Central Christian College of Kansas

OFFICE OF THE PROVOST

FORM A02 – PROPOSAL FOR A NEW PROGRAM

Date: March 26, 2024

This Application is for   √ New Degree   ❍ New Major   ❍ New Emphasis

❍ New Concentration   ❍ New Minor   ❍ New Certificate

Delivery Method of New Program: ❍ Residential Only   ✓ Hybrid (Residential/Online)
(Check all that apply)

Name of Individual Making Request: _____ Melissa Kent & Nathan Hartzell _____

Title of the Program: _____ Major: Master of Science in Human Resource Management, Four Plus One Degree Program _____

Sponsoring Department: _School of Graduate Studies_   Proposed Start Date: _____ Fall 2024

This form, along with supporting documentation addressing the points outlined below, is required *before* the program can be considered for initial review.

Submission and Approval Process:

Departmental Approval:

_____Melissa Kent_____   _____3.26.2024_____
Department Chair/Director   Date

Comments: None:

Academic Approvals:
- AAAC Approval   _____
- Faculty Approval   _____
- Board Approval   _____

Commission Verification:
❍ No Action Required
❍ Notification Required
✓ Substantive Change Application Required

Comments:

_____   _____
Academic Dean   Date

Comments:

1. **Description**: Provide a brief description of the program, including the target audience and an explanation of why that audience would pursue this program at Central Christian College of Kansas.
    a. This program targets post-traditional students, looking to enter into a career in human resources to advance their career human resources. The initial target audience would be students who have graduated or are scheduled to graduate from the residential and online degree programs. Inquiries into this population have indicated a strong desire to complete graduate work through CCCK, with a focus on personnel management. Beyond this audience, the College seeks to target mid-level workers and managers who are preparing to specify their careers in human resources, executive coaching, or other personnel development.
    b. The Master Science in Human Resource and Organizational Management focuses on industry practices located in the SHRM and is designed to equip students with specialized training in human resources, while also enhancing key components of organizational management needed for effective organizational leadership, including work in the nonprofit, for-profit, private, public, and government sectors. The program seeks to develop the needed skills to facilitate organizational health and productivity. In keeping with Central Christian's unique Christ-Centered Character-based programming, the curriculum challenges students to work locally, but think globally – seeking to enhance the workplace, while also positively influencing society. The program emphasizes the acquisition of skills and application knowledge related to such organizational activities as selection, placement, and motivation of employees; training and development; diversity and inclusion; performance appraisal; and development and change of organizations.
2. **Rationale**: The rationale Review the assessment process and results that were used to identify the need for this program. What evidences exist that it is needed and is feasible for the College? Describe the groups that were involved with the assessment process and illustrate their perspectives. Provide evidence that inclusion of the program will provide a recruiting pool and result in employable graduates. Provide any other information or data that would outline a rationale for why this program should be considered.
    a. CCCK Graduates: Since it evolved into a four-year institution, graduates have served as the primary source of inquiries related to a graduate program. It was not until the full implementation of the online program that the institution seriously began to consider the implementation of a graduate program. This was largely due to the type of graduate the College was matriculating, which were largely professional or pre-professionals already embedded in careers associated with the degrees being sought. According to the Exit Survey given to each CCCK graduate, approximately 73% of graduates indicated a desire to continue in graduate studies, with 60% indicating a preference for CCCK's online delivery system.
    b. Employment Opportunities: According to the U.S. Bureau of Labor Statistics, employment opportunities for those working in human resource management and industrial psychology should experience job growth of approximately 9% through 2030. The degree itself is designed to assist those seeking to secure supervisory positions, therefore the degree is designed to be cross-functional and applicable to multiple work contexts. As trends and markets shift, organizations are seeking capable human capital managers to provide oversight to the organization as well as personnel support.
3. **Mission Alignment**: Describe the nature and the purpose of the program and its relation to the mission of the College. How does this new program enhance the mission and how does it relate to the strategic plan as articulated by the College?
    a. Our departmental philosophy is to fully integrate and articulate Christian values into our business courses while developing strong professional acumen and understanding among our students. The business world, both nationally and internationally, is also in need of strong Christian businesspersons who are grounded in their faith, who possess the knowledge and skills needed to be successful in their respective business ventures, and who have high regard for ethical issues and principles.
    b. Human Resource Management in Organizational Management Program Outcomes:
        i. C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.
        ii. C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.
        iii. C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.
        iv. C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.
4. **Departmental Alignment**: Describe the nature and the purpose of the program about the stated departmental mission and outcomes.
    a. Analyze and experience program content and approaches including historical and philosophical background, range of subject matter, accepted theories, methods, mechanism, and models (Core4Mind).
    b. Develop and improve abilities to include analyzing, synthesizing, and evaluating research, and literature about the program (Core4Soul).

c. Improve and adapt expertise related to the program content and context including articulating critically and creatively through assessment, and critical thinking (Core4Strenght).

d. Prioritize civic and morals principles related to the program that includes specific knowledge, ethical guidelines in the discipline, relating specifically to institutional outcomes (Core4Heart).

5. **Assessment Plan**: Provide a comprehensive description of how the program will be assessed. Describe how the program will incorporate assessment and analysis to ensure program effectiveness. New programs need an annual assessment plan for the first three years and are then incorporated into the quadrennial departmental review process. Describe how the program fits into the overall assessment strategy of the institution. Provide the methods that will be used for benchmarking.

   a. Curriculum Development: Course syllabi and design are created (reviewed) in a collaborative process involving faculty, an academic administrator, and an instructional designer. This team is tasked with identifying course learning outcomes (CLOs) that align with the program vision and the program learning outcomes (PLOs); identifying relevant and current learning materials; and ensuring that the pedagogy for the course utilizes best practices for the online modality. Course design standards and best practices are reviewed by the Department/Program Chair and approved by the Academic Affairs and Assessment Committee (AAAC). Once a course receives approval from the Program Director, School of Graduate Studies Chair, and AAAC, the course and syllabus are developed and quality reviewed by a copy editor, the subject matter consultant, the instructional designer, and the academic administrator.

      i. Course Review: students complete end of course surveys (TIGERS) that assess the general effectiveness of each course, including such issues as the following: clarity of course instructions, achievement of the learning objectives, lecturer engagement in the course, the effectiveness of learning technologies, the effectiveness of student support, and workload concerning Credit Hour Policy.

      ii. Faculty End of Course Review: The teaching faculty will fill out an end-of-course review where they assure the department they are maintaining the contractual agreements for teaching along with any course modifications that need to be considered.

   b. Departmental Review: As part of the Institutional Assessment Plan, programs are reviewed on an annual basis by the Dean of Academics and Department Chairs via evidence-based assessment using student artifacts that were designed to measure specific PLOs. This can be see in the end of year AD03a Annual Report – Academic Department (Executive Summery, Summary of Accomplishments, Budget Anslysis, Graduate Placement, Graduate Performance, Department Profile, Departmental Learning Outcomes Assesssment Data, and Assessment Summery). In addition, each program completes a Quadrennial Review comprehensive assessment process every four years that assesses program quality and program viability/sustainability: alignment of the program with institutional mission, student demographics, the curriculum, the learning environment, student learning results, faculty, program demand, allocation of resources, and the extent to which program and student learning outcomes are being achieved. These quadrennial reports are reviewed by the Academic Affairs & Assessment Committee, Academic Dean, and then sent to the faculty for approval with recommendations and comments.

   c. Faculty Hire: Typically, CCCK hires only faculty who have prior online teaching experience. New faculty are expected to complete an onboarding process (training) designed to orient them to CCCK's learning management system and instructor expectations. Each faculty member is reviewed by the Dean of Academics, who is responsible for precourse training: CCCK mission, synchronistic live classroom session, FERPA, Student Success interaction, Learning Management System, and business office interactions. Program Director is responsible for course expectations and classroom audit. There is also a bi-weekly check and post-course interview. In addition, all faculty are required to attend at least three designed professional development seminars held four times per year for online faculty. Topics are specific to CCCK data and feedback and best practices for online education.

6. **Program Description:** Describe the curriculum associated with the program, differentiating between courses already in the catalog and those that need to be reviewed for inclusion. The description should also include a comparison matrix of like programs from other institutions. List all course numbers, titles, and descriptions. Describe prerequisites, co-requisites, internships/externships, and practicums. Provide a curriculum schedule of when the courses associated with the program would be offered and how a student would matriculate through the program.

   a. The Master Science in Human Resource and Organizational Management focuses on industry practices located in the SHRM and is designed to equip students with specialized training in human resources, while also enhancing key components of organizational management needed for effective organizational leadership, including work in the nonprofit, for-profit, private, public, and government sectors. The program seeks to develop the needed skills to facilitate organizational health and productivity.

   b. **Course Syllabi:** Provide a copy of all course syllabi, designating courses that are proposed (new).
      i. See Appendix C (Pilot Course)

   c. **Objectives:** Delineate the program objectives/outcomes. Describe any differences related to delivery systems.
      i. Human Resource Management in Organizational Management Program Outcomes:

1. C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.
2. C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.
3. C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.
4. C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.

d. **Objective Matrix**: Provide a flow chart illustrating how each learning objective (outlined in the syllabi) ties to the program objective, which in turn should tie to the department's objectives. The chart should illustrate how each departmental objective is supported by each course. The chart should also illustrate how the program is supported by objectives that support Bloom's Taxonomy. Each objective should have corresponding proof of assessment.
    i. See Appendix D and Appendix E

e. **Course Schedule:** Provide a schedule clarifying how the courses associated with the program will be introduced to the academic schedule. For those courses that need development, please describe how those courses will be built on the proposed timeline associated with their development.
    i. Human Resource Management HR-MG 500 (3)
    This course examines practices used by human resource management staff to build and maintain an effective workforce. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.
    ii. Managing Change for Competitive Advantage HR-MG 501 (3)
    This course dissects the common challenges in organizational change management and explores the limitations and opportunities of different models of organizational change. The course aims to explore prevailing change theories and perspectives and describe the effect leadership can have on organizational change. The graduate learns to analyze and identify and correct the common challenges in change management. The graduate formulates and implements strategies and tactics to prevent or address resistance to change.
    iii. Analytics, Metrics, and Problem-solving in HRM HR-OR 500 (3)
    This course formulates techniques for developing effective metrics and identifies connections between human resource metrics and other performance measurement systems commonly used in organizations. The course also introduces students to talent analytics – the tools and techniques managers use to mine organizational data in pursuit of actionable knowledge. Graduates learn how to structure research questions, communicate data needs to technical specialists, and interpret data to yield organizational insights and support effective decisions.
    iv. Performance Management HR-MG 502 (3)
    This course appraises and evaluates the knowledge and skills needed for effective management of individual and team performance and examines the design of performance management systems that aim to transform organizational objectives into performance outcomes.
    v. Workplace Ethics HR-OR 501 (3)
    This course addresses various ethical considerations and issues that arise in the workplace. The graduate will also examine relationships between and factors associated with ethical decision-making at the workplace. Graduates will review real-world case studies which will provide them with the opportunity to apply ethical principles to their work.
    vi. Workplace Coaching & Development HR-OR 502 (3)
    This course prioritizes and selects practical approaches to building, coaching, and developing positive employee and labor relations and solving related problems through increased employee motivation, effectiveness, job sharing and remote retention. The graduate learns how to effectively manage disruptive employee behavior that challenges organizational norms and goals and practices managing these differences effectively.
    vii. Organizational Communication HR-CO 500 (3)
    This course is designed to reframe and improve graduates' skills in interpersonal and organizational communication. The graduate will examine and learn how to manage change, persuade stakeholders, and strategically communicate on behalf of an organization.
    viii. Diversity, Inclusion, and Collaboration in the Workplace HR-OR 503 (3)
    This course chronicles and examines the transition that is taking place in the global workforce due to the increased diversity in employees based on personal characteristics, skills, and diversity. The course highlights the theories and practices of diversity, equity, and inclusion. This course examines how

employers respond to these new workforce realities and how workforce inclusion strategies can contribute to positive outcomes for employers, employees and their families, the workplace, and other stakeholders.

