from faculty who volunteer to be involved in the review process. Attention will be paid to include representatives from most academic programs in the department while ensuring that both tenured and non-tenured faculty members are represented.

II. Domains of Evaluation
A. Teaching (Faculty Handbook 4.04 & 4.05)
   1. Teaching effectiveness is evaluated according to the following dimensions:
      a. Pedagogical Content Knowledge -- Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning. Shulman (1987) has called this combination “pedagogical content knowledge” to distinguish it from content knowledge alone or pedagogy alone. Using their pedagogical content knowledge, scholars restructure their expertise in forms that are understandable and useable by their students.
      b. Professional Aspects of Teaching -- Effective teaching relies upon the ability to perform well the required administrative and professional functions associated with instruction. While good teaching relies upon disciplinary expertise – and different disciplines often approach teaching differently – teaching is also a profession that requires common duties regardless of area. Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time. Highly effective teaching is more than class management; it is class management that relies upon an instructor’s ability to perform the duties associated with the job.
      c. Student Response to Instruction -- Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for course content. Both course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which students feel respected and share a sense of rapport with the instructor correlates with teaching effectiveness.
2. **Methods of evaluation**

   a. **Self-evaluation.** Narrative statement addressing Pedagogical Content Knowledge, particularly with regard to currency. What are you doing to help students understand the most important material in your field? How have you changed your teaching practices to help students understand the central concepts, skills, and advancements for the courses you teach? (4.05B2C). Faculty members may reflect on any other aspects of their teaching effectiveness they deem relevant.

   b. **Colleagues’ review of teaching materials and direct observation of classroom teaching**

      Review of teaching materials & direct observation of teaching.

      1) *All tenure-track, fixed-term, and adjunct faculty members will have their teaching materials reviewed and their teaching directly observed during each academic year.* Materials to be reviewed may include course syllabi, exams, quizzes, reading lists, assignments, study guides, handouts, media, etc. Direct observation will include either attending a class meeting or reviewing the content of an online course. Tenured and non-tenured-tenure-track faculty will be reviewed by a two person committee of their peers who may be within or outside their discipline. The department head must approve the two person committee from a minimum of three faculty member names submitted by the faculty member under review. At least one of the submitted names must have had a minimum of three years of undergraduate or graduate teaching experience. **All review committees will be established in September.** Once the review committee is established, the members will negotiate with the faculty member to be reviewed as to when the review will take place. While both members of the review committee will review course materials only one needs to conduct the direct observation. This direct observer must have a minimum of three years teaching experience. The two reviews can take place in either fall or spring semester but must be completed by March 30 of that academic year.

      2) *All fixed-term faculty and adjunct faculty will be reviewed by either the department head or the program director of the program for which the faculty member is teaching.* The department head will meet with the program director at the beginning of each semester to determine fixed-term and adjunct review needs and who will conduct the review. These faculty members will be informed as to who will be reviewing them and a time will be negotiated as to when the review will take place.
3) Each reviewer will use the electronic form of Attachment A to guide the review process and to prepare a report of these reviews. The faculty will submit this review to the department head as part of his/her AFE materials.

c. **Student assessment of instruction (SAI)**
   - All courses will be evaluated with the university-approved SAI instruments. Faculty members will report all SAI summaries quantitative data.
   - Summary of SAI data for the period of evaluation by class, number and rate of responses and domain.

d. **Professional Development Activities:**
   - Professional development activities should be listed and may include: Coulter Faculty Center activities, professional writing groups, discipline-specific conferences and workshops, and teaching conferences and workshops.

e. **General comments**
   - The evaluation of teaching involves multiple sources of data, each with its own unique contribution.

B. **Scholarship (4.05C)**

WCU recognizes as legitimate forms of scholarly activity the four types described by Boyer. Specific departmental perspectives on these categories, relative valuation of various forms of scholarly activity, and department-specific examples are described in this section. The Department of Human Services recognizes that different faculty members might emphasize one of these forms of scholarship more than another. It is important to note all Boyer categories are valued equally.

i. **Scholarship of discovery** – Original research that advances knowledge.

ii. **Scholarship of integration** – Synthesis of information across disciplines, across topics, or across time.

iii. **Scholarship of application** – Application of disciplinary expertise with results that can be shared with and/or evaluated by peers.

iv. **Scholarship of teaching and learning** – Systematic study of teaching and learning processes.

An activity that qualifies as scholarship, regardless of type, must meet the following general criteria: (1) the activity is subjected to external peer review; (2) there is clear evidence of rigor; and (3) the outcomes are disseminated to an external professional audience or scholarly community. These three criteria help to differentiate the scholarship of teaching and learning from teaching, and the scholarship of application from service/engagement. Peer review can include traditional forms (e.g., journal reviewers, editors, committees awarding grants), but it can also include a broader community of scholars. For example, it can include both blind and open reviews of items presented for publication or presentation, and it can include “substantial” invited addresses to conferences such as being the keynote speaker for a regional or national conference, where the external peers constitute members of a program committee.
Methods of evaluation – Scholarship in the Department of Human Services, regardless of the Boyer category involved, will be based on the concept of “units” of work, which generally reflects the expectation for most faculty members for a typical year. Although what constitutes a unit cannot be defined absolutely, the following should be useful to the candidate and to the Collegial Review Committee.

Scholarly activities are weighted as three, two, or one unit(s). A scholarship activity receiving a weight of three units would be considered most rigorous in the review process and/or effort. It is important to recognize what follows are examples and do not exhaust the possible ways in which units can be achieved.

