# Curriculum Proposal

**BUAD 18-19 #26**

<table>
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<th>Packet Contents</th>
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<tr>
<td>1.1 <em>Summary</em></td>
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</table>

**New Courses**

<table>
<thead>
<tr>
<th>1.2 BUAD 4500 Compensation and Benefits (3 credits)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.12 BUAD 4507 Talent Acquisition (3 credits)</td>
</tr>
<tr>
<td>1.24 BUAD 4508 Training, Development, and Evaluation (3 credits)</td>
</tr>
<tr>
<td>1.37 BUAD 4509 Diversity and Inclusion (3 credits)</td>
</tr>
<tr>
<td>1.43 BUAD 4800 Strategic Human Resources (3 credits)</td>
</tr>
</tbody>
</table>

**New Emphasis**

| 1.50 Business Administration, B.S. major Human Resources Management Emphasis |  
|  

| 1.55 *Signatures* |  


 BSU Curriculum Forms

Form 1

Curriculum Modification Summary

College: College of Business, Mathematics, and Science
Department: Business Administration
Proposer: Valerie Wallingford and Veronica Veaux
Proposer’s position: Professor of Business Administration and Assistant Professor of Business Administration

Describe the modification(s) you propose, and how it (/they) will work to students' advantage. (This description and explanation will be included in Curriculum Report packets forwarded to the Faculty Senate.):

We are creating a new emphasis within the existing Business Administration major in Human Resources. On average, the demand for trained human resources professionals is higher than the national job growth average for all other professions. Students have requested additional coursework in the field of Human Resources to support their future careers in this growing field. Community organizations and students have requested an emphasis in this area, in response to the growing need for human resources professionals.

Modifications proposed (specify number of each):

____ Course Modification(s) (form 2)
5 New Course(s) (form 3)
____ Course Drop(s) (form 4)
____ Program Modification(s) (form 5)
1 New Program(s) (form 6)
____ Program Drop(s) (form 7)

The modifications affect (check):

____ Liberal Education
X Undergraduate Curriculum
____ Graduate Curriculum
____ Teacher Licensure Program(s)
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
  Undergraduate: BUAD 4500
  Graduate: N/A

Course Title: Compensation and Benefits

Course Description:
This course focuses on how managers can use compensation strategy to attract, retain, and motivate valued employees, while controlling labor costs. Part of the course revolves around application of principles to an ongoing case where students design all aspects of a compensation strategy. Shorter cases, as well as problem sets, will also be used.
Prerequisite(s): BUAD 4456.

Credits: 3

Prerequisite(s):
  Undergraduate: BUAD 4456 - This will be a hard prerequisite
  (Note for Curriculum Coord Only: Set up edit 68 – hard prerequisites will be enforced)
  Graduate: N/A

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Human Resources Management within the Business Administration major and to ensure that critical components of Compensation and Benefits in Human Resources are covered in depth.

2. How often will this course be offered?
   • Annually – Fall term

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…”)?
   • Students will be able to understand the guiding principles of effective compensation systems: internal alignment, external competitiveness, pay-for-performance, and cost control.
   • Students will be able to explain the role of compensation strategy in formulating and executing the organization’s strategy.
   • Students will be able to develop an understanding of theories underlying compensation strategy design.
   • Students will be able to acquire hands-on experience in building a pay strategy.
• Students will be able to demonstrate knowledge base that is useful in: (1) working as an entry-level compensation specialist; (2) in managing people generally, and (3) providing an understanding of how one’s own pay and career progress is determined.

4. What are the major content areas for the course?
   • Focus on how managers can use compensation strategy to attract, retain, and motivate valued employees, while controlling labor costs.
   • Application of principles to an ongoing case where students design all aspects of a compensation strategy.
   • Shorter cases, as well as problem sets, will also be used.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   • No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   • Course is not designed for primarily off-campus delivery.

7. What is the projected maximum class size (cap)?
   • 25

8. What qualified faculty will be available to teach this course?
   • Valerie Wallingford, Professor of Business Administration
   • Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   • None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: N/A
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
BUAD 4500 – Fall 2019 (3 credits)
Compensation and Benefits

Instructor: Valerie Wallingford
Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Office Hours: MWF 12:50-3:00 & Online T 12:00-3:30
Email: valerie.wallingford@bemidjistate.edu


PREQUISITIES: BUAD 4456

COURSE DESCRIPTION
This course focuses on how managers can use compensation strategy to attract, retain, and motivate valued employees, while controlling labor costs. Part of the course revolves around application of principles to an ongoing case where students design all aspects of a compensation strategy. Shorter cases, as well as problem sets, will also be used.

OBJECTIVES
- To understand the guiding principles of effective compensation systems: internal alignment, external competitiveness, pay-for-performance, and cost control.
- To explain the role of compensation strategy in formulating and executing the organization’s strategy.
- To develop an understanding of theories underlying compensation strategy design.
- To acquire hands-on experience in building a pay strategy.
- To demonstrate a knowledge base that is useful in: (1) working as an entry-level compensation specialist; (2) in managing people generally, and (3) providing an understanding of how one’s own pay and career progress is determined.

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and the ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations & ethical obligations in a realistic business environment.
REQUIREMENTS

**Cases in Compensation (Phase I, Phase II, Phase III):**
This 3-phase *Cases in Compensation* requires you to design and implement a compensation system for FastCat, a company that is a composite of several existing companies. In doing so, you will learn how to apply compensation theory and principles, how to justify and communicate your recommendations to executives, and how to evaluate your system. Primary written guidance for this case is in *Cases in Compensation*, but I will supplement these instructions at times.

The project will be done in three parts (Phase I, Phase II, Phase III) in groups of 3 to 4 people of your choosing. Unless otherwise noted, each *Cases in Compensation* write-up (Phase I, Phase II, Phase III) is due by 6:00 p.m. on the day prior to the day we discuss that phase in class. (I usually need time to summarize group decisions to share with the class the next day.) I will let you know in advance whether your group will be asked to present to the class. If I ask you to present, please plan on no more than 10 minutes for your presentation.

Group grades for each phase will be based on the following criteria and approximate weights:

<table>
<thead>
<tr>
<th>Approximate weights</th>
<th>Criteria</th>
</tr>
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<tbody>
<tr>
<td>60</td>
<td>Technical Adequacy and Support of Objectives. The extent to which you correctly apply the concepts learned in the class and design a pay strategy that supports objectives and strategy. More specifically, this means the extent to which the recommended pay strategy will (a) attract/retain needed talent (i.e., is labor market competitive/produces positive sorting effects and does not underpay), (b) control costs (i.e., is product market competitive and does not overpay), and (c) motivate current employees to achieve the firm’s strategy and objectives.</td>
</tr>
<tr>
<td>30</td>
<td>Rationale. The extent to which you provide well-developed arguments for the recommendations that you make in the report.</td>
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<tr>
<td>10</td>
<td>Style. Clarity of presentation, correct grammar and spelling, and professional appearance.</td>
</tr>
</tbody>
</table>

**Peer evaluation.** You will be required to confidentially assess your teammates in terms of contribution to the overall product.

**Problem Sets**
Quantitative analysis is a central part of compensation analysis. Problem set assignments (about 5) will give you the opportunity to build your skills in this area. You can work with up to 2 other
people (of your choosing) on problem set assignments. Please be aware that there will be questions on one or both of the exams based on problem set assignments. Therefore, if you work in a group, you must make sure you know how to do each part of the problem set on your own.

**Exams:**
There will be three exams. The exams typically have a lower average grade than other grade components of the class. The second exam is not meant to be cumulative. However, as the course builds on earlier material, the second exam may touch on issues covered in the first exam (but in much less detail).

**Class participation:**
The degree to which you consistently, and insightfully, contribute to the class will determine your class participation grade. While such contributions are always encouraged, your class participation will be particularly tied to discussion of the readings, “Your Turn” exercises, and Harvard cases.

### GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade Range</th>
</tr>
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<tbody>
<tr>
<td>Exams (3 @ 100 pts/exam)</td>
<td>300 pts</td>
<td><strong>A=90-100%</strong></td>
</tr>
<tr>
<td>Team Cases</td>
<td>50 pts</td>
<td><strong>B=80-89%</strong></td>
</tr>
<tr>
<td>Class participation, responses, quizzes</td>
<td>100 pts</td>
<td>+/- <strong>C=70-79%</strong></td>
</tr>
<tr>
<td>Problems</td>
<td>100 pts</td>
<td>D=60-69%</td>
</tr>
<tr>
<td><strong>TOTAL POINTS</strong></td>
<td><strong>550 pts</strong></td>
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**Grading Scale**

**CLASS SCHEDULE**

**Week 1**

- Course Intro and The Pay Model
- Evaluating Research and Practical Significance
  - MNG 1

**Week 2**

- Strategy: The Totality of Decisions
  - MNG 2


- Problem Set (Regression, Leveling) Due

**Week 3**

- Internal Alignment: Defining Internal Alignment (& Strategy)
  - MNG 3

**Internal Alignment: Job Analysis**
MNG 4

Exercise: Your Turn: Job Analysis, The Customer Service Agent

**Week 4**

**Internal Alignment: Job-Based Structures and Job Evaluation**
MNG 5

Exercise: Your Turn: Job Evaluation at Whole Foods

**Internal Alignment: Person-Based Structures**
MNG 6 (skim only)

Exercise: Develop Person-Based Structure for Whole Foods Jobs

**Problem Set (Interrater Reliability) Due**

**Work Day**
**Compensation Objectives/Phase I Due**

**Week 5**

**Compensation Objectives/Phase I Presentations**
(Note: Detailed Cases in Compensation assignment instructions are posted on the course website for each of the three phases.)