ix. Team-Based Performance HR-MG 503 (3)

This course provides insight into the importance of team-based performance management and the behavior of individuals and teams in organizations. Emphasis will be placed on implications for effective human resource management, and the need to align organizational goals with team performance management practices. Approaches used to drive performance and analyze problems encountered in managing human resources will be discussed throughout the course. Additional topics include team performance appraisal, group decision-making skills, and team engagement.

x. Human Resource Leadership and Organizational Behavior HR-OR 504 (3)

This course focuses on and disputes communication challenges and difficult conversations faced by human resource leadership. It also emphasizes core values associated with ethical leadership in the professional world with a particular focus on the connections between applied ethics and organizational behavior. Topics include conflict resolution styles and models, negotiation, organizational politics, influencing processes, the language of leadership, and models for examination and resolution of ethical workplace dilemmas.

xi. Psychology of Followership & Leadership HR-OR 505 (3)

This course explores the psychology of leader-follower dynamics and the importance of leadership behaviors in creating work cultures that allow individuals and the organization to thrive. Specific emphasis is given to the interplay found in the leadership-followership dynamic, which is explored by reviewing both psychological and business management interventions. In addition, the course will explore the role of workplace spirituality and its role in addressing topics such as occupational health, emotional resilience, coping, and work-life interaction.

xii. Strategic Human Resource Management (Capstone) (3) [WI]:

This course is designed for the students to demonstrate their ability to define, analyze, evaluate, and formulate strategic solutions that address a major issue, problem, or opportunity within the field of Human Resources. The capstone project allows students to evaluate and integrate their academic learning with real-world experience by developing a comprehensive analysis and strategy of a human resource experiential study case. Graduates will outline the issue, identify possible risks, evaluate potential solutions, formulate and recommend a course of action; and outline the next steps for implementing the resolution.

f. **Course Descriptions:** Each course description should include the course code, the course title, course description (using appropriate Bloom designation), prerequisites, and any other notes that should be included in the catalog.

   i. As proposed above.

g. **Graduation Data Sheet:** Working with the Academic Office, provide a Graduation Data Sheet illustrating the courses, required hours, electives, and other related requirements.

   i. The proposed program would follow best practices already in place for master's level degree programs, requiring 36 additional semester credit hours at the 500-600 level.

   ii. Based on the proposed program construct, students would take one course every six weeks, completing course work in approximately 1.5 years (12 courses x 3 credits each = 36).

7. **Staffing:** Provide an overview of how the program will be staffed. How will current faculty be utilized and how will this affect their load? Do current faculty and staff have the necessary credentials? What types of staff support will be needed?

   a. During the research process associated with the proposed launch of this program, Central Christian College of Kansas identified willing candidates that match the profile desired by the College. At launch, the program will have a teaching director and adjuncts with expertise in Human Resources, Leadership, Business Administration, Industrial Psychology, Public Policy, Strategic Management, and Organizational Studies.

   b. The design of the program does not lend itself to the procurement of a set department of full-time generalist faculty who can teach every course. Rather, the program is enhanced by the presence of faculty (adjunct, part-time, or full-time) who can lend specific expertise to the course outcomes identified by the program. While the leadership of the program is provided by a generalist in the subject, the College is relying on specialists to provide explicit instruction relative to the nature of each course and the program as a whole. Therefore, enrollment is the primary factor in calculating the number of faculty needed to sufficiently support the program, outside of the core faculty needed to ensure continuity and assessment of the program.

   c. The type of faculty is partially informed by the Commission's expectations for instructors based on the mandate to maintain faculty with a balance of context expertise, research capacity, educational experience, and alignment with the mission of CCCK. At a minimum, CCCK evaluates all instructors to ensure that faculty teaching in this graduate program holds the terminal degree appropriate to the outcomes identified with this program and has a record of research, scholarship, or achievement appropriate to the program.

d. See the attachment for a full view of available staff and resources allocated to the program.

8. **Documentation:** Attach all minutes of any meeting in which the proposed program was discussed.
   a. All records of communication between the SGS Chair, SGS Division, and CAO may be requested.

9. **Policies:** Detail any modifications in admission, curriculum, academic policies (e.g. grading, matriculation, etc.), or graduation requirements in comparison to the catalog of record.
   a. A primary means of assisting persistence and completion is through a transparent marketing and admissions process, providing prospective students with the information needed to make an informed and wise decision.
   b. In addition, ensuring that students are prepared for the rigors of a graduate program also increases the likelihood of persistence and retention. To be eligible for admissions, applicants must submit (1) a graduate application, (2) all official transcripts from undergraduate work, including one that demonstrates evidence of completion of a bachelor's degree or higher from a regionally accredited college or university with a 3.0 grade-point average (GPA) on a 4.0 scale. If the cumulative GPA is less than 3.0, the most recent 30 graded semester units (or 45 quarter units) will be evaluated to satisfy the graduate entrance requirement. These 30 graded units completed will be utilized for a GPA calculation which must equal to or exceed 3.0. The last 30 graded units from a regionally accredited university must be baccalaureate, post-baccalaureate, or credentialed courses, and (3) writing proficiency sample. Once the student is admitted, the student will receive communication from the program chair to officially welcome the student to the program.

10. **Fiscal Resources:** In addition to the *Cost Analysis* form, describe any additional sources of financial support (e.g. grants, investments, endowments, etc.). Provide a specific explanation concerning any contractual or partnerships that this program will require. What types of effect will this addition have on current operational resources?
    a. See Appendix A

11. **Physical Resources:** Describe the physical capital needed to support the new program. Be sure to designate any resources that represent new items. Include classroom, labs, materials, software, hardware, equipment, etc. How might the addition of this program affect the availability of use of current resources, beyond their current means? Include how the use of those resources may interrupt or affect other programs.
    a. Virtual Needs: The primary delivery method for this program is using the Learning Management System (CANVAS).
    b. Staff: Currently there is collaboration through campus, such as financial aid, admissions, enrollment management, library, and registrar. Resources have been projected and allocated to address future administrative needs.
    c. Faculty: As it relates to the faculty associated with the School of Graduate Studies, programs may require certain courses to be supplemented with adjunct faculty to offer the current and proposed courses.
    d. Program Director: A Program Director for the Human Resource Management in Organizational Management Program is currently proposed to handle admissions, advising, program evaluation, and adjunct faculty hiring.

12. **Personnel:** List the faculty and staffing resources needed to administrate the program, which would include all personnel needed to interact at every level of student engagement (prospect to alumni). Clearly describe the credentials required (and preferred) for faculty and administration overseeing the program, as well as describe the level of employment needed (full-time, part-time, adjunct, etc.). Illustrate the course loads associated with each faculty member (clearly demarcate new faculty). In discussing faculty needs, provide evidence that the proposed program is supported by qualified faculty, who desire to support the program.
    a. See Appendix B

13. **Library**: Provide an analysis of library resources, including online databases and resources.
    a. Students in all CCCK programs have access to the CCCK library, which includes virtual and residential access portals. The library maintains an inventory of resources, including online databases, reference services, and tutorial guides. Specific databases, that support graduate research concerning this program, include:
        i. Kansas State library databases, small business reference center, EBSCO Academic Research Premier, EBSCO Business Source Premier, EBSCO EBooks, Psychology and Behavioral Science Collection, Regional Business News, Vocational and Career Collection, Religion and Philosophy Collection, and Computer Source.
    b. Access to Human Resource Management Journals: Journal of Coastal Research, Human Resources Management, Marketing & Management of Innovations, European Journal of Education, The Journal of Strategic Information Systems, Journal of World Business, Organizational Dynamics, Environment International, Human Resource Management Review, Journal of International Management; access to Industrial Psychology Journals: Journal of Vocational Behavior, Current Opinion in Psychology, Personality and Individual Differences, Journal of Economic Psychology, Procedia - Social and Behavioral Sciences, Journal of Environmental Psychology.
    c. ABI/INFORM Global (ProQuest): Includes publications covering business, financial, and management practices, theories, and trends. It includes ABI/INFORM Archive.
    d. Business Abstracts (EBSCO): Full-text articles from over 500 key publications including book reviews and reports from associations, societies, tradeshows, conferences, and more.
    e. Business Premier (EBSCO) Full-text coverage of nearly 7,600 business publications, including full-text coverage of over 1,100 peer-reviewed, scholarly journals. Coverage back to 1922 in some cases.

f. Public Administration Abstracts (EBSCO): Includes articles on public administration research, theory, and other data related to key relevance to public administration.
g. PAIS Index (ProQuest): Includes access to global public policy and social issues related to education, business, health, government, science, and law.