It is the faculty member’s responsibility to make the case for the significance of their scholarly work (e.g., acceptance rates of each journal, the number of times each article has been cited, percentage of involvement in projects where the faculty member is not the first author, external peer review of creative work and works that are not traditionally published), and what is listed below is not intended to be an exhaustive list of all activities that can be classified as scholarly work.

Faculty are expected to have a clearly articulated research agenda, evidenced in their narrative and scholarship artifacts.

**Three Scholarship Units (Category A)**
- Manuscript published in a refereed or peer-reviewed national or international journal
- Sole or co-authorship of a book
- Sole or co-author of an edited book including authorship of at least one chapter or section
- Awarded external grant of at least $10,000
- Editor of a journal
- Patent
- Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines

**Two Scholarship Units (Category B)**
- Published book chapter
- Peer reviewed or invited presentation at a national or international conference
- Accreditation report*
- Program review, externally reviewed*
- Awarded external grant of under $10,000
- Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines
- Manuscript published in a refereed or peer-reviewed state or regional journal

*Program review and accreditation reports count as scholarship when they include substantial data analysis and interpretation.

**One Scholarship Unit (Category C)**
- Awarded an internal research grant
- Professional newsletter article
- Newspaper or magazine article
- Research-focused media appearance
- Collaborator on student research presentation
- Manuscript published in a non peer reviewed or non-refereed journal
- Published book review
- Presentation at a local, state, or regional conference
- Application for an external grant of at least $10,000

**General comments:**
These examples are not exhaustive, nor do they focus on “borderline” cases. The activities listed are intended to be typical examples of scholarship in this department. Professional development activities in the area of scholarship are also positively valued and should be described and documented as appropriate for the specific review event. We recognize that infrequently a candidate may present “interesting things” that do not fit well with these categories yet are still legitimate scholarship. It will be up to the candidate to defend the activities as scholarship, based on their extraordinary nature, utilizing an alternative peer review process. The candidate may request a prior review of the proposed project in order to get feedback from the Collegial Review Committee.

**Procedures for External Review of Scholarly work that is not traditionally peer reviewed.**
When considering whether or not to submit a piece for external review the following criteria should be followed:
- there is clear evidence of rigor;
- the activity results in substantive outcomes or implications beyond the scope of the activity itself; and
- the outcomes are disseminated to a professional audience or scholarly community.

If the faculty member chooses to submit a project for scholarship credit which does not fit traditional forms of scholarly work yet fits within the Boyer model the guidelines provided below should be followed.

1. The candidate will inform the Department Head that s/he plans to include external reviews in the dossier in accordance with annual deadlines to meet TPR and AFE requirements.
2. The candidate will submit to the Department Head up to five names and contact information for potential scholarly experts in the field.
3. The Department Head will identify two scholarly external reviewers who agree to review the candidate’s materials.
4. The Department Head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide review.
5. Each external reviewer will independently review the project and complete the protocol, which will then be returned to the faculty member’s department head. The candidate will be provided copies of both review protocols to include in the dossier.
C. **Service (4.04.C.3 and 4.05.D)**

1. **Categories of service include:**
   a. **Institutional service** – program director, committee service, recruiting, faculty governance, search committees, mentoring, at all levels, including department, college/school, and university. This also includes student retention activities.
   b. **Community engagement** – providing disciplinary expertise to a professional, civic, economic, or educational entity at the local, regional, or national level.
   c. **Special expertise, unusual time commitments, or exceptional leadership** - includes service in professional organizations, contributions to accreditation documents, administrative duties such as department head, a major role in faculty governance, etc.
   d. **Advising** – actively and accurately advising an appropriate load of undergraduate and/or graduate students; being informed about curriculum and related processes, being available to advisees, assisting with academic, QEP and career planning (includes thesis/dissertation committee service as well as advising student professional organizations.)

2. **Methods of evaluation**

The faculty member’s documentation of service/engagement activities will be examined and evaluated with regard to time and energy requirements, level of expertise involved, available quantitative/qualitative data (e.g., number of advisees, advisor evaluations by students, etc.), and other indicators of quality of service, including documentation or artifacts included in the appropriate dossier appendix. Service in the Human Services Department will be based on the concept of “units” of work, which generally reflects the expectation for most faculty members for a typical year.

**Definitions**

- **Internal service** refers to service to the university, college, department, program
- **External service** refers to service to the community and the profession

**Units**

- **Below are examples of types of service with assigned points:**
  1. **Internal Service (to the university, college, department, program)**
     - **Three Service Units**
       - Program directorship or coordination
       - Unpaid teaching overload
       - Significant professional or university committee leadership
     - **Two Service Units**
       - Leadership on a committee (e.g., chair of a committee, etc.)
       - Student advising (entry, ongoing, final)
One Service Unit
- Service on department, college, university, or system committees and task forces, (Search Committee, etc.)
- Graduate student advising (entry, ongoing, final)
- Faculty or staff mentoring
- Delivering staff / faculty in-service / workshop for WCU
- Student organization advisement
- Student recruitment activities

External Service (to the community and the profession)

Three service Units
- Significant leadership of a national and/or professional service project or committee

Two Service Units
- Professional conference track or program chair
- Professional conference chair or organizer
- Community engagement
- Consulting in the community
- Outreach: newspaper editorials, interviews (printed, radio or TV)

One Service Unit
- Speeches, workshops, invited presentations for schools, communities or businesses
- Professional organization: Serving on the editorial board of a journal or as an ad- hoc reviewer
- Professional organization: Reviewer for professional conferences
- Professional organization: Session chair or discussant for professional conferences
- Member of an external university committee
- Liaison to universities, school systems, businesses
- Taking students to conferences, if not coauthoring
- Taking students to community service projects (for online courses, involve students in community projects)

General comments
Faculty members are expected to participate in service activities at each institutional level (department, college, university). In addition, each faculty member is expected to engage in external service appropriate to professional training. Professional development activities in the domain of service/engagement are valued by the department and should be described and documented as appropriate for the specific review event.