**External competitiveness: Defining Competitiveness I**
MNG 7

**Case: Scott Paper**

**External Competitiveness: Defining Competitiveness II**


**External competitiveness: Defining Pay Levels, Mix, and Pay Structures I**
MNG 8

**WorldatWork. Salary Structure Policies and Practices.**
Problem Set (Pay Level/Labor Costs) Due  
Exam 1

Week 6

External competitiveness:  Defining Pay Levels, Mix, and Pay Structures II

Case: The $70K CEO at Gravity Payments

External competitiveness:  Quantifying the Effects of Pay Level

Week 7

Cooperation and Interdependence

Case: Marshall & Gordon: Designing an Effective Compensation System (A)


Week 8

Work Day

Phase II presentations due by 6:00 p.m.

Phase II presentations

Week 9

Employee Contributions: Pay-for-Performance: The Evidence
MNG 9


Case: Performance Pay at Safelite Auto Glass (A)
Week 10

**Employee Contributions: Pay-for-Performance Plans I**
MNG 10


**Exam 2**

Week 11

**Employee Contributions: Pay-for-Performance Plans II**
**Employee Contributions: Performance Appraisal**
MNG 11


**Case: Gap Inc.: Refashioning Performance Management**

Work Day

Week 12

**Phase III (due by 5:00 p.m.)**

**Phase III presentations**
Benefits
MNG 12

Video: Frontline, The Retirement Gamble

Thanksgiving

Week 13

Benefits
MNG 13

Problem Set (pay differences and the law) due

Government and Legal Issues in Compensation I
MNG 17

Union Role in Wage and Salary Administration
MNG 15

Week 14

International Pay Systems
MNG 16


Executive Pay
MNG 14


Problem Set (benefits) due

Week 15

Intrinsic and Extrinsic Motivation
Nonmonetary Rewards

Video

Wrap-up
MNG 18
Problem Set (executive pay) due

Finals Week: Exam 3

Academic Integrity:

BSU students are expected to practice the highest standards of ethics, honesty and integrity in all of their academic work. Any form of academic dishonesty (e.g., plagiarism, cheating and misrepresentation) may result in disciplinary action. Possible disciplinary actions may include failure for part or an entire course as well as suspension from the University. It is suggested that students review BSU’s statement on academic integrity found within the Student Code of Conduct.

Students with Special Needs:

BSU is committed to making all educational programs, course materials, services and activities sponsored by the University accessible to individuals with disabilities. Students requesting accommodations due to a disability or other need for access should contact Accessibility Services as soon as possible. Accessibility Services is located at Decker Hall 202. PH: 218.755.3883 or email: accessibility@bemidjistate.edu. This information is also available through Minnesota Relay Services at 800.627.3529.

Mental Health and Counseling:

Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Accessibility statement:

Upon request this document can be made available in alternate formats. Please contact the instructor or the Office for Student Disabilities (755-3883).

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
Course Number:
  Undergraduate: BUAD 4507
  Graduate: N/A

Course Title: Talent Acquisition

Course Description:
This course focuses on a specific area in Human Resources Management, namely personnel selection and placement. In seeking to improve the performance and retention of employees, organizations recognize the importance of hiring as an important means to this end. This course is designed to provide a conceptual understanding of personnel selection practices, and how these practices contribute as a human resource (HR) function to job performance, organizational efficiency, and organizational effectiveness. This course will examine important concepts in personnel selection such as reliability and validity, as well as provide an understanding of various types of selection tests and assessments in current practice. Thus, part of this course will provide the background necessary for the future practice and application of personnel selection activities. As the course progresses, continually ask yourself, “How can I improve selection and placement processes in organizations?” Prerequisite(s): BUAD 4456.

Credits: 3

Prerequisite(s):
  Undergraduate: BUAD 4456
  Graduate: N/A

(Nota for Curriculum Coord Only: Set up edit 68 – hard prerequisites will be enforced)

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Human Resources Management within the Business Administration major and provide in depth coverage of talent acquisition and its function within Human Resources.

2. How often will this course be offered?
   • Annually - Spring

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
Students will be able to evaluate the selection process and its relationship to other HR areas.

Students will be able to develop a basic understanding of the inherent difficulties and constraints incurred in developing any selection program.

Students will be able to discuss basic job analysis techniques and to incorporate them in valid selection measures.

Students will be able to assess the growing body of legislation, federal regulation, and case law which govern personnel selection.

Students will be able to explain terminology, concepts, and procedures by which selection programs are administered.

Students will be able to create measurement of job relevant characteristics (i.e., individual differences in cognitive ability, personality, etc.) used for predicting the job performance of applicants and making selection decisions with scientific foundations of valid selection measures.

Students will be able to utilize selection measures through psychometric properties (i.e., reliability and validity).

Students will be able to develop skills in data analysis for personnel selection.

Students will be able to demonstrate the appropriate methods of measuring and evaluating job performance, which serve as the criteria for judging the validity of selection measures.

Students will be able to develop skills in decision-making in personnel selection.

4. What are the major content areas for the course?

This course concentrates on understanding the scientific perspective of talent acquisition. As a result of this emphasis on understanding the scientific basis of personnel selection procedures, the course also will cover the following topics:

- Assumptions of the scientific perspective (as opposed to other “ways of knowing”)
- Causal reasoning and causal inference (e.g., correlations, statistical significance)
- Objectives of science (from a personnel selection perspective)
- Psychological measurement
- Individual differences from the perspective of Industrial-Organizational (I/O) Psychology
- A new vocabulary, terminology, or industry jargon, used by the Government, the EEOC, the Supreme Court (and other Courts), and by HR Specialists

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?

- No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?

- Course is not designed for primarily off-campus delivery.
7. What is the projected maximum class size (cap)?
   - 25

8. What qualified faculty will be available to teach this course?
   - Valerie Wallingford, Professor of Business Administration
   - Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: N/A
   For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
BUAD 4507 Talent Acquisition (3 Credits)
Spring 2020
Pre-requisite: BUAD 4456 Human Resource Management

Instructor: Valerie Wallingford
Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Officer Hours: MWF 12:50-3:00 & Online T 12:00-3:30
Email: valerie.wallingford@bemidjistate.edu

Required Text

Course Description/Objectives
This course focuses on a specific area in Human Resources Management, namely personnel selection and placement. In seeking to improve the performance and retention of employees, organizations recognize the importance of hiring as an important means to this end. This course is designed to provide a conceptual understanding of personnel selection practices, and how these practices contribute as a human resource (HR) function to job performance, organizational efficiency, and organizational effectiveness. This course will examine important concepts in personnel selection such as reliability and validity, as well as provide an understanding of various types of selection tests and assessments in current practice. Thus, part of this course will provide the background necessary for the future practice and application of personnel selection activities. As the course progresses, continually ask yourself, “How can I improve selection and placement processes in organizations?”

While necessarily applied in nature, this course will also provide a theoretical perspective on the issues of the field. The goal here is to provide you with the necessary tools for diagnosing, addressing, and solving selection-related problems in the workplace. An understanding of the theory that underlies selection practices enables you as practitioners to be more flexible and adaptable when facing new issues and challenges in the workplace.

Importantly, because valid personnel selection practices are founded in scientific methods, this course will also concentrate on understanding the scientific perspective. As a result of this emphasis on understanding the scientific basis of personnel selection procedures, the course also will cover the following topics:

- Assumptions of the scientific perspective (as opposed to other “ways of knowing”)
- Causal reasoning and causal inference (e.g., correlations, statistical significance)
- Objectives of science (from a personnel selection perspective)
- Psychological measurement
• Individual differences from the perspective of Industrial-Organizational (I/O) Psychology
• A new vocabulary, terminology, or industry jargon, used by the Government, the EEOC, the Supreme Court (and other Courts), and by HR Specialists

The structure of the class will include both passive (e.g., lectures, videos, handouts) and active (e.g., class discussions, in-class activities, group projects) instruction. You will be responsible for reading all materials assigned, whether we discuss them in class or not. The lectures are intended to expand on the written materials and provide a deeper understanding of the issues faced in the field.