Appendix A
Cost Analysis

Human Resource Management Program Cost Analysis

Assumptions	Year One	Year Two	Year Three	Year Four
FTE Non-Residential Year	18	23	28	35
Using 60% Persistence				
Tuition & Fees: Revenue	$144,825.00	$276,625.00	$408,925.00	$484,600.00
Total:	**$144,825.00**	**$276,625.00**	**$408,925.00**	**$484,600.00**
Instructors	$13,600.00	$37,400.00	$61,200.00	$74,800.00
Course Development Fees	$12,000.00	$6,000.00	$3,400.00	$3,400.00
Marketing (20% from Tuition)	$28,965.00	$55,325.00	$81,785.00	$96,920.00
Student Success (30% Tuition)	$43,447.50	$82,987.50	$122,677.50	$145,380.00
Library (Database & Virtual Books)	$10,000.00	$10,000.00	$10,000.00	$10,000.00
Program Administration (Additional)	$10,000.00	$15,000.00	$30,000.00	$30,000.00
Expenses	**$118,012.50**	**$206,712.50**	**$309,062.50**	**$360,500.00**
Net Revenue	**$26,813.00**	**$69,912.50**	**$99,862.50**	**$127,100.00**

Appendix B

Name	Degree/Certifications	Courses	Work/Scholarship Experience/Research/Directed Study
Enrique N. Barreiro (School of Graduate Studies Chair)	Ph.D. Business Administration- Organization and Management	Undergraduate: Basic Accounting; Managerial Marketing; Statistics; Admin. & Org. of Physical Ed., Sport, & Fitness; Microeconomics; Professional Ethics; Principles of Business Stress Management; Conflict Resolution and Negotiation; Personal Values & Organizational Ethics; Strategic Management Graduate: Strategic Leading and Identity Issues in Strategic Management Strategic Leadership in Context (Capstone) Doctoral: Organizational Studies, Introduction to Data Analysis, Research Design and Fieldwork, Advanced-Data Management and Analysis, Dissertation Series, Dissertation Continuation	School of Graduate Studies Chair – CCCK (2012-2023) Course development, implementation, and assessment – CCCK Scholarship KICA Business Affairs Presenter KICA Human Resources Presenter Academy of Management Reviewer Academy of Management Presenter Research Retention Commitment Occupations Embeddedness Strategic Leadership Resources Management Organizations Human Relations Diversity Higher Education Manufacturing Turnover Intentions Intention to leave Directed Study Business Administration Marketing Ethics
Dr. Rhonda Corwin	DBA Strategic Leadership	Human Resources Employment Law Change, Innovation, & Transformation Crises Management Business Communications	Director of Online Education- HCC Scholarship BridgeCon Employee Development Conference Presenter Kansas City Professional Development Council Presenter KBOR OER Steering Committee Member and Trainer Research Employment Law Human Resources Instructional Design Leadership Management Online Learning Retention Tacit knowledge Virtual teams Directed Study Business Capstone
Dr. Leonard Favara	Ph.D. Psychology (Industrial and	Organizational Behavior; Leadership Development; Management	Instructor – CCCK (2000-present) Scholarship

	Organizational Psychology)		Leadership & Followership [Podcast] Trust Inc. (2019), Peer Referee Participation: SIOP 2017 Conference, SIOP 1012 Conference, SIOP 2011 Conference. Faculty lead for Undergraduate Research in Psychology: 2010-2015. United Way of McPherson: Board Member (2019-Present). McPherson Community Hospital: Board Member (2015 – Present). Kansas Independent College Association and Foundation: Board Member [Treasurer] (2019 - Present). Research Leadership/Followership Traits – seeking publication 2021. Peer-Reviewed Articles: Favara, L. (2009). Putting followership on the map. Journal of Business & Leadership. Published Resources: TIGER Survey (Teacher & Instructor General Efficacy Rating (2003). Published Curriculum: Senior Research Project, Followership & Servant Leadership, Studies in Management, Social Psychology, Organizational Behavior and Leadership, Current World Problems, Conflict Resolution & Negotiation, Personal Values & Organizational Ethics. Dissertation: Favara, L. (2009). Examining Followership Styles and Their Relationship with Job Satisfaction and Job Performance (Doctoral Dissertation). Northcentral University, Prescott Valley, AZ. Directed Study Directed study experience at the traditional undergraduate level.
Dr. Rob Shah	Ph.D., Organizational Leadership CPA, CMA	Entrepreneurship; Management; Leadership; Organizational Behavior; Business Strategy; Financial Accounting; Managerial Accounting; Advanced Accounting; International Accounting; Analyzing Financial Statements; Auditing; Cost Accounting; Government and Non-Profit Accounting; Financial Principles; Financial Management; Project Management; Human Resource Management	Business Consultant Adjunct Online Instructor- Colorado State University (2012-Present) Scholarship SME/course developer for 15+ business courses Co-founder (start-up companies) Teaching Continuing Professional Education (CPE) Research Change Management for Modern Leader Management of HR challenges in Finance Corporate Governance: New Roles/Responsibilities Energy Prices and the World Economy Research Leading the Finance Organization Leadership Strategies and Technology Understanding the Profit & Loss Performance Management: Scorecard or Strategy Tool? Directed Study

			Beta Alpha Psi (honorary accounting organization) Institute of Management Accountants
Dr. Rol Erickson	Ph. D. Organizational Leadership, M.A.T.S., B.A. Organizational Management	<u>School of Professional Education (Online):</u> Strategic Management; Professional Ethics	Associate Professor of Business and Program Director for Master of Science in Leadership – Belhaven University (2009-2014) Adjunct DBA Chair – Walden U. (2014-present) Online Instructor – CCCK (2015-present) <u>Scholarship</u> Developed strategic leadership courses in various MBA, DSL, and DBA programs for multiple universities. Developed the capstone course for Liberty University's DSL program in strategic leadership. <u>Research</u> Applied research relating to strategic leadership in consulting practice. Reviewed article submissions for IBAM. <u>Directed Study</u> Directed study experience at undergraduate, master's, and doctoral levels.
Dr. Frank Hart	Ed.D. Leadership & Management; M.A. Psychology (Industrial & Organizational Psychology)	<u>School of Professional Education (Online):</u> Human Resource Management	Director – Central Meat Processing Plant, Ramstein, Germany (2017-present) Change Management Specialist – Defense Commissary Agency HQs (2016-2017) <u>Scholarship</u> Developed and taught a one-hour change management class to all new supervisors in the DeCA New Supervisor's class. I taught a base-wide customer service class while I was in the Air Force (Aviano Air base, Italy). Subject matter expert and speaker at Town Hall meeting in support of Supreme Headquarters Allied Forces Europe (SHAPE NATO base) residents. <u>Research</u> Conducted informal research in change management, organizational behavior, employee motivation, diverse teams, employee performance, employee morale, and various other leadership elements. <u>Directed Study</u> Directed study experience at the undergraduate level.

Dr. Samantha Starke	Doctor of Health Sciences (Concertation in Leadership and Organizational Behavior), Master Healthcare Admin., Master Business Admin.	School of Professional Education (Online): Introduction to Health Information Management; Training & Development for Healthcare; United States Healthcare Systems; Ethical Issues in Healthcare; Privacy and Security of Healthcare Data; Patient Communication and Service Excellence; Financial Management in Healthcare; Seminar in Healthcare Practice; Healthcare Reimbursement; Principles of Managed Care; Health and Clinical Data Management; Healthcare Marketing Strategies; Leadership and Change in Healthcare; Statistics for Healthcare Managers	Owner – Strong Leadership Services (2012-present) Scholarship Professional presentation on The Managers Toolkit: A practical guide to managing people at work. The Challenges of Global Health. Alcohol, Drugs, and Baby Boomers: Are you Ready? Research Lead Researcher for Healthcare Marketing/Branding Initiatives. Course Development- Healthcare Statistics. Quantitative Descriptive Study: Smoking Cessation Program Success in Missouri College Students. Directed Study Directed study experience at the undergraduate level.
Dr. Elizabeth Whiting	Ph.D. Leadership Studies, M.A. Counseling	School of Professional Education (Online): Advanced Professional Communication; Stress Management	Owner of business that assesses existing organizational systems & policies Scholarship Involves the confluence of communication theory, leadership studies, gender studies, ministry leadership, and psychology. Bring this knowledge into the courses designed and taught. This transdisciplinary approach is consistent with one of the other teaching hats, which is with the Leadership & Integrative Studies Program at Kennesaw State University. Research Used a mixed-methods interdisciplinary approach to identify organizational obstacles to gender equity in senior leadership attainment for theologically egalitarian traditions. Published a chapter on this subject in a leadership book authored by Aaron Perry, a professor at Indiana Wesleyan University. Directed Study Directed study experience at the undergraduate level.

Appendix C
Pilot Syllabus

Human Resource Management HR-MG 500 (3)
Syllabus

Course Information

- HR-MG 500
- Hours/Credits: 3
- Course Title: Human Resource Management
- Course Description This course examines practices used by human resource management staff to build and maintain an effective workforce. Topics include human resource planning, job analysis, recruitment, selection, performance appraisal, manpower development, compensation, and labor relations.
- Pre-requisite: course taken before other courses.

Mission Statements

Central Christian College of Kansas Mission Statement
- Christ-Centered Education for Character
  - Core Four: Heart, Strength, Mind, and Soul
- School of Graduate Studies Outcomes
  - Analyze and experience program content and approaches including historical and philosophical background, range of subject matter, accepted theories, methods, mechanism, and models (C4Mind).
  - Develop and improve abilities to include analyzing, synthesizing, and evaluating research, and literature about the program (C4Soul).
  - Improve and adapt expertise related to the program content and context including articulating critically and creatively through assessment, and critical thinking (C4Strenght).
  - Prioritize civic and morals principles related to the program that includes specific knowledge, ethical guidelines in the discipline, relating specifically to institutional outcomes (C4Heart).

- Human Resource Management in Organizational Management Program Outcomes
  - C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.
  - C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.
  - C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.
  - C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.

- Human Resource Management Character Outcomes
  - Comprehend and analyze identity issues that are critical to understanding individual and collective processes.
  - Understand and apply the principles and foundations of leadership management and give organizational directions.

- o Understand and apply theories of organizational identity, identity assessment, and their influence on leadership management.
- o Know how to build internal partnerships with employees based on leadership management and identity.

Graduate Course Objectives

The School of Graduate Studies (SGS) is committed to expanding the Christ-Centered education foundation and diversity of Central Christian College of Kansas' graduate student body and producing a unique environment where all graduate students have the tools, assets, and collegiate support they need to excel in academics and life. The culture offers opportunities to explore and dive into scholarship research and practical aspects as it pertains to each related discipline.

Master's in Strategic Leadership focuses on both people and processes in strategy, leadership, and team management, ensuring that the student has the skills needed to become an agent of informed change, rather than just a procedural manager. The student will focus on real-world issues within the context of their field, pulling from both the expertise of others and their own experiences, skills, and abilities.

Upon completion of this course, graduates will be able to:
1. The graduate will be able to prioritize and experiment with HRM key functions that are critical to organizational goals, and objectives (C4Heart).
    a. Measured with discussion and session-long project.
2. The graduate will be able to analyze and examine practices used in HRM to build and maintain an effective workforce and organization (C4Strength).
    a. Measured with session-long projects and case studies.
3. The graduate will be able to evaluate and dissect HRM job design and job analysis, methods of recruitment, and organizational aspects that impact HR decisions (C4Mind).
    a. Measured with discussions, session-long projects, and case studies.
4. The graduate will be able to analyze the concepts and processes of performance appraisal, manpower development, compensation, and labor relations (C4Soul).
    a. Measured with discussions and the final project.

Course Materials

Required Textbooks & Materials
- BPP Learning Media. (2015). Human Resource Management : Course Book: Vol. July 2015 edition. BPP Learning Media. (Ebooks)
- Jawad Syed, & Robin Kramar. (2017). Human Resource Management : A Global and Critical Perspective (Vol. 2nd). Bloomsbury Academic. (Ebooks)
- Haslinda, A. (2009). Evolving terms of human resource management and development. The journal of international social research, 2(9), 180-186. (Google Scholar)
- Almutairi, M., & Alsawalhah, A. A. (2020). The Impact of Strategies Human Resource Management on Organizational Commitment.(An Applied Study on Employees in Jordanian Islamic Banks). Modern Applied Science, 14(4), 19-31. (Google Scholar)
- Potočnik, K., Anderson, N. R., Born, M., Kleinmann, M., & Nikolaou, I. (2021). Paving the way for research in recruitment and selection: recent developments, challenges, and future opportunities. European Journal of Work and Organizational Psychology, 30(2), 159-174. (Google Scholar)
- Güngör, P. (2011). The relationship between the reward management system and employee performance with the mediating role of motivation: A quantitative study on global banks. Procedia-Social and Behavioral Sciences, 24, 1510-1520. (Google Scholar)
- Al-Qudah, K. M., Osman, A., & Suberi Ab Halim, M. (2014). The effect of human resources planning and training and development on organizational performance in the government sector in Jordan. (Google Scholar).