A non-tenured tenure-track faculty member is encouraged to carefully consider the amount of service he or she commits to in any given year. The general expectation is for the faculty member at the beginning of the tenure process to focus on service to the program and department then with yearly progression in the tenure process, expand service to the college, university and community. Directly discussing with the department head as to the amount of and appropriate types of service is advised.
III. Specific Procedures for Review Events

A. Annual Faculty Evaluation (AFE)

1. Overview – All faculty, regardless of status or participation in other review processes, are evaluated annually. This performance evaluation serves as an active, ongoing monitoring of faculty effectiveness. The Deans and the Provost determine the deadlines for the review process. The range for AFE inclusion will be from April 1 of the previous year to March 31 of the current year.

2. Procedures and preparation of documentation

a. At least one month in advance of due date, the department head will request faculty members to submit all materials to be considered for the annual faculty review. Each faculty member will submit:

   i. a completed AFE Check Sheet (Attachment C). Attachment C when properly completed will include a teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description), and statements describing the faculty member’s scholarship and service;

   ii. a formal review of the faculty member’s teaching as described by 2a.2 in this document (Attachment A);

   iii. a separate course evaluation report for each course taught; and

   iv. faculty may attach a narrative to explain past performance and future goals. The department head will make faculty aware of documentation needed to complete/support the AFE. The department head will then distribute instructions to faculty at least one month in advance of due date.

b. The Department Head shall prepare a written AFE Statement, addressing the faculty member’s performance in the areas of teaching, scholarship, and service, in the context of departmental expectations. The Department Head will use the faculty teaching statement, SAI data, committee review of teaching (Attachment A), AFE check sheet (Attachment C), data collected from Digital Measures and Banner and other faculty submitted supporting documentation to prepare the AFE statement.

c. Once the AFE statement is prepared the department head will arrange to meet with the faculty member to review and sign the AFE Statement. Signing the AFE statement does not mean the faculty member agrees with the statement by the department head. The faculty member may prepare a rebuttal statement if s/he deems it necessary (consistent with the faculty handbook).

3. Evaluation of Fixed Term Faculty – Evaluation of fixed term faculty is completed each year using the agreed-upon AFE process for tenured and tenure track faculty in the areas of teaching and service. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings described in section IV.A (page 13).
4. **Evaluation of Adjunct Faculty** - These procedures and guidelines are based upon the assumption that the adjunct faculty member is responsible only for teaching. Those with contractual agreements specifying other expectations will be evaluated using appropriate aspects and weightings described in section IV.A (page 13).
   a. All part-time instructors will be evaluated with regard to teaching effectiveness, using data from the following sources:
      i. **Annual review of teaching materials.**
      ii. **Student Assessment of Instruction**, using the university instrument, for each section taught and a personal statement addressing pedagogical content knowledge.
   b. Adjunct faculty should have peer review of materials during the first semester of the academic year in which they teach.
   c. The Department Head in conjunction with the Program Director shall write an evaluation summary of teaching effectiveness during the preparation of AFEs in the spring.
   d. The Department Head shall place in the adjunct faculty member’s file the evaluation summary, the peer review of teaching materials, and all available SAI reports.

B. **Tenure, Promotion, and Reappointment**

1. **Overview** - The Office of the Provost will generate an annual list of faculty eligible for tenure and reappointment.

2. **Composition of the Collegial Review Committee**
   a. The departmental Collegial Review Committee shall be chaired by the department head (non-voting) and shall be composed of six tenured faculty members elected annually by the department’s full-time faculty. In the event that there are fewer than six tenured faculty, the committee shall be composed of the department head and tenured faculty, providing that the resultant committee shall consist of at least three members, exclusive of the department head. In the event that there are less than three tenured faculty, the Provost, in consultation with the department and Dean, selects tenured faculty from similar departments to constitute a committee of at least three.
   b. The College Collegial Review Committee shall be chaired by the dean (non-voting) and shall be composed of faculty members of the college as specified in the Faculty Handbook.
   c. The University Collegial Review Committee shall consist of the Provost as chair (non-voting); the Dean of the Graduate School, and faculty members of the University as specified in the Faculty Handbook.

3. **Procedures and preparation of documentation**
The candidate list for each college is prepared by the Office of the Provost and distributed to the deans for review. The Office of the Provost in conjunction with the Dean’s office finalizes the list. Detailed instructions for preparing the dossier are issued annually from the Office of the
Provost, including the TPR schedule for when documents are due and decisions are made at the various review levels.

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. Since the dossier style requirements may change, faculty are responsible for reviewing the office of the Provost guidelines.

The office of the Provost provides the timeline for the collegial review annually.

a. Preparation of the files of the candidates - files on each candidate shall be prepared according to university guidelines provided through the Provost.

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

c. Other Procedures during and at the end of the annual consideration process.

i. 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 D). 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. If a non-tenured faculty member is on the timeline for reappointment and or tenure consideration, but chooses not to be considered, the contract with that faculty member will be terminated at the conclusion of the current 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 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 performance.

C. Post-Tenure Review

1. Overview - These guidelines are based upon section 4.08 of the Faculty Handbook. Post-Tenure Review (PTR) is required of all tenured faculty with 50% or more responsibilities involving teaching, scholarship, and/or
service. This review is required of all tenured faculty no later than the fifth academic year following the most recent review event (other than AFE).