The objectives for this course include:
• To evaluate the selection process and its relationship to other HR areas
• To develop a basic understanding of the inherent difficulties and constraints incurred in developing any selection program
• To discuss basic job analysis techniques and to incorporate them in valid selection measures
• To assess the growing body of legislation, federal regulation, and case law which govern personnel selection
• To explain terminology, concepts, and procedures by which selection programs are administered
• To create measurement of job relevant characteristics (i.e., individual differences in cognitive ability, personality, etc.) used for predicting the job performance of applicants and making selection decisions with scientific foundations of valid selection measures
• To be able to utilize selection measures through psychometric properties (i.e., reliability and validity)
• To develop skills in data analysis for personnel selection
• To demonstrate to the student the appropriate methods of measuring and evaluating job performance, which serve as the criteria for judging the validity of selection measures
• To develop skills in decision-making in personnel selection

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and the ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations & ethical obligations in a realistic business environment.
GRADING

<table>
<thead>
<tr>
<th>Grading Scale:</th>
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<tbody>
<tr>
<td>Exercises 100</td>
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<tr>
<td>Team Cases 50</td>
</tr>
<tr>
<td>Participation 100</td>
</tr>
<tr>
<td>Project 50</td>
</tr>
<tr>
<td>Exams 300</td>
</tr>
<tr>
<td>TOTAL POINT 600</td>
</tr>
<tr>
<td>A = 90-100%</td>
</tr>
<tr>
<td>B = 80-89%</td>
</tr>
<tr>
<td>C = 70-79%</td>
</tr>
<tr>
<td>D = 60-69%</td>
</tr>
<tr>
<td>F = Below 60%</td>
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</tbody>
</table>

Project:
In order to provide students with an opportunity to analyze and provide a solution for a realistic selection issue, students will respond to a request for proposal (RFP) for a personnel selection project. In consulting teams of 3-4, students will prepare a presentation describing their proposed job analysis process, validation study, selection tests, and criteria. This presentation should briefly describe the nature of the job, with general information on the most important tasks and KSAs from O*NET (http://online.onetcenter.org/). In particular, teams will focus on their rationales for the job analysis process, validation study, selection tests, test administration order and method for combining information, and criteria. Be sure to explain how your chosen methods, tests, etc. are legally defensible. Teams will present on the last day of class using overheads or PowerPoint and will provide handouts to the class. Each presentation should last approximately 15-20 minutes, and will be evaluated on professionalism, clarity, organization, etc.

Note that this project is a proposal of what your group would use, if they were to receive the consulting contract. You will not actually perform a job analysis, validation, etc.

A Note on Project Participation: Team members will evaluate their teammates’ performance and participation on the consulting project. These evaluations will be conducted after the presentations, and will be used to determine participation grades on the project.

Course Schedule

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/22</td>
<td>Introduction to Selection</td>
<td>Ch. 1</td>
<td></td>
</tr>
<tr>
<td>1/27, 1/29</td>
<td>Legal Issues in Personnel Selection</td>
<td>Ch. 2</td>
<td>Legal Issues Exercise</td>
</tr>
<tr>
<td>2/3, 2/5</td>
<td>Job Analysis</td>
<td>Ch. 7-8</td>
<td></td>
</tr>
<tr>
<td>2/10, 2/12</td>
<td>Measurement and Reliability</td>
<td>Ch. 3, 4</td>
<td></td>
</tr>
<tr>
<td>2/17, 2/19</td>
<td>Reliability (cont.)</td>
<td>Ch. 5</td>
<td>Reliability Exercise</td>
</tr>
<tr>
<td></td>
<td>Validity - Theory and Application</td>
<td></td>
<td></td>
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<tr>
<td>2/24, 2/26</td>
<td>Exam 1 (Ch. 1-4, 7-8)</td>
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</tr>
<tr>
<td>Date(s)</td>
<td>Activity/Exercise</td>
<td>Chapter(s)</td>
<td>Notes</td>
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<tr>
<td>3/3, 3/5</td>
<td>Selection Decision Making</td>
<td>Ch. 6</td>
<td>Validity Exercise</td>
</tr>
<tr>
<td>3/10, 3/12</td>
<td>Application and Reference Data</td>
<td>Ch. 9</td>
<td>Cutscores Exercise</td>
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<tr>
<td>3/17, 3/19</td>
<td><strong>Spring Break</strong></td>
<td></td>
<td></td>
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<tr>
<td>3/24, 3/26</td>
<td>Interviews</td>
<td>Ch. 11</td>
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<tr>
<td>3/31, 4/2</td>
<td>Interviews (cont.)</td>
<td></td>
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<td></td>
<td><strong>Exam 2 (Ch. 5-6, 9, 11)</strong></td>
<td></td>
<td>Structured Interview Exercise</td>
</tr>
<tr>
<td>4/7, 4/9</td>
<td>Ability Tests, High Stakes Testing</td>
<td>Ch. 12, Sackett et al. (2008)</td>
<td></td>
</tr>
<tr>
<td>4/14</td>
<td><strong>Deadline for Course Withdrawals</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4/14, 4/16</td>
<td>Personality Assessment &amp; Integrity Tests</td>
<td>Ch. 13, 15</td>
<td>High Stakes Testing Exercise</td>
</tr>
<tr>
<td>4/21, 4/23</td>
<td>Performance Tests</td>
<td>Ch. 14, 16</td>
<td>Personality Item Exercise</td>
</tr>
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<td></td>
<td>Measurement of Job Performance</td>
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<td>4/28, 4/30</td>
<td><strong>Consulting Presentations</strong></td>
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<tr>
<td>5/6</td>
<td><strong>Final Exam (4 p.m.)</strong></td>
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</tbody>
</table>
APPENDIX A

Job Analysis serves as a foundation for all Human Resource functions, including Personnel Selection.

This 2\textsuperscript{nd} figure is an advanced organizer. It will help you to remember and understand the chronological and conceptual steps of selection test development and validation. It comes from the Binning and Barrett (1989) article. Arrow 10a represents an inference obtained from a job analysis.
APPENDIX B

1. One Major Course Objective: The course will transfer practical knowledge and skills to you, and will provide you with an understanding of the scientific foundation of valid selection procedures. Also, the course will teach you to understand and use a new industry jargon, the jargon of personnel selection practices.
   a. Practical Knowledge and Skills: A new vocabulary and jargon must be learned to practice HR Selection because this jargon is used by…
      i. HR Selection Specialists
      ii. U.S. Government in terms of Federal Guidelines and Regulations
      iii. All of our Courts, especially
         iv. The Supreme Court
   b. This new jargon may be difficult for some of you to learn, but it is essential for the understanding of the concepts presented in this course.

- Adverse Impact
- Coefficient of Determination
- Construct Validity
- Content Validity
- Correlation Coefficient
- Criterion (Criteria)
- Criterion-Related Validity
- Cutoff Score
- Cutpoint Score
- Disparate Impact
- Disparate Treatment
- Empirical Data
- Interrater Reliability
- Job-Related
- Job-Relevant
- KSAs
- Linear Relationship
- Multiple Hurdle
- Multiple Regression
- Predictor (Predictors)
- Reliability
- Theoretical Constructs
- Theoretical Hypotheses
- Validity
- Validity Coefficient

See Appendix C for an example of how the Federal Government uses this jargon.
APPENDIX C

UNIFORM GUIDELINES ON EMPLOYEE SELECTION PROCEDURES (1978),
Excerpts

Section 5: General standards for validity studies.
A. Acceptable types of validity studies.
For the purposes of satisfying these guidelines, users may rely upon criterion-related validity studies, content validity studies or construct validity studies, in accordance with the standards set forth in the technical standards of these guidelines, section 14 of this part. New strategies for showing the validity of selection procedures will be evaluated as they become accepted by the psychological profession.

B. Criterion-related, content, and construct validity.
Evidence of the validity of a test or other selection procedure by a criterion-related validity study should consist of empirical data demonstrating that the selection procedure is predictive of or significantly correlated with important elements of job performance. See 14B of this part. Evidence of the validity of a test or other selection procedure by a content validity study should consist of data showing that the content of the selection procedure is representative of important aspects of performance on the job for which the candidates are to be evaluated. See 14C of this part. Evidence of the validity of a test or other selection procedure through a construct validity study should consist of data showing that the procedure measures the degree to which candidates have identifiable characteristics which have been determined to be important in successful performance in the job for which the candidates are to be evaluated. See section 14D of this part.

C. . . .

D. . . .

Etc. . .

Section 14: Technical standards for validity studies.
A. Validity studies should be based on review of information about the job.
Any validity study should be based upon a review of information about the job for which the selection procedure is to be used. The review should include a job analysis except as provided in section 14B(3) of this section with respect to criterion-related validity. Any method of job analysis may be used if it provides the information required for the specific validation strategy used.