Optional Textbooks & Materials
- Briner Library (http://library.centralchristian.edu/)
- Writing Support (http://www.centralchristian.edu/writing-center)

Appendices
- Appendix A: Weekly Expectations (Assignments, Objectives, etc.)
- Appendix B: Course Administration and Policies
- Appendix C: Academic Integrity

Course Requirements

Graduate Courses Structure
Graduate courses are structured to cover various topics each week and are organized around weekly sections with specific activities designed as assignments to optimize the graduate student learning experience. Course goals are supported by weekly objectives, program objectives, and SGS objectives. The courses' learning activities include Literature Review, Discussions, Peer-Reviewed Video Session, Session Long Projects, Professional Seminars, and Case Studies. The graduate student explores material such as lecture notes, videos, audio files, and PowerPoints for preparation and review of the content for a given week. The core reading is from the chosen course literature. Additional resources are provided to support course activities and assignments. Additional resources should be reviewed for support of assignments. The additional resources are provided for clarity and additional information in this course and future reference. Discussion of the content occurs in weekly discussion threads. Expansion of those discussions occurs during the Peer-Reviewed Video Session. Graduate students post an initial response to the instructor's discussion question, as well as three follow-up posts to initial responses by other students (See rubric for details). In the Session Long Project and Case Studies assignments, the graduate student will apply the week's content through problem-solving and other learning and critical thinking activities to exercise the content and ensure learning is strengthened to a point of practical application per graduate-level work (See rubric for details). The graduate students will perform a video presentation on week five of each course based on course objectives assigned by the instructor. The video presentation will be an asynchronous format that allows other peers to review and evaluate the content of the presentation. To enhance and generate a graduate-level culture the student participate in the Professional Seminars that take place on week three of each course. As part of an online/blended program, online students can attend the live sessions remotely but are highly encouraged to attend the live sessions on campus if distance permits. Students that chose the residential path must attend the live sessions in person. There will be a discussion component in which students will engage and discuss the topic presented in the Strategic Leadership seminar.
This sets a readiness for the next topic's exploration and the model repeats as learning is developed. The length of assignments should not be interpreted to reflect their importance or relevance.

Course Projects
Session Long Projects: these projects are aimed to be used as a practical tool based on research. The graduate will explore topics related to the field and will expand based on real-world applications.
Case Studies: these cases are aimed to continue to enhance the foundation in the field. The cases are research-based which will evoke a sense of inquiry and knowledge-seeking in the graduates.
Peer Review Video Session: the video task is aimed to allow the graduate to showcase knowledge acquired in the course. The session is a peer review in nature and will allow other graduates to provide feedback concerning the information presented.
Final Project: the project is aimed to invite the graduate to explore, analyze, opinion, and propose solutions to a major issue in the field. The objective is for the graduate to put into practical use all the material learned throughout the course.

Course Assignments
Each week the graduate will have the opportunity to complete at least one SLP, CS, DB, VRS, or FP Assignment. These assignments have been designed to challenge the graduate to move beyond the text and course interface, to apply, assess, critically think, collaborate on the assignment or synthesize

information discussed in the course. These tasks vary in type and scope but often require a type of submission. Graduates should pose questions to their course facilitator if the requirements of the assignment are unclear.

Readings and Preparation
The graduate is expected to read the entirety of the readings and exercises that are assigned and be prepared to intelligently discuss the content. You should look up terms in articles, databases, research with which you are not familiar.

Discussion Participation
Note: Discussion prompts are subject to change at the discretion of CCCK instructors. If changed, Discussion prompts will remain true to course content while allowing for discussion of current developments throughout the world. The instructor must include wording for APA requirements, at least four-day interaction for the student, a sense of graduate-level word quality, and other expectations.

A minimum expectation for discussion assumes that you will make at least one original comment (minimum of 250 words) in response to the instructor's question by Thursday of each week, and responses to at least three other classmates on three additional days. These four messages must be posted over four separate days each week. Obviously, absences (or limited logins) will adversely affect your grade, since you will have limited opportunity to participate in the discussion. Therefore, discussion threads cannot be made up after the week closes. Each week, you will be provided with a specific prompt that is intended to both increase your self-awareness and develop a substantial sense of graduate-level research, critical thinking, collaboration, historical and philosophical background, range of subject matter, accepted theories, methods, mechanism, and models.

Grading Information

Description
Grades will be determined based on points earned through the completion of assignments and class participation. Please keep in mind that these grades are not open for negotiation and the facilitator places the responsibility of maintaining awareness of your grade upon your shoulders. The facilitator will not entertain end-of-course appeals. A grade is earned, not bartered. If you have a concern about your grade, contact the facilitator early enough that something can be done about it. While extra credit work is not available, your facilitator is there to assist you in maintaining a grade through the demonstration of hard work and persistence. The facilitator reserves the right to adjust the final grade dependent on attendance and/or class participation.

ClassLive
Zoom Room Seminar Sessions will be held weekly. Participation is encouraged but not required. The Zoom Room sessions may be used to review assignments, answer course questions, provide additional discussion on current course activities, etc. The graduate should expect at least three class live sessions throughout the course period. The sessions will be posted in announcements or via messaging.

Grading of Assignments
The grade for this course will be determined according to the following weighting:

Assignments/Activities	Number	Points Each	Total
Critical Narrative Assessment	10	25	250
Session Long Project	3	50	150
Case Study	2	100	200
Peer-Reviewed Video Project	1	140	140
Final Course Project	1	200	200
Total			**940**

Letter Grades

Letter grades for the entire course will be assigned as follows:

Letter Grade	Points	Percent
A	4.00	94.0-100
A-	3.70	92.0-93.9
B+	3.30	90.0-91.9
B	3.00	86.0-89.9
B-	2.70	84.0-85.9
C+	2.30	82.0-83.9
C	2.00	78.0-81.9
C-	1.70	76.0-77.9
D+	1.30	74.0-75.9
D	1.00	70.0-73.9
D-	0.70	68.0-69.9
F	0.00	67.9 and below

View Grades

Grades can be viewed on the Learning Management System for this course.

Course Schedule
Topics and Assignments

Week	Literature Review	Reading	Assignments
Week 1	Context and Developing HRM	Part A: 1 BPP Learning Media. (2015). Part 1: 1 Jawad Syed, & Robin Kramar. (2017).	Water Cooler 1 Water Cooler 2 Session Long Project 1
Week 2	Planning and Strategy in HRM	Part A: 2 BPP Learning Media. (2015). Part 1: 2, 6 Jawad Syed, & Robin Kramar. (2017).	Water Cooler 3 Water Cooler 4 Case Study 1
Week 3	Recruitment and Selection in HRM	Part A: 3-4 BPP Learning Media. (2015). Part 2: 8 Jawad Syed, & Robin Kramar. (2017).	Water Cooler 5 Water Cooler 6 Session Long Project 2
Week 4	Performance and Reward Management in HRM	Part A: 5 BPP Learning Media. (2015). Part 2: 9-10 Jawad Syed, & Robin Kramar. (2017).	Water Cooler 7 Water Cooler 8 Session Long Project 3 Peer-Reviewed Video
Week 5	Monitoring and Managing Manpower Performance	Part A: 6 BPP Learning Media. (2015). Part 3: 12 Jawad Syed, & Robin Kramar. (2017).	Water Cooler 9 Water Cooler 10 Case Study 2
Week 6	Flexibility, Productivity, and Involvement in HRM	Part B: 9 BPP Learning Media. (2015). Part 3: 14 Jawad Syed, & Robin Kramar. (2017).	Final Project

Appendix A: Weekly Expectations

Week #1

Title
- Context and Developing HRM

Overview
- The graduate will examine and experiment with specific contexts and developments related to the world of human resource management.

Required Readings/Visuals/Presentations/Additional Resources
- Part A: 1 BPP Learning Media. (2015).
- Part 1: 1 Jawad Syed, & Robin Kramar. (2017).

Water Cooler Discussion 1
- Title: Personnel Management
- Discussion Prompt: after reading the literature for this week answer the following:
  - List the four traditional of personnel management. Elaborate on one of the points and provide a real-world example.
  - Provide at least 2 references in APA format for your initial post.

Water Cooler Discussion 2
- Title: HRM Role
- Discussion Prompt: after reading the literature for this week answer the following:
  - What role can HRM have in coping with changes associated with the technological context in the organization?
  - Provide at least 2 references in APA 7th Edition format for your initial post.

Session-Long Project 1
- Title: EVOLVING TERMS OF HUMAN RESOURCE MANAGEMENT AND DEVELOPMENT
- Content Requirements: Please read the article on "Evolving terms of HRM and development". Please provide the following:
  - Please provide at least 4 key points out of the article.
  - Articulate one of the points.
  - How does the article relate to real-world situations?
  - Do you agree or disagree with the position of the article?
  - You must provide at least 2 more references to support your points.
  - Provide subtitles and subtopics as necessary.
- Links: https://d1wqtxts1xzle7.cloudfront.net/34705201/haslinda-with-cover-page-v2.pdf?Expires=1648581304&Signature=AbBZHQnrLizO6~rU-xHUeky1xifI3xEK0KxYW1CBgHcZxbtt9KgtWbxLr3TYj82OqocQyZjifcb8TjNdM403p4c6nI95UBlQh1U7PZGicEGI8z9QiX1K2EQe1zEXvgrwy4nLq42qAO1JH9x~~Gsc8-Cr4of38k52wcwqoC9T2Wdo-BttJsfDWQCGIJLlBgWnCBfiHrKqC7eOdVKYl7WTvi9~iCEaL7GmzDh2eIuBGbnHy9bgttC44lkhJZbVCnE9dIEHsxaWADK4cyr-Z4ZX1p4JRxaYfEXD-iQB~STddAuYBpJV0mEwjjDqsuoESp6QGiSSeE5IhTVQAqEvbC2t2A__&Key-Pair-Id=APKAJLOHF5GGSLRBV4ZA
- Format Requirements:

Document Type	APA 7th Edition
Length	1-2 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Week #2

Title
- Planning and Strategy in HRM

Overview
- The graduate will discover and analyze specific content related o planning and strategy in human resource management.