2. **Composition of review committee** - The departmental Collegial Review Committee serves as the post tenure review committee, consistent with faculty handbook guidelines.

3. **Procedures and preparation of documentation**
   Included in the review process are the last five AFE statements and a current curriculum vita. In the case of unsatisfactory post tenure review, the department head, and Departmental Collegial Review Committee will meet with the faculty member to create a plan to best meet the department’s standards for tenured professors.

See the Faculty Handbook (Section 4.08) for further details concerning procedures, outcomes, appeals, and due process.

IV. **Expectations and Criteria**
   The criteria specific to each form of review and each type of promotion are described in detail below. The criteria for “meets expectations” in teaching are standardized. For “exceeds expectations” an additional list must be provided from below. For Scholarship and Service expectations, the faculty member should refer to the relevant “units” listed.

A. **Annual Faculty Evaluation: (4.05)**
   **Teaching:**
   In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:
   
   a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
   
   b. peer review of teaching by direct observation and review of teaching materials identified earlier in this document,
   
   c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAIs on all courses.
   
   d. Demonstration of engagement in professional development activities.

   **Exceeds Expectations for Teaching:**
   It is the faculty member’s responsibility to make the case for the significance of their teaching (i.e. new instructional strategies, professional activities related to teaching, teaching strategies) and what is listed below is not intended to be an exhaustive list of all activities that can be classified as teaching activities.

   **Examples of teaching that would count toward exceeds expectations:**
   - New instructional strategies
   - Professional activities related to teaching and subsequent curricular changes due to the professional activity
- New innovative teaching strategies
- Teaching awards
- Substantial changes to a course
- Integration of new technology into a course
- Innovative technology into a course
- SAIs are 3.5 or above
- Community integration into the course and benefit to community
- Service learning
- Community engagement
- Chair of dissertation committee
- Chair of a thesis committee
- New course
- Teaching overload (non-paid)
- Independent study
- Sponsor student presentation

See Appendix C for criteria, listed above, needed to exceed in teaching:

Scholarship
Two Scholarship Units (Non-tenured faculty should refer to Reappointment [see B below] for AFE)

Service
Six Service units from internal and external service. The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.

B. Reappointment: (4.06)
To be reappointed the entire cumulative record of the faculty member is considered for the areas of teaching, scholarship and service. Minimally meeting or failure to meet expectations over two or more years does not well serve the non-tenured tenure track faculty member. Such a pattern may result in a non-recommendation for reappointment at the department, college, or university level.

Teaching
In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:

a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)

b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,

c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI on all courses.

d. Demonstration of engagement in professional development activities.
Scholarship
Two Scholarship Units for the first year and three units each year thereafter. These units should come predominantly from category A outlined in section II.B. Evaluators are looking for evidences of the establishment of a clearly articulated scholarship agenda.

Service
Annually Six Service Units with representation from both internal and external service. *The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.*

A non-tenured tenure-track faculty member is encouraged to carefully consider the amount of service he or she commits to in any given year. The general expectation is for the faculty member at the beginning of the tenure process to focus on service to the program and department and then with yearly progression in the tenure process expand service to the department, college, university and community. Directly discuss with the department head as to the amount of and appropriate type of service is advised.

C. Tenure (4.07)
Guidelines presented in this document represent criteria for reappointment, tenure, and promotion. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they are considering whether the faculty member will make sustained contributions to the university.

Teaching
In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:

a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)

b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,

c. SAI (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.

d. Demonstration of engagement in professional development activities.

Scholarship
An accumulation of 15 Scholarship Units, at **least 12 units** from Category A. This record should demonstrate on-going activity and future promise in scholarly activities.
Service
An accumulation of 30 Service Units with representation from both internal and external service.

D. Promotion to Associate Professor (4.07)
Teaching
Guidelines presented in this document represent criteria for reappointment, tenure, and promotion. When departmental, college, and university committee members consider a faculty member’s submitted tenure portfolio and tenure request they will be asking, “Is this faculty member a person who will continue to make sustained positive contributions to the university and the region in the areas of teaching, scholarship, and service?” It is important for tenure track faculty members to understand that only meeting minimal expectations annually may put a faculty member in a tenuous position when it comes to receiving a positive recommendation for tenure and promotion.

In order to meet expectations in teaching, the faculty member should receive satisfactory overall ratings on:
  a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
  b. two person committee review of teaching by direct observation and review of teaching materials identified earlier in this document,
  c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
  d. Demonstration of engagement in professional development activities.

Scholarship
An accumulation of 15 Scholarship Units, at least 12 units from Category A. This record should demonstrate ongoing activity and future promise in scholarly activities.

Service
An accumulation of 30 Service Units with representation from both internal and external service.

E. Promotion to Full Professor (4.07)
The promotion to full professor at Western Carolina University is held in high esteem. A faculty member who requests consideration for promotion to full professor status should show evidence of a sustained record of performance in the areas of teaching, scholarship, and service as evidenced by the criteria below:
Teaching
In order to meet expectations in teaching, the faculty member should receive superior (exceeds expectations), as evidenced by:
a. teaching statement that addresses pedagogical content knowledge, professional aspects of teaching and student responses to instruction (See II.A1.a-c above for detailed description)
b. two people review teaching through direct observation and review of teaching materials identified earlier in this document.
c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
d. Professional development.

Scholarship
Fifteen Scholarship Units, subsequent to promotion to Associate Professor, with at least 12 Units from Category A.

Service
An accumulation of 30 Service Units subsequent to promotion to Associate Professor, with representation from both internal and external service.