B. . . . C. . .

D. Technical standards for construct validity studies
(1) Appropriateness of construct validity studies.
Construct validity is a more complex strategy than either criterion-related or content validity. Construct validation is a relatively new and developing procedure in the employment field, and there is at present a lack of substantial literature extending the concept to employment practices. The user should be aware that the effort to obtain sufficient empirical support for construct validity is both an extensive and arduous effort involving a series of research studies, which include criterion related validity studies and which may include content validity studies.

Instructor Notes: The Uniform Guidelines (1978) indicate that construct validity basically subsumes content and criterion-related validity. Recall (from Binning & Barrett, 1989) that criterion-related validity can be thought of as belonging to the 3rd type of
convergent validity, and convergent validity studies (3 types) provide one form of empirical evidence for construct validity. According to the Guidelines, in order to conclude you have demonstrated construct validity for your selection device, you generally have to have already conducted extensive empirical studies on the device, at least one of which would be a criterion-related validity study. At the very least, this criterion-related validity study, if it is to be used to provide evidence of construct validity, would have to have been performed on another job or on jobs which require exceedingly similar types of behaviors for performance in comparison to the job in question for which the selection device is to be used.

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**Tutor.com:**

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will
connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: BUAD 4508
   Graduate: N/A

Course Title: Training, Development, and Evaluation

Course Description:
Organizations are increasingly turning to training and development to help meet the challenges of today's rapidly changing workplace. This course is designed to provide students with an in depth study of the concepts, processes, and issues associated with training and developing human resources. Attention will be given to planning, designing, implementing, and evaluating training and development programs. Broader issues concerning employee development and training for specific needs will also be addressed. Prerequisite(s): BUAD 3351.

Credits: 3

Prerequisite(s):
   Undergraduate: BUAD 3351
   Graduate: N/A

(Note for Curriculum Coord Only: Set up edit 68 – hard prerequisites will be enforced)

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Human Resources Management within the Business Administration major and to ensure that critical components of Training, Development, and Evaluation are covered in depth within the Human Resources field.

2. How often will this course be offered?
   • Annually - Fall

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Students will be able to:
     o successfully conduct a needs assessment to determine whether training is necessary.
     o determine what should be trained.
     o evaluate employee readiness for training.
discuss the strengths and weaknesses of different training methods and understand the relationship between training techniques and training needs.

- solve transfer of training problems.
- choose appropriate training outcomes and evaluation designs in order to evaluate the effectiveness of training programs.
- understand how job experiences and assessment can aid development.
- make recommendations regarding special training and development issues such as career paths, managing diversity, and work/life programs.

4. What are the major content areas for the course?
   - Part One – the context for training and development: Employee training and development, including forces that influence working and learning, designing effective training, and training practices. Strategic training, which includes the strategic training and development process, organizational characteristics that influence training, and training needs in different organizations
   - Part Two – needs assessment. Conducting needs assessments to identify employees who need training, methods of assessment, earning theories, transfer of training theory, and the learning process, and training evaluations
   - Part Three – training and development methods. Traditional training methods, technology-based training methods, and employee development and career management

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - Course is not designed for primarily off-campus delivery.

7. What is the projected maximum class size (cap)?
   - 25

8. What qualified faculty will be available to teach this course?
   - Valerie Wallingford, Professor of Business Administration
   - Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.
9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
    Amount per student: N/A
    For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
BUAD 4508—Training, Development, and Evaluation
3 credits

Valerie Wallingford
Office: Memorial Hall 136
Phone: 755-2594
Messages: Voice Mail
Office Hours: M W & F: 12:50 – 3:00 p.m.
T online 1:30 – 2:30 p.m.
Email: valerie.wallingford@bemidjistate.edu

REQUIRED TEXTBOOK

COURSE DESCRIPTION AND OBJECTIVES
Organizations are increasingly turning to training and development to help meet the challenges of today's rapidly changing workplace. This course is designed to provide students with an in-depth study of the concepts, processes, and issues associated with training and developing human resources. Attention will be given to planning, designing, implementing, and evaluating training and development programs. Broader issues concerning employee development and training for specific needs will also be addressed.

This course focuses on what you need to know to work in the area of training and development. After completing this course, students should be able to: successfully conduct a needs assessment to determine whether training is necessary and, if so what should be trained, evaluate employee readiness for training, discuss the strengths and weaknesses of different training methods and understand the relationship between training techniques and training needs, solve transfer of training problems, choose appropriate training outcomes and evaluation designs in order to evaluate the effectiveness of training programs, understand how job experiences and assessment can aid development, and make recommendations regarding special training and development issues such as career paths, managing diversity, and work/life programs.

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and the ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations & ethical obligations in a realistic business environment.
COURSE EVALUATION

Exam I 100
Exam II 100
Team Training Project 100
   Paper (60 points)
   Presentation (20 points)
   Peer Evaluation (20 points)
Assignments: Training in Practice 80
Course Contribution 20
TOTAL POINTS 400

Exams (200 points): The two exams, each worth 100 points, will each consist of short answer and short essay questions. Questions will be based on class lectures, discussions, readings, and assignments. These questions will be of two types: (a) questions assessing your understanding of course concepts, and, (b) questions assessing your ability to integrate and apply the basic concepts, processes, and issues covered in the course. The two exams will not be cumulative. You are expected to take the exams when scheduled. Students for whom this presents a problem should speak to the instructor prior to the exam date. Make-up exams will only be granted with a legitimate excuse. Failure to take an exam at the appointed time will result in an “E” for that exam.

Team Training Project: Texas Instruments (100 points): Students will be assigned to teams to provide practical experience in applying course concepts to an issue faced by Texas Instruments. Students will earn points for the team presentation, paper, and their participation in the team as determined by the team peer ratings. You will receive the same number of points earned by your team for the presentation and paper. Peer evaluations will be used to determine the points that you will receive for contribution to the team project. The peer evaluations are due the day your team is scheduled to present to the class. A detailed description of the team project will be provided on Carmen.

Training in Practice Assignments (80 points): The assignments give you the opportunity to consider the practical application of the topics covered in class and serve as the basis for class discussion. Each assignment is worth 10 points. All students must complete and turn in for grading on August 28 (A#1) and the assignment for November 9 (A#13). You have the choice of which of the remaining six assignments to hand in for grading on their respective due dates. The assignments, designated as “class discussion” or “class activity”, cannot be turned in for grading. For each assignment you choose to turn in for grading please prepare not more than three typed pages. The assignments should be completed individually and are due the day the assignment is discussed in class (see the schedule below for details). The points you earn for each assignment will be based on the quality of your answer (use of course materials and free of spelling and grammatical errors). Although you have a choice regarding which assignments to hand in for grading, please complete all assignments and be prepared to them.
Class Contribution (20 points): Contributing is defined as providing comments that demonstrate knowledge and integration of course material, involvement in class exercises and discussions of assignments, respectful responses to and elaboration on the comments of others, and refraining from overly long monologues or “war stories”. The criteria for grading class contributions are shown below. You are encouraged to regularly review these criteria to assess your contribution level and set goals for improvement. Keep in mind that unexcused absences from class will result in deductions from your class contribution points. I evaluate your class contribution following each class. Towards the end of the quarter, you will be asked to evaluate your level of class contribution and provide specific examples to support your assessment. This self assessment can be emailed to me or written / printed out and submitted in class. I will carefully review your assessment, compare it to my own evaluation, and assign an overall contribution grade.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>17-20</td>
<td>Consistent (90% of class sessions) high quality contributions (given the above definition). Responds to other students as well as the instructor. Volunteers illustrations from his or her own experiences about the subjects under discussion. Basis of contributions reflect being well prepared prior to class and active listening during class. Attends all classes.</td>
</tr>
<tr>
<td>14-16</td>
<td>Reasonably frequent contributions (70% of class sessions) of the same quality as described above for the grade of “A.” Misses one or two classes</td>
</tr>
<tr>
<td>10-13</td>
<td>Reasonably frequent contributions but not always of the same quality as described above for the grade of “A.” Misses two to three classes.</td>
</tr>
<tr>
<td>8-9</td>
<td>Sometimes contributes but not always of the same quality as described above for the grade of “A” or occasional (40% of class sessions) contributions of the same quality as described above for the grade of “A.” Misses three or more classes.</td>
</tr>
<tr>
<td>5-7</td>
<td>Does not take part in class discussion unless specifically asked to do so. Contributes once in a while but not always of the same quality as described above for the grade of “A.” Misses at least one class per week.</td>
</tr>
<tr>
<td>0-4</td>
<td>Takes no part in classroom discussion and does not attempt to contribute. Misses more than 50% of classes. When asked to contribute is not prepared or unwilling to do so.</td>
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</table>
### COURSE SCHEDULE
(Subject to Change if Necessary)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Reading/Assignment</th>
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<tbody>
<tr>
<td>8/21</td>
<td>Course Introduction</td>
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</tr>
<tr>
<td>8/23</td>
<td>Training &amp; Development Overview</td>
<td>Ch. 1</td>
</tr>
<tr>
<td>8/28</td>
<td>Training in Practice: Why is Training (Learning) Important?</td>
<td>A#1</td>
</tr>
<tr>
<td>8/30</td>
<td>Organization of the Training Function &amp; Strategic Training and Development</td>
<td>Ch.2</td>
</tr>
<tr>
<td>9/4</td>
<td>Texas Instruments Presentation</td>
<td></td>
</tr>
<tr>
<td>9/6</td>
<td>Organization of the Training Function &amp; Strategic Training and Development (con’t)</td>
<td>A#2</td>
</tr>
<tr>
<td>9/11</td>
<td>Training in Practice: Strategic Training &amp; Development</td>
<td>Ch. 2 &amp; A#3</td>
</tr>
<tr>
<td>9/13</td>
<td>Needs Assessment I</td>
<td>Ch.3 &amp; A#4</td>
</tr>
<tr>
<td>9/18</td>
<td>Needs Assessment II</td>
<td>Ch. 3 &amp; A#5</td>
</tr>
<tr>
<td>9/20</td>
<td>Learning &amp; Transfer of Training</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>9/25</td>
<td>Training in Practice: Facilitating Learning</td>
<td>A#6</td>
</tr>
<tr>
<td>9/27</td>
<td>Program Design</td>
<td>Ch. 5</td>
</tr>
<tr>
<td>10/2</td>
<td>Training in Practice: Transfer of Training</td>
<td>A#7</td>
</tr>
<tr>
<td>10/4</td>
<td>Knowledge Management and Exam Review</td>
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<tr>
<td>10/9</td>
<td>EXAM 1</td>
<td></td>
</tr>
<tr>
<td>10/11</td>
<td>NO CLASS-AUTUMN BREAK</td>
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</tr>
<tr>
<td>10/16</td>
<td>Training Methods I</td>
<td>Ch. 7 &amp; A#8</td>
</tr>
<tr>
<td>10/18</td>
<td>Training Methods II</td>
<td>Ch. 7 &amp; A#9</td>
</tr>
</tbody>
</table>
8/28 A#1: Training and Development Overview (Mandatory-10 Points)