Required Readings/Visuals/Presentations/Additional Resources
- Part A: 2 BPP Learning Media. (2015).
- Part 1: 2, 6 Jawad Syed, & Robin Kramar. (2017).
- Almutairi, M., & Alsawalhah, A. A. (2020). The Impact of Strategies Human Resource Management on Organizational Commitment. (An Applied Study on Employees in Jordanian Islamic Banks). Modern Applied Science, 14(4), 19-31.
- Videos
    o https://www.youtube.com/watch?v=UfY4qt6jLio&t=161s
    o https://www.youtube.com/watch?v=2fhXWlHubpA&t=337s

Water Cooler Discussion 3
- Title: Human Resource Planning
- Discussion Prompt: After watching the video please elaborate:
    o What are the main key points in the video?
    o How could you make the process more effective?
    o Please provide a real-world example.
    o Provide at least 2 references in APA format for your initial post.
- Links: https://www.youtube.com/watch?v=2fhXWlHubpA&t=337s

Water Cooler Discussion 4
- Title: Strategic Human Resource Management
- Discussion Prompt: After watching the video please elaborate:
    o What are the main key points in the video?
    o How could you make the process more effective?
    o Please provide a real-world example.
    o Provide at least 2 references in APA format for your initial post.
- Links: https://www.youtube.com/watch?v=UfY4qt6jLio&t=161s

Case Study 1
- Title: The Impact of Strategies Human Resource Management on Organizational Commitment
- Content Requirements: after reading the article provided please elaborate on the following:
    o Synthesize the main findings of the article.
    o Name at least 3 valuable points of the article.
    o Elaborate on the 3 valuable points of the article.
    o Use 1 valuable point and provide a real-world practical example.
    o As an HRM leader, can you make the practical example more effective?
    o Provide at least 3 more references to support your points.
    o Provide subtitles and subtopics as necessary.
- Links: https://www.researchgate.net/profile/Ayyoub-Alsawalhah/publication/339776451_The_Impact_of_Strategies_Human_Resource_Management_on_Organizational_Commitment_An_Applied_Study_on_Employees_in_Jordanian_Islamic_Banks/links/5e640c62a6fdcc37dd0d44b9/The-Impact-of-Strategies-Human-Resource-Management-on-Organizational-Commitment-An-Applied-Study-on-Employees-in-Jordanian-Islamic-Banks.pdf

Document Type	APA 7th edition
Length	3-5 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Week #3

Title
- Recruitment and Selection in HRM

Overview
> The graduate will investigate and tabulate content related to the recruitment and selection process in human resource management.

Required Readings/Visuals/Presentations/Additional Resources
- Part A: 3-4 BPP Learning Media. (2015).
- Part 2: 8 Jawad Syed, & Robin Kramar. (2017).
- Potočnik, K., Anderson, N. R., Born, M., Kleinmann, M., & Nikolaou, I. (2021). Paving the way for research in recruitment and selection: recent developments, challenges, and future opportunities. European Journal of Work and Organizational Psychology, 30(2), 159-174.
- Videos
  - https://www.youtube.com/watch?v=hHXlsJ2VQ70

Water Cooler Discussion 5
- Title: Recruitment and Selection
- Discussion Prompt: after watching the video please elaborate:
  - What are the main key points in the video?
  - How could you make the process more effective?
  - Please provide a real-world example.
  - Provide at least 2 references in APA format for your initial post.
- Links: https://www.youtube.com/watch?v=hHXlsJ2VQ70

Water Cooler Discussion 6
- Title: Recruiting Competences
- Discussion Prompt: after reading the literature this week please elaborate:
  - What three criteria make "competencies" effective in guiding recruitment and selection?
  - Which criteria is the most valuable to you and why?
  - Provide at least 2 references in APA format for your initial post.

Session-Long Project 2
- Title: Paving the way for research in recruitment and selection: recent developments, challenges, and future opportunities
- Content Requirements: Please read the article "Paving the way for research in recruitment and selection: recent developments, challenges, and future opportunities". Please provide the following:
  - Provide at least 4 key points out of the article.
  - Articulate one of the points.
  - How does the article relate to real-world situations?
  - Do you agree or disagree with the position of the article?
  - You must provide at least 2 more references to support your points.
  - Provide subtitles, and subtopics as necessary.
- Links: https://www.tandfonline.com/doi/pdf/10.1080/1359432X.2021.1904898
- Format Requirements:

Document Type	APA 7th edition
Length	1-2 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Week #4

Title
- Performance and Reward Management in HRM

Overview
- The graduate will investigate, criticize and evaluate contents and applications related to performance and reward management in human resource management.

Required Readings/Visuals/Presentations/Additional Resources
- Part A: 5 BPP Learning Media. (2015).
- Part 2: 9-10 Jawad Syed, & Robin Kramar. (2017).
- Güngör, P. (2011). The relationship between the reward management system and employee performance with the mediating role of motivation: A quantitative study on global banks. Procedia-Social and Behavioral Sciences, 24, 1510-1520.
- Videos
   - https://www.youtube.com/watch?v=SyOZ_4rWWiY&t=56s

Water Cooler Discussion 7
- Title: Performance Management
- Discussion Prompt: after watching the video please elaborate:
   - What are the main key points in the video?
   - How could you make the process more effective?
   - Would you do anything differently?
   - Please provide a real-world example.
   - Provide at least 2 references in APA format for your initial post.
- Links: https://www.youtube.com/watch?v=SyOZ_4rWWiY&t=56s

Water Cooler Discussion 8
- Title: Reward Systems
- Discussion Prompt: after watching the video please elaborate:
   - What are the main key points in the video?
   - How could you make the process more effective?
   - Would you do anything differently?
   - Please provide a real-world example.
   - Provide at least 2 references in APA format for your initial post.
- Links: https://www.youtube.com/watch?v=6F56s8diTrk

Case Study 2
- Title: The Relationship between Reward Management System and Employee Performance with the Mediating Role of Motivation
- Content Requirements: after reading the article provided please elaborate on the following:
   - Synthesize the main findings of the article.
   - Name at least 3 valuable points of the article.
   - Elaborate on the 3 valuable points of the article.
   - Use 1 valuable point and provide a real-world practical example.
   - As an HRM leader, can you make the practical example more effective?
   - Provide at least 3 more references to support your points.
   - Provide subtitles and subtopics as necessary.
- Links:
https://reader.elsevier.com/reader/sd/pii/S1877042811015576?token=8927E4CB1E50C815039FB3

BCED8E63BDDE70BF1F4F9C2DC3853A0F81A1FDE3826CDC52574139B2F2C03683E7FE8C0DE9&originRegion=us-east-1&originCreation=20220330192300

Document Type	APA 7th edition
Length	3-5 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Peer-Reviewed Video Project
- Title: An Organizational Leadership in Human Resouce Management Reflection

Content Requirements: As you prepare for your final project, it might be helpful to gain some feedback and critique concerning your interpretations and application of what we have been discussing about human resource management and what you have been discovering about yourself throughout this course.

The goal of this assignment is:

1. Assess your ability to interpret and practically use the theories and concepts as well as to incorporate elements of other topics we have discovered and covered throughout the course.
2. Assess your ability to evaluate the ability of others and provide critical feedback designed to enhance how another with the topics discussed and covered in this course.

In this assignment, you will need to complete video analysis of yourself. This video should be aimed for you to share with leadership at your workplace about your skills and abilities to serve as a capable human resource and organization ambassador and leader within the institution. The *reviewers* will be judging you on your ability to skillfully provide insights into your leadership capacity, including tendencies, patterns, pitfalls, and perspectives. Your ability to rightfully interpret and represent yourself will play a crucial role in becoming a human resources tip of the spear leader. However, your ability to articulate those tendencies in such a way that allows others to partner, both supporting and complementing your tendencies, will help create the foundation to lead and establish a sense of identity.

You may choose to engage in this assignment in any manner you feel is most appropriate to your style. So, if you are creative - go that route. If you are more conscientious - go that route. This is intended to be a relaxed yet informative, fun, and reflective share.

If you are a little stuck, you could rely on a tried and true strategic planning model called the SWOT Analysis. This popular strategy tool focuses on four elements Strengths, Weaknesses, Opportunities, Threats. So, applied to human resources and organization management assessment you could focus on:

- Strengths: Those internal tendencies that can support human resources
- Weaknesses: Those internal tendencies that might undermine human resources
- Opportunities: People, resources, situations, and environments in which your tendencies might become an asset to human resources
- Threats: People, resources, situations, and environments in which your tendencies might become a detriment to human resources

Assignment Details

This is a peer-reviewed assignment. Thus, your grade will depend on both your ability to produce a video and to assess the video of your peers. For this assignment, you will be paired with two or three other

members of the class. Once you have submitted your assignment, you will be able to assess the assignment of others in your group.

Consider the following when completing the assignment:

Your Video

- o Your video should be no shorter than 7 minutes in length.
- o Your video should focus on personal analysis, course material interpretation, and your reflection and connection.
- o Visual aids or resources might enhance your presentation.
- o Your video will need to be uploaded no later than **THURSDAY** evening, providing time for your fellow learners to review it.

Your Assessment

- o Your analysis should focus on substance, not style. While comments like "It was good" or "I like..." can be helpful, your grade will depend on your ability to provide substantive feedback to your fellow learner.
  - ▪ Highlight ways in which your fellow learner truly captured and interpreted his or her personality in light of the feedback report.
  - ▪ Discuss ways in which your fellow learner might want to enhance aspects of the analysis; be specific.
  - ▪ What aspects did your fellow learner fail to address that you think might be beneficial in the future?
  - ▪ Did your fellow learner use language that sounded professional - a human resource manager/leader you might follow?
  - ▪ Are human resources aspects that your fellow learner can continue to work on? Why or why not?

Week #5

Title
- Monitoring and Managing Manpower Performance

Overview
- The graduate will be able to research and examine concepts and applications related to monitoring and managing manpower performance in human resource management.

Required Readings/Visuals/Presentations/Additional Resources
- Part A: 6 BPP Learning Media. (2015).
- Part 3: 12 Jawad Syed, & Robin Kramar. (2017).
- Al-Qudah, K. M., Osman, A., & Suberi Ab Halim, M. (2014). The effect of human resources planning and training and development on organizational performance in the government sector in Jordan.
- Videos
  - https://www.youtube.com/watch?v=H__5wa30A9s

Water Cooler Discussion 9
- Title: Talent Management
- Discussion Prompt: after watching the video please elaborate:
  - What are the main key points in the video?
  - How could you make the process more effective?
  - Would you do anything differently?
  - Please provide a real-world example.
- Links: https://www.youtube.com/watch?v=H__5wa30A9s

Water Cooler Discussion 10
- Title: Reasons for poor performance
- Discussion Prompt: after reading the assigned literature for this week please elaborate on the following:
  - What are the main four reasons for poor performance?
  - Elaborate on one of the main reasons for poor performance and provide an example.
  - How could you as the HRM manager/leader address the issue?

Session-Long Project 3
- Title: The Effect of Human Resources Planning and Training and Development on Organizational Performance in the Government Sector in Jordan
- Content Requirements: Please read the article "The Effect of Human Resources Planning and Training and Development on Organizational Performance in the Government Sector in Jordan". Please provide the following:
  - Provide at least 4 key points out of the article.
  - Articulate one of the points.
  - How does the article relate to real-world situations?
  - Do you agree or disagree with the position of the article?
  - You must provide at least 2 more references to support your points.
  - Provide subtitles, and subtopics as necessary.
- Links:
  https://dspace.adu.ac.ae/bitstream/handle/1/1934/The%20Effect%20of%20Human%20Resources%20Planning%20and%20Training%20and%20Development%20on%20Organizational%20Performance%20in%20the%20Government%20Sector%20in%20Jordan.pdf?sequence=1

Document Type	APA 7th edition
Length	1-2 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Week #6

Title
- Putting all of it together through flexibility, productivity, and involvement in HRM

Overview
- The graduate will experiment, reason, and evaluate the flexibility, productivity, and involvement in HRM.