F. Post–Tenure Review
Teaching
In order to meet expectations in teaching, the faculty member should receive satisfactory evaluation of:

a. Self-evaluation
b. Colleagues’ review
c. SAIs (Faculty members should earn an average score of 3.0 or greater on each of the 5 “factor scores” of the SAI for all courses.
d. Professional Development.

Scholarship
An average of 2 Scholarship Units for each year since tenure or the last post-tenure review.

Service
An average of 6 Service Units with representation from both internal and external service each year since tenure or the last post-tenure review.

For Post-Tenure Review, the needs of the program and department could enable more or less concentration on the three above areas. Consultation with the Department Head will determine an appropriate workload, which could be a heavier teaching load, extra service, or extra research with a corresponding reduction in the other areas.
Approved by:

____________________________________________ ______________
Department Head, Human Services    Date

____________________________________________ ______________
Dean, College of Education and Allied Professions  Date

____________________________________________ ______________
Provost  Date
Attachment A
Peer Review of Teaching Materials and Classroom Observation
Department of Human Services

Faculty member being reviewed ____________  Course name and number ________________

Name of reviewer _____________________       Date of Direct Observation ________________

Materials reviewed:

_____ Syllabus  _____    Student Work Samples _____    Assignment
Details/Handouts       _____    Website  _____    Assessments _____    Other

Brief description of what was observed (including lesson content, delivery method, etc.)

Review the faculty member with reference to the following three categories. The descriptions are provided as a guide and need not be responded to in their entirety.

<table>
<thead>
<tr>
<th>Pedagogical Content Knowledge: evidence of currency in the field, knowledge of how students learn, and recognition of students’ prior knowledge.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observed in teaching  ☐ Reviewed materials  ☐ Cannot review – did not observe or review materials</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Professional Aspects of Teaching: evidence of providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observed in teaching  ☐ Reviewed materials  ☐ Cannot review – did not observe or review materials</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Student Response to Instruction: evidence of course organization and clarity, availability to students, respect for students and rapport with students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Observed in teaching  ☐ Reviewed materials  ☐ Cannot review – did not observe or review materials</td>
</tr>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

Overall Summary Statement:

Peer Observer’s Signature ___________________________________  Date: __________
Attachment B
Human Services Procedures for External Peer Review

1. The candidate will inform the department head that s/he plans to include external reviews in the dossier as soon as possible to meet TPR and AFE deadlines.
2. The candidate will submit to the department head up to five names and contact information for potential experts in the field.
3. The department head will identify two external reviewers who agree to review the candidate’s materials.
4. The department head will send to the reviewers the candidate’s project, a copy of the departmental CRD to provide context, and an evaluation protocol to guide review.
5. Each external reviewer will review the project and complete the protocol. The candidate will be provided copies of both review protocols to include in the dossier.
## Attachment C
### Human Services AFE Check Sheet

**TEACHING**
List all courses:

### Spring Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Enrol (response rate)*</th>
<th>Org*</th>
<th>Enth*</th>
<th>Rap*</th>
<th>Fb*</th>
<th>Learn*</th>
<th>Over*</th>
</tr>
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Average SAI

### Fall Semester

<table>
<thead>
<tr>
<th>Course #</th>
<th>Course Title</th>
<th>Enrol (response rate)</th>
<th>Org*</th>
<th>Enth*</th>
<th>Rap*</th>
<th>Fb*</th>
<th>Learn*</th>
<th>Over*</th>
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</tbody>
</table>

Average SAI

*Enrol—Class enrollment
*Org—Organization and Clarity
*Enth—Enthusiasm and Intellectual Stimulation
*Rap—Rapport and Respect
*Fb—Feedback and Accessibility
*Learn—Student Perceptions of Learning
1. Self-evaluation using the three principles.

a. **Pedagogical Content Knowledge**: Effective teachers remain current in their fields, know how students learn, and recognize what prior information, including misconceptions, students bring to their courses. Most important, they know how to combine these three kinds of knowledge to create teaching acts that lead to student learning.

*Content knowledge*
(Put statement here.)

*How students learn and what they bring to the learning process*
(Put statement here.)

b. **Professional Aspects of Teaching**: Such functions include, for example, providing appropriate and timely feedback to students, providing clear instructions, providing regular information regarding progress, responding appropriately and in a timely manner to students, making materials available, holding classes and making suitable use of class time.

(Put statement here.)

c. **Student Response to Instruction**: Students have a unique and important perspective on certain components of teaching effectiveness. They value intellectual engagement, enthusiasm, and passion for course content. Both course organization and clarity, two aspects that relate to student success, are validly rated by students. Effective teachers are available to the students. The extent to which students feel respected and share a sense of rapport with the instructor correlates with teaching effectiveness.

(Put statement here.)
2. Your peer review conducted by: [Please attach the peer review (Attachment A)]

3. Student Assessments of Instruction (what ratio of classes received 3.0 or higher)

Check all that apply to indicate ways in which you are exceeding expectations in teaching

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>New instructional strategies</td>
</tr>
<tr>
<td>b</td>
<td>Professional activities related to teaching</td>
</tr>
<tr>
<td>c</td>
<td>Teaching awards</td>
</tr>
<tr>
<td>d</td>
<td>Substantial changes to a course</td>
</tr>
<tr>
<td>e</td>
<td>Integration of new technology into a course</td>
</tr>
<tr>
<td>f</td>
<td>SAIs are 3.5 or above in at least 75% of sections</td>
</tr>
<tr>
<td>g</td>
<td>Community integration into the course and benefit to community</td>
</tr>
<tr>
<td>h</td>
<td>Chair of dissertation or thesis committee</td>
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<tr>
<td>i</td>
<td>Member of dissertation committee</td>
</tr>
<tr>
<td>j</td>
<td>Chair of a thesis committee</td>
</tr>
<tr>
<td>k</td>
<td>Member of thesis committee</td>
</tr>
<tr>
<td>l</td>
<td>Service learning</td>
</tr>
<tr>
<td>m</td>
<td>Independent study</td>
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<tr>
<td>n</td>
<td>Sponsor of student presentation</td>
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<tr>
<td>o</td>
<td>New course</td>
</tr>
<tr>
<td>p</td>
<td>Teaching overload (non paid)</td>
</tr>
</tbody>
</table>