Read the Zappos case in the textbook on pages 53-54. Visit the Zappos website at www.zapposinsights.com. Go to “About” and review the information provided about the company, its culture, core values, training, and training fact sheet. Also, review the information provided about the management philosophy holocracy and how it works. Watch the video “How Zappos will Run with No Job Titles” and the Business Insider article at http://www.businessinsider.com/tony-hsieh-zappos-holacracy-management-experiment-2015-5. Answer the questions at the end of the case on page 54 plus this question: Is training necessary for Zappos transition from a traditional hierarchical structure to holocracy? Explain why and the type of training needed.

9/6 A#2: Organization of the Training Function (10 points)

Watch the YouTube videos about Hamburger University at https://www.youtube.com/watch?v=g9nehPueARc and https://www.youtube.com/watch?v=sICEmBpAPq0. Complete the questions for Application Assignment 1 on page 107 in the textbook. As part of question 1a explain the relationship between McDonalds training and development efforts, employee attraction, employee retention, and customer service.

9/11 A#3: Strategic Training (10 points)


Using the template provided in Figure 2.1on page 69 in the textbook, read the article review the company’s web site and identify. In no more than four pages answer the following questions:

1. What is Jiffy Lube’s business strategy?
2. What are Jiffy Lube’s strategic training and development initiatives and training and development strategies?
3. What metrics does Jiffy Lube use to show the value of training?
4. Is Jiffy Lube’s training and development strategic? What grade does it deserve (A,B,C,D,F)? Justify your grade. Provide one recommendation for how they can make their training and development more strategic.

9/13 A#4: Needs Assessment (Class Discussion)


Should part of needs assessment include assessing learners’ generation? Explain why? If you were getting ready to conduct or develop a training course how could you determine learners’ generation?

9/18 A#5 Interpreting Needs Assessment Data (10 points)

See the Excel spreadsheet showing training needs assessment data for Goodyear’s salesforce (Titled “Full Results Report”). The spreadsheet includes two sets of ratings for each competency area. The competencies are Results Focused, Leadership, Ethics,
Integrity, Values, etc. Each competency consists of individual items that the salesforce was asked to rate on two dimensions. The dimensions included the extent to which they felt the item was a strength (opportunity for improvement, minor opportunity for improvement, strength, major strength) and an importance rating for success as a salesperson (not at all important, neither important nor unimportant, important, very important, and critical). Review the data. Based on your review identify two competencies and underlying that should be strongly considered as the focus of training. Justify your answer. Which two competencies should not be considered as targets for training? Why?

9/25 A#6: Maximizing Learning (10 points)

Complete Application Assignment #2 on pages 194-195 in the textbook.

10/2 A#7: Transfer of Training (10 points)


Complete Application Assignment #5 on page 240-241 in the textbook. To the extent possible, make sure your recommendations are relevant for the situation. That is, the “Improving Service Quality Program”, hotel staff, and service industry (Noe Suites).

10/16 A#8: Training Methods I (Class Activity)


10/18 A#9: Training Methods II (10 points)

Team training and team building activities are popular ways company’s try to teach team work skills and develop cohesive teams. Read R. Greenfield, “Startup vs. Wild”, Bloomberg Businessweek (December 7, 2015): 99-101 which discusses wilderness training. Go to www.5off5on.com, the website for Pit Instruction and Training, a company that provides training for auto racing pit crews as well as team training. Click on “Corporate Training”. Read about Lean Performance U. Watch the YouTube video of the training at http://www.youtube.com/watch?v=u6akX9THcrg and http://www.youtube.com/watch?v=VVQefr0bMNo

1. What skills can these type of training improve?
2. What should be done to insure learning and transfer of training occurs?
3. What are the potential disadvantages of these type of training?
4. Although we haven’t yet discussed evaluation what recommendations would you have for evaluating the effectiveness of the Pit program?

10/23 A#10: Training Methods III (10 points)
Review and read both articles and videos.

- **Simulations** - Watch videos of medical simulations at https://www.youtube.com/watch?v=1nsWRIlk97U" and https://www.youtube.com/watch?v=NUKWfBzcyoU see an example of a business simulation at https://www.youtube.com/watch?v=LCgZRbzpgDE.


Based on one of the two sets of articles and videos answer the following questions:

1. What are the advantages and disadvantages of the training method discussed in the article and shown in the video for learning? Transfer of training?
2. What features does the training method (simulation or game) need for learning and transfer of training to occur?

**10/25 A#11: Training Methods IV (10 points)**

Read and review the articles and demos. The articles can be found on the course website.


- **Mobile Learning** – Read K. Kuehner-Hebert, “Go Mobile”, *Chief Learning Officer* (March 2014): 18-21. Watch Vodafone’s use of mobile learning at https://www.youtube.com/watch?v=MPnENqchVDk and “Why iPads – This is Brand Education” at https://www.youtube.com/watch?v=gmU_7QYgoPg


Based on one of the three sets of articles and demos answer the following questions:

1. What are the advantage and disadvantages of the technology discussed in the article and shown in the demos for learning? for transfer of training?
2. What suggestions would you have for overcoming the disadvantages of the technology for learning and transfer of training?
11/1 A#12: Evaluation (10 points)


11/8 A#13: Development (Mandatory - 10 points)


Answer the following questions:

1. Why is development important at 3M?
2. How does 3M develop employees?
3. In addition to development activities, what else is necessary for effective employee development?

11/15 A#14: Careers (10 points)

Read “Custom Careers”, HR Magazine (June 2013): 54-56. Review the career path examples from Whirlpool on page 469 in the textbook. Also, watch the video https://www.youtube.com/watch?v=u49DXL49hQc that shows IBM’s tool (Watson Career Coach) for helping employees understand and navigate their career path Answer the following questions:

1. What is a career path?
2. How do you think career paths help MassMutual? MassMutual’s employees? Should there be a relationship between training and development activities and career paths? Why?
3. As an HR professional how would you determine if a career path problem existed for specific positions in your company?
4. As an HR professional what information would you need to develop a career path tool like Watson?

11/20 A#15: Special Issues (Class Discussion)

Watch the video on diversity and inclusion at Texas Instruments at https://www.youtube.com/watch?v=_LAcA7t2_Qo. Review http://www.ti.com/corp/docs/company/flipbooks/diversity/index.html Answer the following questions:

1. Why does TI foster diversity and inclusion?
2. What initiatives help create a diverse and inclusive culture at TI? Which one of these initiatives do you believe have the most powerful influence on creating a diverse and inclusive culture? Justify your choice.