Required Readings/Visuals/Presentations/Additional Resources
- Part B: 9 BPP Learning Media. (2015).
- Part 3: 14 Jawad Syed, & Robin Kramar. (2017).

Final Course Project
- Final Project: Putting it all together- Human Resource practices at the workplace.
  - Content Requirements: The project is based on the adaptation and practical implementation of human resources concepts learned throughout the course. The purpose of the project is for you as the human resource leader to demonstrate your ability to integrate theory and concepts in developing real-world applications and solutions. You are to discover a human resource organizational dilemma that is relevant and familiar to the institution and make

recommendations for a potential solution and or disputation based on the course content and what you have learned about yourself and how can you help in the process.
- Conclusive paper structure:
  - o Discover a human resource: problem, concern, area of improvement, or dilemma in your organization.
  - o Provide background on the problem, concern, area of improvement, or dilemma in your organization.
  - o As part of your human resource leader approach assess and implement potential solutions from two or more practical approaches.
  - o Strengths and weaknesses of each approach for the identified problem, concern, area of improvement, or dilemma in your organization.
  - o From the human resource perspective what type of skills, and tools will you need to fix the dilemma?
  - o Reflect your investigation and findings.
  - o Provide at least 6 references that support your position.

Document Type	APA 7th edition
Length	6-8 pages
Margins	APA
Font	APA
Line Spacing	APA
In-text Citations & Reference List Style	APA

Rubrics

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Case Study (100 points)					
Criteria	**Ratings**				**Pts**
Structure & Organization	30 to >27.0 pts Exemplary The writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	27 to >25.0 pts Proficient Organization and structure are evident; cohesion and flow of ideas are adequate.	25 to >22.0 pts Emerging Some logical organization and structure are evident; ideas demonstrate some development, cohesion or flow is detracting.	22 to >0 pts Undeveloped Little to no evidence of structure or organization.	30 pts
Assignment Driven	30 to >27.0 pts Exemplary Demonstrates mastery in covering all key elements of the assignment substantively.	27 to >25.0 pts Proficient Demonstrates considerable proficiency covering all key elements of the assignment.	25 to >22.0 pts Emerging Demonstrates partial proficiency covering all key elements of the assignment.	22 to >0 pts Undeveloped Demonstrates limited or poor proficiency covering all key elements of the assignment.	30 pts
Critical Thinking	20 to >18.0 pts Exemplary Demonstrates mastery of conceptualizing the problem. Viewpoints and assumptions of experts are analyzed, synthesized, and evaluated. Conclusions are logically presented with appropriate rationale.	18 to >16.0 pts Proficient Demonstrates proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are proficiently analyzed, synthesized, and evaluated. Conclusions are presented with the necessary rationale	16 to >14.0 pts Emerging Demonstrates limited proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are somewhat analyzed, synthesized, and evaluated. Conclusions are somewhat consistent with the analysis and findings.	14 to >0 pts Undeveloped Demonstrates poor proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are either absent or poorly analyzed, synthesized, and evaluated. Conclusions are either absent or poorly conceived and supported.	20 pts
Scholarly Writing	20 to >18.0 pts Exemplary Demonstrates mastery and proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	18 to >16.0 pts Proficient Demonstrates proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	16 to >14.0 pts Emerging Demonstrate limited proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	14 to >0 pts Undeveloped Demonstrates poor proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	20 pts
Total Points: 100					

Water Cooler Discussion (25 points)

Criteria	Ratings				Pts
Quality of Initial Posting	10 to >9.0 pts Distinguished Initial posting reveals a clear understanding of all aspects of the discussion question; uses factual and relevant information; cites course readings, and demonstrates full development of concepts.	9 to >7.0 pts Proficient Initial posting demonstrates legitimate reflection and answers most aspects of the discussion question; full development of concepts is not evidenced.	7 to >6.0 pts Basic Initial posting demonstrates some reflection and answers some aspects of the discussion question; Limited development of concepts is evident.	6 to >0 pts Unsatisfactory The initial posting was not on topic; the response was unrelated to the discussion question, and the post demonstrated only superficial thought and poor preparation.	10 pts
Quality of Responses to Classmates	5 to >4.0 pts Distinguished Demonstrated analysis of others' posts; extends meaningful discussions by building on previous peer posts and offering alternative perspectives.	4 to >2.0 pts Proficient Provided comments and new information to other posts; not all responses promote further discussion of the topic.	2 to >0.0 pts Basic Some depth in response; agreed or acknowledged one other classmate's initial posting.	0 pts Unsatisfactory No depth in response; agreed or acknowledged one other classmate's initial posting.	5 pts
Frequency of Responses to Classmates	5 to >4.0 pts Distinguished Responded to the required number of students and the professor, if appropriate, for the discussion.	4 to >2.0 pts Proficient Responded to almost all the required number of students and the professor, if appropriate, for the discussion. Missing one response.	2 to >0.0 pts Basic Responded to some of the required numbers of students and the professor, if appropriate, for the discussion. Missing two or more responses.	0 pts Unsatisfactory Did not respond to any students or the professor, if appropriate, for the discussion.	5 pts
Participation and Timeliness	5 to >4.0 pts Distinguished The initial post occurs promptly (by Thursday) allowing ample time for classmates to respond and engage. Participation in the discussion was on three (or more) different days.	4 to >2.0 pts Proficient The initial post occurs later (Friday) allowing limited time for classmates to respond and engage. Participation in the discussion was on two different days.	2 to >0.0 pts Basic The initial post occurs substantially late (Saturday) allowing minimal to no time for classmates to respond and engage. Participation in the discussion was on one day.	0 pts Unsatisfactory The initial post occurs after the module assignment due date. No participation in discussion.	5 pts
Total Points: 25					

Session-Long Project (50 points)

Criteria	Ratings				Pts
Structure and Organization	20 to >18.0 pts Distinguished The writer demonstrates logical and subtle sequencing of ideas through well-developed paragraphs; transitions are used to enhance organization.	18 to >16.0 pts Proficient Organization and structure are evident; cohesion and flow of ideas are adequate.	16 to >14.0 pts Basic Some logical organization and structure are evident; ideas demonstrate some development, cohesion or flow is detracting.	14 to >0 pts Unsatisfactory Little to no evidence of structure or organization.	20 pts
Assignment Driven	10 to >9.0 pts Distinguished Demonstrates mastery in covering all key elements of the assignment in a substantive way.	9 to >6.0 pts Proficient Demonstrates considerable proficiency covering all key elements of the assignment.	6 to >3.0 pts Basic Demonstrates partial proficiency covering all key elements of the assignment.	3 to >0 pts Unsatisfactory Demonstrates limited or poor proficiency covering all key elements of the assignment.	10 pts
Critical Thinking	10 to >9.0 pts Distinguished Demonstrates mastery of conceptualizing the problem. Viewpoints and assumptions of experts are analyzed, synthesized, and evaluated. Conclusions are logically presented with appropriate rationale.	9 to >6.0 pts Proficient Demonstrates considerable proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are proficiently analyzed, synthesized, and evaluated. Conclusions are presented with the necessary rationale.	6 to >3.0 pts Basic Demonstrates partial proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are somewhat analyzed, synthesized, and evaluated. Conclusions are somewhat consistent with the analysis and findings.	3 to >0 pts Unsatisfactory Demonstrates limited or poor proficiency in conceptualizing the problem. Viewpoints and assumptions of experts are either absent or poorly analyzed, synthesized, and evaluated. Conclusions are either absent or poorly conceived and supported.	10 pts
Scholarly Writing	10 to >9.0 pts Distinguished Demonstrates mastery and proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	9 to >6.0 pts Proficient Demonstrates considerable proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	6 to >3.0 pts Basic Demonstrate partial proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	3 to >0 pts Unsatisfactory Demonstrates limited or poor proficiency in scholarly writing following the required structure and organization of the assignment, using relevant and quality sources to support ideas, using in-text citations of sources, and properly formatting references (bibliography).	10 pts
Total Points: 50					

Peer-Reviewed Video Project (140 points)

Criteria	Ratings				Pts
Use of Media	20 to >15.0 pts Distinguished There is distinguished evidence in the use of media that supports, clarifies, and reinforces the presentation objective.	15 to >10.0 pts Proficient There is proficient evidence in the use of media that supports, clarifies, and reinforces the presentation objective.	10 to >5.0 pts Basic The use of media supports and contributes to the presentation objective.	5 to >0 pts Unsatisfactory Lack of/or misuse of media detracts from the presentation objective.	20 pts
Opening Statement	20 to >15.0 pts Distinguished There is distinguished evidence of a clear opening statement that introduces the topic, captures the audience's attention, and sets the tone for the presentation.	15 to >10.0 pts Proficient There is proficient evidence of a clear opening statement that introduces the topic, captures the audience's attention, and sets the tone for the presentation.	10 to >5.0 pts Basic A clear opening statement introduces the topic.	5 to >0 pts Unsatisfactory Missing opening statement or statement does not introduce the topic.	20 pts
Organization	20 to >15.0 pts Distinguished There is distinguished evidence of an organized presentation and well-sequenced with smooth transitions. It previews, covers, and develops main points.	15 to >10.0 pts Proficient There is proficient evidence of an organized presentation and well-sequenced with smooth transitions. It previews, covers, and develops main points.	10 to >5.0 pts Basic The presentation is organized and well-sequenced with transitions. It previews and covers the main points.	5 to >0 pts Unsatisfactory The presentation is disorganized and/or not well sequenced.	20 pts
Content	20 to >15.0 pts Distinguished There is distinguished evidence of content relevancy and correct with supporting evidence, and incorporates innovative insights.	15 to >10.0 pts Proficient There is proficient evidence of content relevancy and correct with supporting evidence, and incorporates innovative insights.	10 to >5.0 pts Basic Content is relevant and correct with supporting evidence.	5 to >0 pts Unsatisfactory Content is irrelevant or incorrect with no supporting evidence.	20 pts
Research and Format	20 to >15.0 pts Distinguished The research exceeds the minimum requirement of resources and the format is adequate.	15 to >10.0 pts Proficient The research meets most of the minimum requirements of resources and the format is adequate.	10 to >5.0 pts Basic The research meets some of the minimum requirements for resources, and the format is adequate.	5 to >0 pts Unsatisfactory The research does not meet the minimum requirement for resources and the format is not adequate.	20 pts
Clarity of Speech	20 to >15.0 pts Distinguished There is distinguished evidence of modulation of volume to hold the audience's attention. Is clear, articulate, and fluent.	15 to >10.0 pts Proficient There is proficient evidence of modulation of volume to hold the audience's attention. Is clear, articulate, and fluent.	10 to >5.0 pts Basic Sufficient volume, understandable, avoids sloppy speech patterns.	5 to >0 pts Unsatisfactory Inaudible or confusing, with a lack of fluency and the predominant use of sloppy speech patterns.	20 pts