For any item checked above, where appropriate, provide documentation by corresponding alpha letter.

i.e., d.—Was a finalist for Chancellor’s Teaching Award

q. Other
For any item checked above, where appropriate, provide documentation by corresponding alpha letter. i.e., d.—Was nominated for Chancellor’s Teaching Award

### SCHOLARSHIP

Place a number indicating the number activities you wish to count for the item selected.

<table>
<thead>
<tr>
<th>Three Scholarship Units (Category A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Sole or co-authorship of a book</td>
</tr>
<tr>
<td>A2. Sole or co-author of an edited book including authorship of at least one chapter or section</td>
</tr>
<tr>
<td>A3. Manuscript published in a refereed or peer-reviewed national or international journal</td>
</tr>
<tr>
<td>A4. Awarded external grant of at least $10,000</td>
</tr>
<tr>
<td>A5. Editor of a journal</td>
</tr>
<tr>
<td>A6. Received a patent related to one’s discipline</td>
</tr>
<tr>
<td>A7. Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines</td>
</tr>
</tbody>
</table>

For any item chosen in **Category A** provide documentation by corresponding number.
## Two Scholarship Units (Category B)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
<td>Published book chapter</td>
</tr>
<tr>
<td>B2</td>
<td>Peer reviewed or invited presentation at a national or international conference</td>
</tr>
<tr>
<td>B3</td>
<td>Accreditation report*</td>
</tr>
<tr>
<td>B4</td>
<td>Program review, externally reviewed*</td>
</tr>
<tr>
<td>B5</td>
<td>Awarded external grant of under $10,000</td>
</tr>
<tr>
<td>B6</td>
<td>Non-traditionally peer reviewed scholarly product(s), peer reviewed according to department guidelines</td>
</tr>
<tr>
<td>B7</td>
<td>Manuscript published in a refereed or peer-reviewed state or regional journal</td>
</tr>
</tbody>
</table>

*Program review and accreditation reports count as scholarship when they include substantial data analysis and interpretation.

For any item chosen in **Category B** provide documentation by corresponding number.

## One Scholarship Unit (Category C)

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Awarded an internal grant</td>
</tr>
<tr>
<td>C2</td>
<td>Professional newsletter article</td>
</tr>
<tr>
<td>C3</td>
<td>Newspaper or magazine article</td>
</tr>
<tr>
<td>C4</td>
<td>Research-focused media appearance</td>
</tr>
<tr>
<td>C5</td>
<td>Collaborator on student research presentation</td>
</tr>
<tr>
<td>C6</td>
<td>Boyer scholarship peer reviewed according to department guidelines</td>
</tr>
<tr>
<td>C7</td>
<td>Manuscript published in a non-peer reviewed or non-refereed journal</td>
</tr>
<tr>
<td>C8</td>
<td>Published book review</td>
</tr>
<tr>
<td>C9</td>
<td>Presentation at a local, state, or regional conference</td>
</tr>
<tr>
<td>C10</td>
<td>Application for an external grant of at least $10,000</td>
</tr>
<tr>
<td>C11</td>
<td>Other</td>
</tr>
</tbody>
</table>

For any item chosen in **Category C** provide documentation by corresponding number.

### Total Units

### Exceeds Expectations

### Meets Expectations

### Needs Improvement
(Meets expectations for AFE = 2 Scholarship Units for full time tenured faculty and 3 Scholarship Units full time untenured tenure track faculty)

**SERVICE**
Place a number indicating the number activities you wish to count for the item selected.

<table>
<thead>
<tr>
<th>Internal Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Service Units</strong></td>
</tr>
<tr>
<td>a. Program directorship or coordination</td>
</tr>
<tr>
<td>b. Unpaid teaching overload</td>
</tr>
<tr>
<td>c. Significant professional or university committee leadership</td>
</tr>
<tr>
<td><strong>Two Service Units</strong></td>
</tr>
<tr>
<td>a. Leadership on a committee (e.g., chair of a committee, etc.)</td>
</tr>
<tr>
<td>b. Undergraduate student advising (entry, ongoing, final)</td>
</tr>
<tr>
<td>c. Chair of a university accreditation committee</td>
</tr>
<tr>
<td><strong>One Service Unit</strong></td>
</tr>
<tr>
<td>d. Service on department, college, university, or system committees and task forces (Search Committee, etc.)</td>
</tr>
<tr>
<td>e. Liaison to other departments or colleges</td>
</tr>
<tr>
<td>f. Graduate student advising (entry, ongoing, final)</td>
</tr>
<tr>
<td>g. Faculty or staff mentoring</td>
</tr>
<tr>
<td>h. Delivering staff / faculty in-service / workshop for WCU</td>
</tr>
<tr>
<td>i. Student organization advisement</td>
</tr>
<tr>
<td>j. Student recruitment activities</td>
</tr>
</tbody>
</table>

For any item chosen under **internal service** provide brief listing of activities by letter indicated.

