

Course Syllabus

Course	HRDV 6000 LC Integrated Studies in Human Resources Development
Term	Fall 1, 2009, Lackland AFB
Instructor	Name: Ruben Molina, Jr. Phone: (210) 846-3221 Email: molinar@webster.edu
Catalog Description	The student is expected to synthesize and integrate the learning Experiences acquired in human resources development and to evaluate the research and current topics relative to this major. Techniques to accomplish these goals may vary.
Prerequisites	Successful completion of all other core courses in the HRDV program curriculum.
Course Level Learning Outcomes	<ol style="list-style-type: none"> 1. Students will know and explain the important terminology, facts, concepts, principles, and theories used in the field of Human Resources Development. 2. Students will be able to analyze Human Resource Development situations. 3. Students will be able to synthesize intellectual explaining of HRD models with methodological competencies. 4. Students will be able to implement Human Resource Development solutions to real organizational problems. 5. Students will be able to measure their results against HRD theory-based criteria and standards of performance. 6. Students will be able to distinguish the strategic issues facing the field in an era of global change. 7. Students will be able to interpret the implications of organizational change for the HRDV practitioner. 8. Students will be able to demonstrate teamwork competencies. 9. Students will be able to analyze complex organizational situations and problems and propose solutions. 10. Students will be able to write a statement of their HRDV practice philosophy and professional standards. 11. Students will be able to debate current topics and issues in the professional literature. 12. Students will be able to construct their own working theories of Human Resources Development. 13. Students will be able to categorize critical roles for the HRDV practitioner that will transform the field.

Materials	<p>Title: Strategically Integrated HRD: A Six- Step Approach To Creating Results-Driven Programs Performance, 2nd edition</p> <p>Authors: Ann Maycunich, Jerry Gilley</p> <p>Publisher: Perseus Distribution</p> <p>ISBN-13: 9780738207629</p>
Grading	<p>Written Research Project (50 page minimum).....50%</p> <p>Oral Defense of Research Project.....20%</p> <p>Analysis of cases/readings.....25%</p> <p>Class Participation.....5%</p> <p>The GRADUATE catalog provides these guidelines and grading options:</p> <ul style="list-style-type: none"> • A/A- Superior graduate work • B+/B/B- Satisfactory graduate work • C Work that is barely adequate as graduate-level performance • CR Work that is performed as satisfactory graduate work (B- or better). A grade of "CR" is reserved for courses designated by a department, involving internships, a thesis, practicums, or specified courses. • F Work that is unsatisfactory • I Incomplete work • ZF An incomplete which was not completed within one year of the end of the course. ZF is treated the same as an F or NC for all cases involving G.P.A., academic warning, probation, and dismissal. • IP In progress • NR Not reported • W Withdrawn from the course
Activities	<ol style="list-style-type: none"> 1. Students will identify an organizational challenge, diagnose relevant HRDV issues, and develop options to improve the situation. 2. Students will identify the scope, complexities, past and present conditions that impact or are impacted by the selected organizational challenge. 3. Students will identify several HRDV disciplines or models to resolve the organization challenges.
Policy Statements: University Policies	<p>University policies are provided in the current course catalog and course schedules. They are also available on the university website. This class is governed by the university's published policies. The following policies are of particular interest:</p>

	<p>Academic Honesty The university is committed to high standards of academic honesty. Students will be held responsible for violations of these standards. Please refer to the university’s academic honesty policies for a definition of academic dishonesty and potential disciplinary actions associated with it.</p> <p>Drops and Withdrawals Please be aware that, should you choose to drop or withdraw from this course, the date on which you notify the university of your decision will determine the amount of tuition refund you receive. Please refer to the university policies on drops and withdrawals (published elsewhere) to find out what the deadlines are for dropping a course with a full refund and for withdrawing from a course with a partial refund.</p> <p>Special Services If you have registered as a student with a documented disability and are entitled to classroom or testing accommodations, please inform the instructor at the beginning of the course of the accommodations you will require in this class so that these can be provided.</p> <p>Disturbances Since every student is entitled to full participation in class without interruption, disruption of class by inconsiderate behavior is not acceptable. Students are expected to treat the instructor and other students with dignity and respect, especially in cases where a diversity of opinion arises. Students who engage in disruptive behavior are subject to disciplinary action, including removal from the course.</p> <p>Student Assignments Retained From time to time, student assignments or projects will be retained by The Department for the purpose of academic assessment. In every case, should the assignment or project be shared outside the academic Department, the student's name and all identifying information about that student will be redacted from the assignment or project.</p> <p>Contact Hours for this Course It is essential that all classes meet for the full instructional time as scheduled. A class cannot be shortened in length. If a class session is cancelled for any reason, it must be rescheduled.</p>
Course Policies	This syllabus may be revised at the discretion of the instructor without the prior notification or consent of the student.

<p>Weekly Schedule</p>	<p>Week 1: Introduction to the course, course requirements, instructor expectations, and methodology for grading. Selection of topic and research design. Assignment of cases and directed readings.</p> <p>Week 2: Determination of appropriateness of research topic and design methodology. Assign cases and readings.</p> <p>Week 3: Submit draft research outline for review and approval Discuss assigned cases and readings.</p> <p>Week 4: Summarize research and methodology – orally and in writing Discuss assigned cases and readings</p> <p>Week 5: Discuss assigned cases/readings. Written and oral summary presentations continue.</p> <p>Week 6: Review and discuss research papers. Status reports due.</p> <p>Week 7: Final written integrative research projects due. Presentations and oral defense presentations commence.</p> <p>Week 8: Final written integrative research projects continue. Presentations and oral defense presentations continue.</p> <p>Week 9: Complete all remaining presentations and oral defense of integrative research projects. Critique projects.</p>
<p>Additional Information</p>	<p>None</p>