Peer-Reviewed Video Project (140 points)

Criteria	Ratings				Pts
Participation in other peer reviews	20 to >15.0 pts Distinguished Feedback exceeds the minimum requirements.	15 to >10.0 pts Proficient Feedback meets most of the minimum requirements.	10 to >5.0 pts Basic Feedback meets some of the minimum requirements.	5 to >0 pts Unsatisfactory Did not participate.	20 pts

Total Points: 140

Final Project (200 points)

Criteria	Ratings				Pts
Concepts and Application	40 to >35.0 pts Distinguished There is proficient evidence of concepts and application, which is full and/or substantial.	35 to >20.0 pts Proficient There is acceptable evidence of concepts and application, which is mostly full and/or substantial.	20 to >10.0 pts Basic There is a basic evidence of concepts and application but it is not full and/or substantial.	10 to >0 pts Unsatisfactory No evidence of concepts and applications.	40 pts
Substance and Critical Thinking	40 to >35.0 pts Distinguished There is proficient evidence of substance and critical thinking which is full and/or substantial.	35 to >20.0 pts Proficient There is acceptable evidence of substance and critical thinking, which is mostly full and/or substantial.	20 to >10.0 pts Basic There is a basic evidence of substance and critical thinking but it is not full and/or substantial.	10 to >0 pts Unsatisfactory No evidence of substance and critical thinking.	40 pts
Recommendation	40 to >35.0 pts Distinguished There is proficient evidence of recommendation, which is full and/or substantial.	35 to >20.0 pts Proficient There is acceptable evidence of recommendation, which is mostly full and/or substantial.	20 to >10.0 pts Basic There is a basic evidence of recommendation but it is not full and/or substantial.	10 to >0 pts Unsatisfactory There is no evidence of recommendation.	40 pts
Solution and Reflection	40 to >35.0 pts Distinguished There is proficient evidence of assessment of solutions and reflection, which is full and/or substantial.	35 to >20.0 pts Proficient There is acceptable evidence of assessment of solutions and reflection, which is mostly full and/or substantial.	20 to >10.0 pts Basic There is a basic evidence of assessment of solutions and reflection but it is not full and/or substantial.	10 to >0 pts Unsatisfactory There is no evidence of assessment of solution and reflection.	40 pts
Research and Format	40 to >35.0 pts Distinguished The research exceeds the minimum requirements of resources and the format is adequate.	35 to >20.0 pts Proficient The research meets most of the minimum requirements of resources and the format is adequate.	20 to >10.0 pts Basic The research meets some of the minimum requirements for resources, and the format is adequate.	10 to >0 pts Unsatisfactory The research does not meet the minimum requirements for resources and the format is not adequate.	40 pts

Final Project (200 points)		
Criteria	**Ratings**	**Pts**
	Total Points: 200	

Appendix B: Course Administration and Policies

Note: Appendices B and C are subject to change at the discretion of the Institution. For the most recently updated policies, visit https://www.centralchristian.edu/academics/course-catalogs-policies/.

Academic Accommodations
Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Success Center Director** (1-800-835-0078). The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information. http://www.centralchristian.edu/student-success-center2

If you have questions about the process, please contact: **Mrs. Heather Hartzell** at Central Christian College at **1-800-835-0078 or** heather.jartzell@centralchristian.edu
 Accommodations will only be made after written verification of the eligibility has been received by the Facilitator. It is the student's responsibility to initiate contact with the Success Center and request that official communication be sent to the facilitator, verifying the disability and specifying the accommodation.

Attendance
This course is presented in weekly units. The weekly attendance period begins Monday at 12:00 am and ends on Sunday at 11:59 pm. The attendance policy for this course is based on the instructor's respect for the student as a fellow learner. While the weekly format and course text(s) provide the basis for your learning experiences, much of your learning depends upon the extent you interact with your fellow learners and facilitator. Your level of interaction can not only increase your own educational experience, but can also amplify the effectiveness of the group learning process. Your collaboration and input are vital.
A college degree assumes that a student not only completed the required coursework but also attended and participated in the class. In the college world, we call that seat-time. A student who chooses to not interact with his or her classmates and facilitator undermines the value of the online educational experience and also cheats on future co-workers and constituency.
A basic requirement of this course is that you will participate in class and conscientiously complete writing and reading assignments. It is your responsibility to communicate with me concerning times you are unable to attend class or complete an assignment on time. Any 14-day period of non-attendance will result in dismissal from the course (and perhaps the College). Dismissal from a course will have academic, financial, eligibility, and financial aid implications. Depending on the date of the withdrawal, no refund may be available.

Class Participation/Freedom of Expression
Members of the Central Christian College community, including students and guests, are granted the privilege to write about or discuss any subject of intellectual inquiry without fear of censorship, discipline, or intimidation. This freedom does not provide the right to individuals to say anything that they want without regard. Civility and respect are foundational components of freedom of expression. A hostile environment limits the expression of ideas and therefore undermines the diverse expression of opinion. Faculty members of the College provide a safe environment where, as members of a learning community, the entire college community can engage ideas through scholarly investigation and inquiry. Student performance is assessed solely on the fulfillment of learning outcomes as prescribed in course syllabi. Opinions shared in class, classroom conduct, or matters not related to academic performance are not used as a basis for assessing student performance.

Disability Disclosure Statement
Example: Any student who has a documented learning or physical disability and wishes to access academic accommodations under the 1973 Rehabilitation Act of the Americans with Disabilities Act must contact the **Central Christian College of Kansas Success Center Director** (1-800-835-0078). The student must have appropriate documentation of the disability and the need for the requested accommodation on file with the Success Center Director before accommodations can be provided. Please click on the link below to access the information. http://www.centralchristian.edu/student-success-center2

If you have questions about the process, please contact: **Mrs. Heather Hartzell** at Central Christian College at **1-800-835-0078 or** heather.hartzell@centralchristian.edu

Accommodations will only be made after written verification of the eligibility has been received by the Facilitator. It is the student's responsibility to initiate contact with the Success Center and request that official communication be sent to the facilitator, verifying the disability and specifying the accommodation.

FERPA
In 1974, the Family Educational Rights and Privacy Act (FERPA) was passed to provide families and eligible students (over 18) the right to view their own educational 10 records, the right to request that educational records be amended, and the protection of the privacy of educational records. FERPA is administered by the Family Policy Compliance Office (FPCO) and applies to all schools that receive funding through the U.S. Department of Education. Central Christian College of Kansas complies with the mandates of FERPA. Eligible students have the right to file complaints with the FPCO for the alleged failure of the College to comply with FERPA. (Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202-8520). For complete FERPA policy, see the current CCCK catalog.

Incomplete Grade Policy
Example: A Student who finds that he or she is unable to complete the requirements of this course, due to circumstances beyond his or her control (unavoidable conditions that have resulted in hardship or obstacle) may request that a grade of "I" (Incomplete) be awarded for the course. The request for an incomplete is initiated by the student, though the final decision is at the discretion of the facilitator and the School of Professional Education.
Applications for incompletes can be obtained in the School of Professional Education. Applications for Incompletes must be submitted no later than two weeks before the module ends. Applications submitted after the last day of the course will not be considered. There is a $10.00 fee associated with the application process.
Incompletes are intended to apply to students who can complete or have completed approximately three-quarters of the work before the end of the semester. If more than one-fourth of the coursework remains, and the reasons for the student's failure to complete the work are legitimate, the instructor may recommend to the dean that the student be permitted to withdraw from the course. When the parties fail to agree, the case may be referred to the academic dean.

Late Work
All assignments have a due date and that due date has tremendous value to you as a student. Any assignment submitted after the due date is considered late and therefore does not demonstrate effective self-leadership. Planning and strategic preparation can help you avoid needless penalties.
A late assignment is defined as an assignment that is submitted after the articulated due date or time. Your absence during any given module or lack of participation in discussions does not extend due dates. As this is an accelerated course, no late submissions are accepted. If an extension is needed, it is the responsibility of the student to contact the Facilitator before the due date.

Technology
When committing to earning your degree online, you will want to ensure that you have regular access to the proper technology, as well as high-speed Internet.
At CCC, malfunction or failure of students' technology is not an acceptable reason for late submission of work. It is the sole responsibility of the online student to procure the technological hardware (desktop, laptop, tablet, etc.) necessary for completing course assignments.
Should a student experience technical difficulties with his/her Internet connection or primary device used for completing coursework, it remains his/her responsibility to find alternative means of completing and submitting course assignments. In the event of technological failure, students are strongly encouraged to implement their "Plan B". This may include using computers available at public libraries, borrowing computers from friends, relatives, or neighbors, accessing high-speed internet at alternative locations, etc. For a list of free Wi-Fi locations, visit: http://www.wififreespot.com/

Appendix C: Academic Integrity

Academic Honesty/Plagiarism
The mission of Central Christian College is to provide a Christ-centered education for character. This outcome is echoed in the Community Expectations Covenant and Code of Character, which provides the behavioral basis for how elements of character are defined at Central Christian College of Kansas. Activities such as plagiarism, impersonation, fabrication, sabotage, cheating, and deception represent severe departures from the expectations of those attending an institution dedicated to producing men and women of good character. Furthermore, such activities represent a form of embezzlement since they communicate the attainment of knowledge, skills, and abilities that may not truly be mastered by the individual.
The College understands that not all students may agree or understand how standards of academic excellence are violated; therefore the student should become familiar with the practices to avoid. Students do not have the option to appeal to ignorance in cases of academic dishonesty. This section of the Catalog is designed to help educate the student, but this is by no means an exhaustive description. If there is an element of doubt, it is the responsibility of the student to communicate with officials of the school to determine if his or her actions could be defined as appropriate.
Academic dishonesty is best defined as any action that misrepresents the aptitude or ability of a student or misappropriates the work of others. Such actions undermine the academic integrity of the College and subvert its educational goals. Activities that might be considered examples of academic dishonesty include but are not limited to Plagiarism: The intentional failure of the student to attribute credit to an individual or entity for ideas, words, or data that were not originally derived by the student. This can be done through the omission of quotation marks, improper or omitted references, or payment or use of a paper, assignment, project, or response created by someone else; Impersonation: The act of falsifying identity to gain an advantage on an assignment or assessment; Fabrication: The falsification of information and data to obscure, distort, or bias an assignment or assessment. This can be done through the misrepresentation of data or opinion, falsifying references or data, distorting information or data, or misrepresenting time or level of involvement to influence the grade; Sabotage: The willful act of undermining the academic work of others; Cheating: The intentional choice to deceive others by appearing to have a level of mastery that does not truly reflect the level of understanding currently obtained by the student. This can be done through copying, allowing others to copy, using unauthorized materials, receiving unauthorized assistance, repurposing already completed assignments, or paying, coercing, or convincing another to complete work assigned to the student (or doing the same for another student). It also includes the act of obtaining or providing aid outside of the articulated parameters represented by the assignment or assessment, and Deception: Providing falsified information in order to escape consequences or outcomes that would be sanctioned under differing circumstances. All cases of academic honesty will be investigated and arbitrated. No student will be allowed to graduate until all rulings have been finalized. In those cases where an allegation of academic dishonesty is filed after a diploma has been granted, the College reserves the right to revoke graduate status, if the allegation results in a ruling against the student. A grade of "FX" may be reported on the transcript for any course failed due to academic dishonesty.
All records regarding the adjudication of academic dishonesty will be kept in the Office of the Provost. These records will remain confidential and will be maintained for a minimum of five years. After five years, files may be destroyed unless there is evidence to suggest that maintenance of said files is required for continued adjudication.