<table>
<thead>
<tr>
<th>External Service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Three Service Units</strong></td>
</tr>
<tr>
<td>a. Significant leadership of a national and/or professional service project or committee</td>
</tr>
<tr>
<td><strong>Two Service Units</strong></td>
</tr>
<tr>
<td>a. Professional conference track or program chair</td>
</tr>
<tr>
<td>b. Professional conference chair or organizer</td>
</tr>
<tr>
<td>c. Community engagement (local / regional / state / national / international and professional, civic, economic, service on external accreditation team, or educational entity)</td>
</tr>
<tr>
<td>d. Consulting in the community (local, national, international)</td>
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For any item chosen under **external service** provide brief listing of activities by letter indicated.

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**General Overload Service Units (to be justified by Faculty member)**

- Teaching an unremunerated overload (3 units)
- Undergraduate advising ____ (1 unit)
- Other: _______________________ (indicate the number of units: ____)

**Total Units ______________**

**Exceeds Expectations ______**
**Meets Expectations ______**
**Needs Improvement _____**

(Meets expectations = 6 Service Units per year with representation from both external and internal service). *The department recognizes that new faculty members would be expected to limit their engagement in service during their first two years.*
Attachment D
Department of Human Services
Reappointment/Tenure/Promotion Form

To: Department Head

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: Department Head
Killian 208

Return to Table of Contents
## Faculty Distributions

### College of Education and Allied Professions - Human Resources Program

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#### Human Services

**Masters Human Resource Development**

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Prepared by Office of Institutional Planning and Effectiveness (p8+F/B)
## Enrolled Student Demographics by Academic Year

### College of Education and Allied Professions

#### Human Services

*Masters Human Resource Development*

(\# of students)

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# New Student Averages

## College of Education and Allied Professions

### Human Services

*Masters Human Resource Development*

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Report Year
2014  2013-2014

College Selection
College of Education and Allied Professions

Department Selection
Human Services

Count 1 -3

Program Name Selection

Undergraduate Data Available?
Degree or Career Level: Masters
Count 1 -1

Degree Level Selection
Masters Masters Masters
1d Allied Professions

Human Resource Development

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Return to Table of Contents
Admission to the HR Program

If you have the desire and the ability to do graduate-level work, we are committed to helping you earn your master's degree in human resources at Western Carolina University. There's no time like the present to get the ball rolling! By following a few simple steps you will soon be on your way to earning the degree of your dreams.

Tuition Information

The MSHR program is a distance program. Tuition information may be found at http://tuition.wcu.edu.

Admission Criteria

To be admitted to WCU’s online master's degree program in human resources (HR), you must have:

- earned an undergraduate degree from a fully accredited university,
- maintained a 3.0 (B) GPA on your last 60 semester hours.

You must also submit three letters of recommendation from individuals who can vouch for your scholarly abilities and good work habits. Current or former job supervisors and former professors are ideal references (recommendations from friends, colleagues or former staff members are not sufficient).

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.

Only applicants who have an undergraduate GPA of 3.25/4.0 or higher will be considered for conditional admission, which allows them to take classes for one semester while preparing for and taking the GRE. ALL others need to submit GRE scores in order to have their application considered. Applicants who already have earned a graduate degree do not have to submit GRE scores.

If you took the old GRE the MSHR program seeks applicants with a combined verbal and quantitative score of 900 and an analytical writing score of 3.5. If you took the new revised GRE the MSHR program seeks applicants with at least a score of 150 on the Verbal Reasoning, a score of 141 on the Quantitative Reasoning and an analytical writing score of 3.5.

Apply Today!
Step 2: Download and distribute Recommendations Forms (PDF) to three references. Recommendations should come from those who can objectively comment on the applicant's ability to perform at the graduate level (recommendations from friends, colleagues or former staff members are not sufficient). Current or former job supervisors and former professors are ideal references.

Step 3: Request all official transcripts be mailed directly to the Graduate School:
110 Cordelia Camp Building
Western Carolina University
Cullowhee, NC 28723

Step 4: Take the GRE (general test only) at any available GRE testing center. Have scores mailed directly to the Graduate School (see address above).* Applicants who already have earned a graduate degree do not have to submit GRE scores.

Step 5: If you are seeking financial aid visit the WCU Financial Aid page and also review types of aid available. Out of state applicants should review Information for Applicants outside of NC.

*International applicants must also take the TOEFL exam and complete additional forms. They should also contact WCU's International Programs & Services Office.

Return to Table of Contents
## Course offerings and enrollment

### College of Education and Allied Professions

#### Human Services

**All HR**

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### Number of sections and average class size by type

#### College of Education and Allied Professions

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Prepared by Office of Institutional Planning and Effectiveness (pAtQeK) 10/02/2014
## Number of sections and average class size by type

### College of Education and Allied Professions

**Human Services**

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Prepared by Office of Institutional Planning and Effectiveness (pAtQeK)

10/02/2014

4 of 5
## Enrollment in relevant courses

### College of Education and Allied Professions

#### Human Services

- **All HR**

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Prepared by Office of Institutional Planning and Effectiveness

10/02/2014
Appendix 5-4: List of student research projects and attendance at conferences for past three years

- Projects with students:
  - 61 HR consulting projects delivered since the Fall of 2011.
  - 27 Nonprofits and small businesses helped across 4 states. This pro bono consulting has involved about 190 MSHR students. In the Spring of 2015, we will be helping 1) the local government (a town), 2) nonprofit organizations, and 3) a (very) small business.

- Two papers co-authored with students and presented at the Academy of Human Resource Development in 2012:
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<th>Year</th>
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Appendix 7-2: List of major facilities and equipment

- The MSHR program is fully online. However, all faculty in the program are housed in a suite of offices on the Cullowhee campus and have access to Biltmore Park in Asheville which is an instructional site for WCU.