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Accessibility statement:

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Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 3
Updated: 9.19.15

New Course Form

Course Number:
   Undergraduate: BUAD 4509
   Graduate: NA

Course Title: Diversity and Inclusion

Course Description:
This course focuses on the importance of diversity and embracing diversity in organizations. Develop cultural competency and provides students with tools to meet the challenges of an increasingly diversified world. This course covers theories and legislation, global diversity as well as examines specific groups and categories. Prerequisite(s): BUAD 4456.

Credits: 3

Prerequisite(s):
   Undergraduate: BUAD 4456
   (Note for Curriculum Coord Only: Set up edit 68 – hard prerequisites will be enforced)
   Graduate:
   NA
1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Human Resources Management within the Business Administration major and to ensure that critical components of Diversity and Inclusion in managing people are covered in depth.

2. How often will this course be offered?
   • Annually - Fall

3. What are the student learning outcomes for the course (please precede each outcome with "Students will…”)?
   Students will:
   • Understand theories and thinking about diversity.
   • Develop programs to effectively manage diversity.
   • Develop cultural competency and understanding.
   • Create policies that ensure organizational inclusivity.
   • Discuss how diversity impacts organizational stakeholders.

4. What are the major content areas for the course?
   • Introduction to diversity and inclusion, legislation related to diversity
• Dialogue about major race groups and categories: African Americans, Hispanics, Asian Americans, Whites, Native Americans, and Multi-Race Group members
• Conversations on sex and gender, as well as, sexual orientation and gender identity. Discussion on work and family and the effect on organizations.
• Coverage of religion, age, physical and mental abilities, weight and appearance and how it relates to diversity and inclusion, especially in the workforce and managing people.
• Completion of the course will include discussion on global diversity and cultural competencies.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
• No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
• Course is not designed for primarily off-campus delivery.

7. What is the projected maximum class size (cap)?
• 25

8. What qualified faculty will be available to teach this course?
• Valerie Wallingford, Professor of Business Administration
• Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
• None

10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11).
   Amount per student: $0

For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
BUAD 4509 – Fall 2019 (3 credits)
Diversity and Inclusion

Instructor: Valerie Wallingford
Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Office Hours: MWF 12:50-3:00 & Online T 12:00-3:30
Email: valerie.wallingford@bemidjistate.edu

MATERIALS: Diversity in Organizations by Bell, 3rd edition.

PREQUISITIES: BUAD 4456

COURSE DESCRIPTION
This course focuses on the importance of diversity and embracing diversity in organizations. Develop cultural competency and provides students with tools to meet the challenges of an increasingly diversified world. This course covers theories and legislation, global diversity as well as examines specific groups and categories.

OBJECTIVES
- Understand theories and thinking about diversity.
- Develop programs to effectively manage diversity.
- Develop cultural competency and understanding.
- Create policies that ensure organizational inclusivity.
- Discuss how diversity impacts organizational stakeholders.

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and the ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations & ethical obligations in a realistic business environment.

GRADING

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams (3 @ 100 pts/exam)</td>
<td>300</td>
<td>A=90-100%</td>
</tr>
<tr>
<td>Team Cases</td>
<td>50</td>
<td>B=80-89%</td>
</tr>
<tr>
<td>Class participation, responses, quizzes</td>
<td>100 pts</td>
<td>+/-</td>
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<tr>
<td>Problems</td>
<td>100</td>
<td>C=70-79%</td>
</tr>
<tr>
<td>TOTAL POINTS</td>
<td>550</td>
<td>D=60-69%</td>
</tr>
</tbody>
</table>
CLASS SCHEDULE

Week 1
Chapter 1: Introduction
Chapter 2: Theories and Thinking about Diversity

Week 2
Chapter 3: Legislation

Week 3
Chapter 4: Blacks/African Americans

Week 4
Chapter 5: Latinos/Hispanics

Week 5
Chapter 6 Asians/Asian Americans
Exam 1

Week 6
Chapter 7: Whites/Caucasians

Week 7
Chapter 8: Native Americans and Multi-Racial Group Members

Week 8
Chapter 9: Sex and Gender

Week 9
Chapter 10: Work and Family

Week 10
Chapter 11: Sexual Orientation and Gender Identity
Exam 2

Week 11
Chapter 12: Religion

Week 12
Chapter 13: Age

Week 13
Chapter 14: Physical and Mental Ability
Week 14

Chapter 15: Weight and Appearance

Week 15

Chapter 16: Global Diversity

Finals Week: Exam 3

Academic Integrity:

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Mental Health and Counseling:

Students may experience mental health concerns or stressful events that may lead to diminished academic performance. The Student Center for Health & Counseling is available to assist you with concerns and can include stress relief services. They can be reached in Cedar Hall, First Floor. Phone: (218) 755-2053.

Accessibility statement:

Upon request this document can be made available in alternate formats. Please contact the instructor or the Office for Student Disabilities (755-3883).

Tutor.com:

The Minnesota State system has updated the online tutoring service available to our students. We are now partnering with Tutor.com to offer 24/7 online tutoring, which will connect students with an expert tutor for extra assistance one-on-one. Online tutoring
services can be accessed through the main page in D2L and your course page, by clicking on the tutor.com link, located in the “HelpLinks” menu. **All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 3 Updated: 9.19.15

New Course Form

Course Number:
Undergraduate: BUAD 4800
Graduate: N/A

Course Title: Strategic Human Resource Management

Course Description:
This course examines the context of strategic human resource and develops a framework and conceptual model for the practice of strategic human resources and examines the actual practice and implementation of strategic human resources through discussing strategic issues that need to be addressed while developing specific programs and policies related to traditional functional areas of human resources. Prerequisite(s): BUAD 4456.

Credits: 3

Prerequisite(s):
Undergraduate: BUAD 4456
Graduate: N/A

(Note for Curriculum Coord Only: Set up edit 68 – hard prerequisites will be enforced)

1. Reason(s) for creating this course:
   • To support the creation of an emphasis in Human Resources Management within the Business Administration major. Strategic Human Resources Management is a comprehensive method that is necessary for optimal people management and an important component of the Human Resources Management emphasis.

2. How often will this course be offered?
   • Annually - Spring

3. What are the student learning outcomes for the course (please precede each outcome with "Students will...")?
   • Students will be able to:
     o Explain the importance of strategic human resources management to business success.
     o Explain how employees are an investment.
     o Analyze trends that affect strategic human resource management practices.
     o Describe what strategic human resources is.
     o Demonstrate how the design of work systems influence the practice of managing people in organizations.
Apply relevant employment laws that influence the practice of managing people in organizations.
Assess strategic issues related to staffing, training, performance management, compensation, labor relations, employee separation, and managing a global workforce.

4. What are the major content areas for the course?
   - Part Two – global dimensions, including human resource strategy in international contexts, reframing global mindsets, and global competition
   - Part Three – strategy in action, to include knowledge-based competition, and scoring human resources on the business score card, as well as, responsible restructuring
   - Part Four – the role of HR department and HR professionals. This includes putting human resources policies into action, challenges in the age of globalization, and the corporate HR function in global organization, plus a look at future challenges and opportunities.

5. Is this course repeatable for credit, and if so, what is the maximum number of credits that can be earned?
   - No

6. If this course is intended primarily for off-campus delivery (not offered on campus), what delivery mechanism will be used?
   - Course is not designed for primarily off-campus delivery.

7. What is the projected maximum class size (cap)?
   - 25

8. What qualified faculty will be available to teach this course?
   - Valerie Wallingford, Professor of Business Administration
   - Veronica Veaux, Assistant Professor of Business Administration

NOTE WELL: Department and dean, in approving this proposal, attest both to the adequacy of the qualifications of faculty here named, and to their availability to teach the course at the frequency specified above, without excessive overload or disruption to other curriculum.

9. What additional library and other resources need or should be provided for this course, that are not already available?
   - None
10. What special personal property or service fee(s) would be charged to students taking this course? These charges would be for 1) items that are retained by the student and have an educational or personal value beyond the classroom, or 2) services that are on the student’s behalf (see MnSCU Board Policy 5.11). Amount per student: N/A For:

11. Attach a sample syllabus for the course. Note: if this course is double-numbered (u-grad/grad), the syllabus must include an additional component for graduate students.
BUSINESS ADMINISTRATION 4800
STRATEGIC HUMAN RESOURCE MANAGEMENT (3 Credits)
Spring 2020

Instructor: Valerie Wallingford
Office: Memorial 136
Phone: 755-2594
Messages: Voice Mail
Officer Hours: MWF 12:50-3:00 & Online T 12:00-3:30
Email: valerie.wallingford@bemidjistate.edu

Required Online Text is Included in MindTap: Strategic Human Resource Management, 6th edition, by Mello.