Appendix 7-3: List of major hardware and software used by the program

- Each faculty member has a laptop that is less than 3 years old
- Each faculty member has a large monitor
- Software products include:
  - Blackboard
  - GoToMeeting
  - Microsoft Office products
  - Access to research software is available
Databases with content relevant to HR
Academic Search Complete
Business Source Complete
Mental Measurements Yearbook
ProQuest Central
ProQuest Research Library
PsycINFO
Sage Journals
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<td>The Personnel administrator</td>
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<td>Began in 1956; v. 34, no. 12 - Dec. 1989</td>
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<td>The College student affairs journal</td>
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<td>v. 4, no. 1 (winter-spring 1982)-</td>
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<td>The ... annual. Volume 1, Training</td>
<td>San Diego, CA : Pfeiffer &amp; Co., 1995-c2003</td>
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<td>Employees -- Training of -- Periodicals; Group relations training -- Periodicals; Experiential learning -- Periodicals; Personnel management -- Periodicals; Education -- methods -- Periodicals; Inservice Training -- methods -- Periodicals; Personnel Management -- methods -- Periodicals</td>
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<td>The ... Annual, developing human resources</td>
<td>San Diego, Calif. : University Associates, c1984-</td>
<td>13th (1984); &quot;Ceased with issue for 1994&quot;</td>
<td>Group relations training -- Periodicals; Personnel management -- Periodicals; Group Processes -- periodicals; Interpersonal Relations -- periodicals; Organization and Administration -- periodicals; Personnel Management -- periodicals</td>
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<td>San Francisco, CA : Pfeiffer, c2004-</td>
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<td>San Francisco, Calif. : Pfeiffer, 2005-</td>
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**Dates Owned**: 1994  
**Subject Headings**: Wages -- United States -- States -- Statistics -- Periodicals;"Labor supply -- United States -- States -- Statistics -- Periodicals";"Social security -- United States -- States -- Statistics -- Periodicals";"Gesetzliche Rentenversicherung stw";"Gesetzliche Krankenversicherung stw";"Einkommensstatistik stw";"Rentner stw";"USA stw"

**Title**: Farm labor [microform] / Crop Reporting Board, Statistical Reporting Service, U.S. Department of Agriculture  
**Dates**: Nov. 13, 1943  
**Subject Headings**: Agricultural laborers -- United States -- Statistics -- Periodicals;"Agricultural wages -- United States -- Statistics -- Periodicals";

**Title**: Farm labor / Bureau of Agricultural Economics, United States Department of Agriculture  
**Dates**: Nov. 13, 1943  
**Subject Headings**: Agricultural laborers -- United States -- Statistics -- Periodicals;"Agricultural wages -- United States -- Statistics -- Periodicals"

**Title**: Personnel literature / Office of Personnel Management, Library  
**Dates**: 1941-1995  
**Subject Headings**: Personnel management -- Bibliography -- Periodicals;"Civil service -- United States -- Bibliography -- Periodicals";"Personnel management -- United States -- Statistics -- Periodicals";"Personnel management -- United States -- Statistics -- Periodicals";"United States -- Periodicals"

**Title**: Earnings and employment data for wage and salary workers covered under social security by state and county [electronic resource] / U.S. Dept. of Health and Human Services, Social Security Administration, Office of Policy, Office of Research and Statistics  
**Dates**: 1993-1995  

**Title**: News. Usual weekly earnings of wage and salary workers / United States Department of Labor, Bureau of Labor Statistics  
**Dates**: 2nd quarter 1987-  
**Subject Headings**: Wages -- United States -- Statistics -- Periodicals

**Title**: Real earnings in ... [electronic resource]  
**Dates**: 1984  
**Subject Headings**: Wages -- United States -- Statistics -- Periodicals

**Title**: Local government employment in major county areas  
**Dates**: 1984  
**Subject Headings**: County officials and employees -- United States -- Statistics -- Periodicals;"Labor -- United States -- Statistics -- Periodicals";"Wages -- United States -- Statistics -- Periodicals";"Einkommensstatistik stw";"Rentner stw";"USA stw";"Income -- United States -- Statistics -- Periodicals";"Wages -- United States -- Statistics -- Periodicals";"Poverty -- United States -- Statistics -- Periodicals";"Metropolitan areas -- United States -- Statistics -- Periodicals";"Income. fast (OCoLC)fst00968635";"Metropolitan areas. fast (OCoLC)fst01018849";"Poverty. fast (OCoLC)fst01074093";"Wages. fast (OCoLC)fst01169492";"United States. fast (OCoLC)fst01411641";"Statistics. fast (OCoLC)fst01423727"

**Title**: Income, earnings, and poverty data from the ... American community survey [electronic resource]  
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Appendix 7-5: List of support personnel, including non-teaching graduate assistants

- Administrative Support Associate
- Student Services Specialist
- Graduate Assistants
  - 2014-2015
    - Fall 2014: 40 hours per week
    - Spring 2015: 35 hours per week
  - 2013-2014
    - Fall 2013: 38 hours per week
    - Spring 2014: 38 hours per week
  - 2012-2013
    - Fall 2012: 28 hours per week
    - Spring 2013: 28 hours per week
  - 2011-2012
    - Fall 2011: 30 hours per week
    - Spring 2012: 30 hours per week
  - 2010-2011
    - Fall 2010: 35 hours per week
    - Spring 2011: 20
  - 2009-2010
    - Fall 2009: 40 hours per week
    - Spring 2010: 20 hours per week