Course Description: This course examines the context of strategic human resource and develops a framework and conceptual model for the practice of strategic human resources and examines the actual practice and implementation of strategic human resources through discussing strategic issues that need to be addressed while developing specific programs and policies related to traditional functional areas of human resources. Prerequisite: BUAD 4456.

Course Objectives - Students will be able to:
- Explain the importance of strategic human resources management to business success.
- Explain how employees are an investment.
- Analyze trends that affect strategic human resource management practices.
- Describe what strategic human resources is.
- Demonstrate how the design of work systems influence the practice of managing people in organizations.
- Apply relevant employment laws that influence the practice of managing people in organizations.
- Assess strategic issues related to staffing, training, performance management, compensation, labor relations, employee separation, and managing a global workforce.

Business Administration Department’s Program Level Student Learning Outcomes:

1. Graduates will attain higher learning in the field of business.
2. Graduates will demonstrate information literacy.
3. Graduates will demonstrate ability to use practical business tools.
4. Graduates will demonstrate good communication skills and the ability to work effectively as part of a team.
5. Graduates will demonstrate the ability to analyze complex business situations & ethical obligations in a realistic business environment.

Grading: Students will be evaluated on the bases of three non-cumulative exams, team case analysis/discussions, quizzes, video and case analyses.

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A=90-100%</td>
<td>300 pts</td>
</tr>
<tr>
<td>B=80-89%</td>
<td>110 pts</td>
</tr>
<tr>
<td>C=70-79%</td>
<td>120 pts</td>
</tr>
</tbody>
</table>

Grading Scale

Exams (3 @ 100 pts/exam) 300 pts
Chapter Quizzes (10 pts per quiz) 110 pts.
*Team Case Analyses/Discussions (10 pts each) 120 pts
Team Cases: There is a discussion area in D2L for each team member to discuss the team case assignments. The team must discuss and agree upon what their final analysis is that one team member will submit to the Assignment Area in D2L. The Assignment submission must include the first & last name of all team members that participated in the analysis and each question you are responding to. Those team members who do not participate will receive a zero on the team cases. I don’t accept individual cases or individual responses from separate team members. The assignment submission must be agreed upon by all team members and be one cohesive agreed upon paper.

**BUAD 4800 COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic/Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>An Investment Perspective of Human Resource Management. Read Chapter 1.</td>
</tr>
<tr>
<td></td>
<td>Video Case</td>
</tr>
<tr>
<td></td>
<td>Chapter 1 Quiz</td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Video Case</td>
</tr>
<tr>
<td></td>
<td>Chapter 2 Quiz</td>
</tr>
<tr>
<td></td>
<td>Ch. 2 Team Case</td>
</tr>
<tr>
<td>Week 3</td>
<td>Strategic Management. Read Chapter 3.</td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Chapter 3 Quiz</td>
</tr>
<tr>
<td></td>
<td>Ch. 3 Team Case</td>
</tr>
<tr>
<td>Week 4</td>
<td>The Evolving/Strategic Role of Human Resource Management. Read Chapter 4.</td>
</tr>
<tr>
<td></td>
<td>Case Analysis</td>
</tr>
<tr>
<td></td>
<td>Chapter 4 Quiz</td>
</tr>
<tr>
<td></td>
<td>Ch. 4 Team Case</td>
</tr>
<tr>
<td>Week 5</td>
<td>Review for Exam 1</td>
</tr>
<tr>
<td></td>
<td><em>Exam 1 on Chapters 1-4.</em></td>
</tr>
<tr>
<td>Week 6</td>
<td>Strategic Workforce Planning. Read Chapter 5</td>
</tr>
<tr>
<td></td>
<td>Video Case</td>
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<tr>
<td></td>
<td>Case Analysis</td>
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<td></td>
<td>Chapters 5 Quiz</td>
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<tr>
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<td>Ch. 5 Team Case</td>
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<tr>
<td></td>
<td>Case Analysis</td>
</tr>
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</table>
Case Analysis
Ch. 6 Team Case
Chapter 6 Quiz

Week 8
Staffing. Read Chapter 8.
Video Case
Chapter 8 Quiz
Mid-Semester Course Evaluations

Week 9
Case Analysis
Video Case
Chapter 10 Quiz.
Ch. 10 Team Case

Week 10
Review for Exam 2
*Exam 2 on Chapters 5, 6, 8 & 10.*

Week 11
Labor Relations. Read Chapter 12.
Case Analysis
Chapter 12 Quiz
Ch. 12 Team Case

Week 12
Labor Relations. Read Chapter 13.
Case Analysis
Video Case
Chapter 13 Quiz

Week 13
Chapter 14 Quiz
Ch. 14 Team Case

Week 14
Each team submits their analysis in D2L of CEO Decision Making at Prairie Health Services
Review for final exam

Week 15
Course Evaluations
*Final Exam Chapters 12-14*

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**All students will receive 15 hours of tutoring at no cost.** Tutoring services cover a variety of subject areas including math, writing, accounting, economics, biology, languages and nursing. Additional time may be purchased by students directly through tutor.com.
BSU Curriculum Forms

Form 6
(Updated: 9.15.15)

New Program Form

Type of Program to be established:
____ M.S.*
____ M.A.*
____ Applied Masters**
____ B.S.
____ B.S./T.L.
____ B.A.
____ Minor
____ Field of Emphasis: Stand Alone
__X__ Field of Emphasis in: Business Administration Major, B.S.
____ Other:

Program name:
Business Administration, B.S. Major Human Resources Management Emphasis

Reason(s) for new program:
We are creating a new emphasis within the existing Business Administration major in Human Resources. On average, the demand for trained human resources professionals is higher than the national job growth average for all other professions. Students have requested additional coursework in the field of Human Resources to support their future careers in this growing field. Community organizations and students have requested an emphasis in this area, in response to the growing need for human resources professionals.

Student learning outcomes for the program (please use the same format as for other programs in the department):

Students will be able to:
1. Explain the importance of strategic human resource management to business success.
2. Evaluate policies and procedures related to managing human resources and processes.
3. Apply best practices in human resource management that contribute to organizational success.
4. Apply relevant employment laws that impact the practice of managing people and organizations.
5. Demonstrate an understanding of the fundamental issues that promote diversity and inclusion.

How will the student learning outcomes be assessed (e.g., major field test, student portfolio, departmental rubric, department-developed examination questions, etc.)?
Measures of student learning will be assessed in a number of ways. Direct measures of student learning will include the Major Field Test in Business Administration, a capstone rubric associated with BUAD 4559 Strategic Management, and a Human Resources Management Emphasis Exam administered in BUAD 4600. Indirect measures of student learning will be assessed in the Senior Survey and Human Resources Management Emphasis Survey, both administered in BUAD 4600.

**Note:** If courses from other departments are required for this program, please notify the chairs of those departments.

The home department/program was notified that this new program will require courses from their area: ________ (date) by ____________________ (mail, email, or phone).

Please check one of the items below:

_____ No comments were received from other programs or departments within one week of the notification.

_____ Comments were received within one week of the notification, and are attached.

**Note:** If this is a joint program, the signatures of both department chairs (and both deans, if different colleges) must be provided.

**Alerts:**
- Attach draft catalog copy of proposed program.
- Contact the Assistant Vice-President for Academic Affairs regarding approval downstate (required for all of the above except for a minor where there is an existing major).

* MS/MA Curriculum proposals for graduate programs must indicate how the program addresses these requirements (in the draft catalog copy or elsewhere):

  a. MnSCU 50% rule: At least one-half of the required credits in a master's degree, exclusive of a thesis, capstone, or similar culminating project, shall be credits restricted exclusively to graduate student enrollment.

  b. Competency Requirement

  c. Written Examination Requirement

**Applied Master’s Degree must address items a-c above, as well as:**
d. How the proposed capstone experience meets the capstone requirements/standards listed in the catalog.

For more information on each of these requirements refer to the current graduate catalog.
**Business Administration, B.S. major**  
**Human Resources Management Emphasis**

Students majoring in Business Administration are advised to complete at least one course in Psychology, Sociology, or Anthropology as part of their liberal education requirements.

Required Credits: 65  
Required GPA: 2.25

**I REQUIRED BASIC CORE COURSES**

COMPLETE THE FOLLOWING COURSES:
- ACCT 2101 Principles of Accounting I (3 credits)
- ACCT 2102 Principles of Accounting II (3 credits)
- BUAD 2220 Legal Environment (3 credits)
- BUAD 2231 Business Statistics I (3 credits)
- BUAD 2280 Computer Business Applications (3 credits)
- BUAD 3223 Operations Management (3 credits)
- BUAD 3351 Management (3 credits)
- BUAD 3361 Marketing (3 credits)
- BUAD 3381 Management Information Systems (3 credits)
- BUAD 3771 Financial Management (3 credits)
- BUAD 4559 Strategic Management (3 credits)
- BUAD 4600 Senior Seminar: Business Administration (1 credit)
- ECON 2000 Markets and Resource Allocation (3 credits)
- ECON 2100 Macroeconomics and the Business Cycle (3 credits)
- MATH 1170 College Algebra (4 credits)

**ADDITIONAL REQUIRED COURSES**

COMPLETE THE FOLLOWING COURSES:
- BUAD 3420 Labor and Employment Relations (3 credits)
- BUAD 4456 Human Resources Management (3 credits)
- BUAD 4507 Talent Acquisition (3 credits)

**REQUIRED ELECTIVES**

SELECT FOUR OF THE FOLLOWING COURSES:
- BUAD 3520 Business Ethics (3 credits)
- BUAD 4354 Organizational Behavior (3 credits)
- BUAD 4500 Compensation & Benefits (3 credits)
- BUAD 4508 Training, Development, and Evaluation (3 credits)
- BUAD 4509 Diversity and Inclusion (3 credits)
- BUAD 4800 Strategic Human Resources (3 credits)
SUGGESTED SEMESTER SCHEDULE FOR BUSINESS ADMINISTRATION, B.S. MAJOR, HUMAN RESOURCES MANAGEMENT EMPHASIS

**Freshman:** All fields of emphasis
- Psychology, Sociology or Anthropology courses
- Liberal Education requirements
- MATH 1170 College Algebra (4 credits)

**Sophomore:** All fields of emphasis
- ACCT 2101 Principles of Accounting I (3 credits)
- ACCT 2102 Principles of Accounting II (3 credits)
- BUAD 2220 Legal Environment (3 credits)
- BUAD 2231 Business Statistics I (3 credits)
- BUAD 2280 Computer Business Applications (3 credits)
- ECON 2000 Markets and Resource Allocation (3 credits)
- ECON 2100 Macroeconomics and the Business Cycle (3 credits)

**Junior:** All fields of emphasis
- BUAD 3223 Operations Management (3 credits)
- BUAD 3351 Management (3 credits)
- BUAD 3361 Marketing (3 credits)
- BUAD 3381 Management Information Systems (3 credits)
- BUAD 3771 Financial Management (3 credits)

**Senior:** All fields of emphasis
- BUAD 4559 Strategic Management (3 credits)
- BUAD 4600 Senior Seminar: Business Administration (1 credit)

**Junior:** Human Resources Management Field of Emphasis
- BUAD 3420 Labor and Employment Relations (3 credits)
- Select four of the following:
  - BUAD 3520 Business Ethics (3 credits)
  - BUAD 4354 Organizational Behavior (3 credits)
  - BUAD 4500 Compensation & Benefits (3 credits)
  - BUAD 4508 Training, Development, and Evaluation (3 credits)
  - BUAD 4509 Diversity and Inclusion (3 credits)
  - BUAD 4800 Strategic Human Resources (3 credits)
  - BUAD 4456 Human Resources Management (3 credits)

**Senior:** Human Resources Management Field of Emphasis
- BUAD 4507 Talent Acquisition (3 credits)
BSU Curriculum Forms

Form 8 Updated: 09.18.15

Signatures

Dr. Valerie Wallingford / Professor / 12.10.2018
Proposer / Title / Date

Ms. Veronica Veaux / Assistant Professor / 12.10.2018
Proposer / Title / Date

Dr. Young Seob Son, Chair / Business Administration / 12.11.2018
Chair or Director / Department or Program / Date
Note: "All departmental recommendations [on curriculum] must be reviewed and approved by the department's faculty."--IFO/MnSCU Master Agreement 2009-2011, 20.A.3 (p. 80).

At this point, packet goes to Records Office/Curriculum Coordinator to be logged in to the Curriculum Proposal Progress Grid.

Dr. Bonnie Higgins / Business, Mathematics and Science / 12.11.2018
Dean / College / Date

Note: If proposal is sent back to the Proposer, please notify the Curriculum Coordinator. If approved, packet goes to Academic Affairs Office.
Meeting Minutes- Department of Business Administration 3/21/18

Call to order and attendance- DL called to order at 3:07pm

[ Angie Kovarik, Carol Nielsen, Cliff Li, Dean Frost, Douglas Leif, Halbana Tarmizi, Jeffrey Everhart, Joann Fredrickson, Kari Wood, Soohoon Park, Valerie Wallingford, Veronica Veaux, Gabriel Warren, Young Son ]

1. Approval of minutes from 1/17/18 motion to approve- KW motion- VW 2nd. Passed.
   a. Motion to approve- KW, VW 2nd. Passed

2. Chair’s Report
   a. FYI- Mass Comm. has overloads on schedule for next year. TADD has overloads for next year. ACCT, every faculty has overload for next year. Plus 2 $65/per credit misc. classes. Buad has zero overloads on schedule. Administration is open to overloads as waitlists dictate. Send requests to Dean Higgins in regards to increased class sizes.
   b. Dean Higgins would like the completed spring schedule for 2019 by April 2nd.

3. TaskStream curriculum mapping – CN
   a. Working on cleaning up info in TaskStream. MBA should be updated in TaskStream. Randy Westhoff would like additional information added. Young set measures, sent survey, and has summary. We do not have IACBE for the graduate program. Carol to respond to Randy Westoff stating that we have been collecting data and will determine who will enter into TaskStream.
   b. Carol provided group with curriculum map from TaskStream. Everyone should look at their classes and see if there is anything they would like changed. Update if you see anything you would like changed. Carol with ask ECON group about Econ classes under marketing. Will talk to Vivian Delgado about Indigenous Nations classes. Gabriel will fill in info on E-marketing class. DL will work on 4386 Applied Software Development Project.
   c. Groups worked on revising TaskStream forms during meeting.
4. MBA program- Young recommends researching other graduate programs and meeting with administration about the MBA program. Provide administration with input and engage in discussion in regards to the MBA program. Young recommends conversing before the end of the semester. We need a faculty director for MBA program. Halbana recommends benchmarking other Minnesota State programs. Young, Joann, Halbana will form committee to further discussion for IACBE and MBA directorships.

Metro program- Dean provided update

5. DL- March 22, 29, 5th are interviews for deans. 1:15-2:15 Bridgeman 100. Will be a video link for those that are unable to attend. There will be a survey that follows. Survey goes directly to president and provost. You are able to come and go if schedule dictates.

6. Advising Students for Fall 2018- JF
   a. At least one class not being offered in fall so we are unable to fulfill what we promised to online students. Advisors should keep eyes open for Finance students- they will need to get into corporate finance this summer with Cliff. There are no other classes that we are not offering in the fall that were promised in the rotation.

7. Vote on new HR emphasis and proposed changes to management & entrepreneurship
   a. Joann, Val, & Veronica sent out HR packet requesting feedback and did not receive any. Val makes motion to add HR emphasis, Veronica seconds,
   b. Discussion- 7 new courses are in the emphasis. Dean wanted to know who would teach the new classes. Will need to request new mgmt. faculty.
   c. Val amends motion to say that we approve of HR emphasis with requirement that we add another probationary track management position. Veronica seconds. Vote passes unanimously.
   d. Val make motion to approve management and entrepreneurship curriculum that committee made changes to be implemented fall 2019.
   e. Discussion about course changes- minor adjustments. Separated out management and entrepreneurship to make unique. Will remove strategic HR management (4800) from management courses.
   f. Joann moves proposal with change to remove 4800. Motion withdrawn.
g. Remove 4504 Diversity and Inclusion and 3117 Managerial Analysis.
   (Curriculum Coord Note: This course changed course numbers to 4509)

h. With the above changes-, Joann moves for the proposal to move forward. Val
   seconds. No discussion needed. Motion passes unanimously.

i. Entrepreneurship- Discussion about classes. Will remove marketing research from
   proposal. Remove asterisk in from of accounting 1.

j. Val motions to move the entrepreneurship changes forward, Joann second, no
   additional discussion. Motion carried – unanimous vote.

k. Val and Veronica will work on the packets.

8. Update on Carol’s position search- HT
   a. Update on Carol’s position search.

Faculty updates:
Carol- nothing
Jeff- nothing
Halbana- CIS student looking for funding for competition. Ask faculty to encourage students to
attend Student Achievement Conference.
Veronica- Presented at AISIS twice over spring break in San Diego. Leadership summit.
Received comments back from candidacy paper. Scholarship from Harvard for Horizon Summit-
will attend in April.
Angie- SBD AIRC on April 4th. Gabriel and Angie taking 5 students to New Orleans April 4-8th.
Dean- Wants us to support the Indigenous Nations Marketing program. Cliff and Dean will be at
delegate assembly this weekend.
Val- Nothing
Soohoon- Nothing
Cliff- Nothing
Gabriel- Equity by design committee member. Will be collecting data soon.
Joann- Presented a paper at Houston in February. Putting in request for PIG on teaching
effectiveness. Investment club in the works-
Doug- Nothing

Next meeting: 4/18/18- 3:00 M300