Adjudication of Academic Dishonesty
If it is found that a learner cheats or plagiarizes on a major examination or project, it must be reported to the Dean of Professional Education. The minimum penalty for such dishonesty should be a failure of the particular examination or project, with no opportunity for make-up or extra credit. The maximum penalty for dishonesty at this level could be a failure of the course if the student has had other instances of dishonesty. A grade of "FX" may be reported on the transcript for any course failed due to academic dishonesty. If there are records of any misconduct or other incidents of academic dishonesty, the Dean of Professional Education may take additional action, including a request for expulsion by the Chief Academic Officer. Dismissal from the College is also possible on the first or second offense of this magnitude. In all cases, the degree to which dishonesty and/or cheating was intended will be determined by the Dean of Professional & Distance Education and any academic sanctions may be enacted by the School of Professional & Distance Education. Formal discipline for academic dishonesty, as it relates to a violation of the Code of Character, will be initiated by the Dean of Professional & Distance Education in cooperation with the Chief Academic Officer. Appeals concerning academic dishonesty and any rulings should be

submitted to the Chief Academic Officer. The Chief Academic Officer will meet with the Dean of Professional Education as an arbiter. If an agreeable resolution does not result, the Chief Academic Officer will convene a formal committee.

Confidentiality

Insomuch as the College maintains a stance on Freedom of Expression and insomuch as you should expect the role of the instructor to maintain confidentiality, the instructor also has a responsibility to protect the rights and safety of others. Therefore, if you disclose anything that is perceived as a threat or participation in an act of harm, abuse, neglect, criminal activity, or infringement of the Code of Conduct, you should expect that the instructor will notify the appropriate authority.

Copyright

All *works* (i.e. written assignments, pieces of art, graphic design, etc.) created and submitted by the student remain the property of the student and are part of the student's *educational record*; therefore protected under the Family Educational Rights and Privacy Act. Enrollment at the institution does provide the College with limited permission to use a student's *educational record*, including *works*, in its fulfillment of the functions of the College (i.e. accreditation portfolios, displays, assessment, etc.).

Dual Relationship

As a professional member of the instructional staff, it is expected that faculty members interact with students in a supervisory role, which may at times include providing counsel or direction within the context of the subject matter. While the very structure of the College promotes close relationships between faculty mentors, inside and outside of the classroom, the College exhorts faculty members to carefully guard the primary relationship needed to master the material of this course. For that reason, faculty members may recommend that a student seek counsel or assistance from another member of the College or local community, during enrollment in the course.

Support Services

Sample: The Center for Academic Excellence and Enrichment (The Success Center) includes a writing center, academic support services, career services, ESL/ELL services, and tutoring.
Students are also eligible for 10 free hours of tutoring, each semester, through Tutor.com. To access these services go to CCCK-Tutor.com.

Turnitin.Com

Sample: To help you in the development of academic integrity, Central Christian College utilizes Turnitin.com. This collaborative environment can help you identify ways in which your research and writing may improve. As a student at Central Christian College, you will need to maintain an active account with Turnitin.com.
By maintaining enrollment in this class, the student voluntarily grants permission and consent for the College to submit copies of my *works* to Turnitin.com to be cataloged as source documents in the Turnitin.com database. It is the understanding of the student that Turnitin.com will not copy, use, distribute, or further disclose and *works* for any other purpose other than what is provided for in the privacy Pledge provided by Tuthitin.com (http://turnitin.con/enUus/about-us/privacy-center/privacy-plege). It is the responsibility of the student to revoke this permission through written instruction provided to the instructor and the Academic Office. Any revocation shall not affect disclosures made to turnitin.com prior to the revocation.

Appendix D
Courses and Program Objective Matrix:

Human Resource Management HR-MG 500 (3)			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to prioritize and experiment with HRM key functions that are critical to organizational goals, and objectives (C4Heart).	Discussion and Session Long Project	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to evaluate and dissect HRM job design and job analysis, methods of recruitment, and organizational aspects that impact HR decisions (C4Mind).	Session Long and Case Study	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to analyze the concepts and processes of performance appraisal, manpower development, compensation, and labor relations (C4Soul).	Discussion, Case Study and Session Long Project.	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to analyze and examine practices used in HRM to build and maintain an effective workforce and organization (C4Strength).	Final Project and Discussion	✓
Managing Change for Competitive Advantage HR-MG 501 (3)			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to dissect prevailing change theories and perspectives and distinguish the effects of management and leadership on organizational change (C4Heart).	Discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness	The graduate will be able to examine the limitations and opportunities that different models provide in organizational change (C4Mind).	Discussion and Session Long Project	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to formulate and improve strategies and tactics to prevent or address resistance to change (C4Soul).	Case Study	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to analyze, perceive and correct the common challenges in organizational change management (C4Strength).	Case Study and Session-Long Project	✓

Analytics, Metrics, and Problem-solving in HRM HR-OR 500 (3):			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to discover talent analytics and the tools and techniques management and leadership use to mine organization data in the pursuit of actionable knowledge (C4Heart).	Session Long and Discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to examine techniques for developing effective metrics and identifies connection between HRM metrics and other performance measurement systems used in organizations (C4Mind).	Case Study	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to appraise and formulate research questions associated with organizational outcomes (C4Soul).	Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to reason data needs and interpret data to yield organizational insight and support an effective decision (C4Strength).	Discussion and Session Long Project	✓
Performance Management HR-MG 502 (3)			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to dissect the knowledge and skills needed for the effective management of individuals and team performance (C4Soul).	Discussion and Case Study	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to hypothesize performance management systems is related to many advantages in the organizations, such as increased employee motivation, competencies, and self-esteem (C4Mind).	Discussion	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to dissect the knowledge and skills needed for the effective management of individuals and team performance (C4Soul).	Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to examine the design of performance management systems that aim to transform organizational objectives into performance outcomes (C4Strength).	Case Study	✓

	Workplace Ethics HR-OR 501 (3)		
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to appraise and opinion on real-world studies which will provide the opportunity to apply ethical principles to their organization (C4Heart).	Discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to deduct and analyze relationships and factors associated with ethical decision-making at the workplace (C4Mind).	Session-Long Project	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to examine various ethical considerations and issues that arise in organizations (C4Soul).	Discussion and Case Study	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to research and reason weigh social responsibility factors that influence business ethics (C4Strength).	Case Study	✓

	Workplace Coaching & Development HR-OR 502 (3)		
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to examine and formulate practical approaches to build, coach, and develop positive employee and labor relations (C4Heart).	Discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to investigate problems and develop solutions that increase employee motivation, effectiveness, and retention (C4Mind).	Discussion and Session-Long Project	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able how to dissect and effectively manage disruptive employee behavior that challenges organizational norms, goals, and practice (C4Soul).	Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to raise awareness and responsibility in the workplace to help others become engaged, empowered, and embrace accountability (C4Strength).	Case Study	✓

	Organizational Communication HR-CO 500 (3)		
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to improve skills associated with interpersonal and organizational communication (C4Heart).	Session-Long Project	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to examine prioritize the different approaches and theories of organizational communication and the insights they can provide (C4Mind).	Discussion	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to examine and dissect how to manage change (C4Soul).	Session-Long Project and Discussion	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to persuade stakeholders and strategically communicate on behalf of the organization (C4Strength).	Case Study	✓
	Diversity, Inclusion, and Collaboration in the Workplace HR-OR 503 (3):		
Program Objective #1	**Course Objectives**	**Assessment**	
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to dissect and appraise the increased diversity of employees based on personal characteristics, skills, and diversity (C4Heart).	Discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to examine the transition in the global workforce (C4Mind).	Session-Long Project	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to highlight and discuss the theories and practices of diversity, equity, and inclusion (C4Soul).	Case Study and Discussion	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to investigate how employers respond to workforce realities, and how workforce inclusion and strategies contribute to positive outcomes for all stakeholders (C4Strength).	Session-Long Project	✓

Team-Based Performance HR-MG 503 (3)			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to inspect and investigate approaches used to drive performance and analyze problems encountered in managing human resources (C4Heart).	discussion	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to examine and consider the importance of team-based performance management and the behavior of individuals and teams in organizations (C4Mind).	Case Study and Session-Long Project	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to investigate the implications associated with effective HRM, and the need to align organizational goals with team performance (C4Soul).	Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to prioritize and reason team performance appraisal, group decision-making skills, and team engagement as part of the assessment (C4Strength).	Case Study	✓
	Human Resource Leadership and Organizational Behavior HR-OR 504 (3)		
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to investigate and question emphasizes core values associated with ethical leadership in the professional world with a particular focus on the connections between applied ethics and organizational behavior (C4Heart).	Discussion and Session-Long Project	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to examine and discuss communication challenges and difficult conversations faced by human resource leadership (C4Mind).	Case Study	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to prioritize the models for examination and resolution of ethical workplace dilemmas (C4Soul).	Case Study and Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to dissect the topics of conflict resolution styles and models, negotiation, organizational politics, influencing processes, and the language of leadership (C4Strength).	Capstone Project	✓

Psychology of Followership & Leadership HR-OR 505 (3):			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to analyze and evaluate explores the psychology of leader-follower dynamics and the importance of leadership behaviors in creating work cultures that allow individuals and the organization to thrive (C4Heart).	Discussion and Session-Long Project	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to discuss and prioritize the interplay found in the leadership-followership dynamic, which is explored by reviewing both psychological and business management interventions (C4Mind).	Case Study	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to investigate and have an in-depth discussion of the role of workplace spirituality and its role in addressing topics such as occupational health, emotional resilience, coping, and work-life interaction (C4Soul).	Discussion and Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to reason the implications of leadership and followership with exercising power, authority, and influence; but also those on whom power, authority, and influence are being exercised (C4Strength).	Final Project and discussion	✓
Strategic Human Resource Management (Capstone) HR-MG 600 (3) [WI]:			
Program Objective #1	**Course Objectives**	**Assessment**	**Verification Rubric**
C4Heart: Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	The graduate will be able to experiment and demonstrate their ability to define, analyze, evaluate, and create strategic solutions that address a major issue, problem, or opportunity within the field of HRM (C4Heart).	Discussion and Session-Long Project	✓
Program Objective #2			
C4Mind: Graduates should be able to design and implement processes to improve organizational effectiveness.	The graduate will be able to choose and integrate their academic learning with real-world experience by developing a comprehensive analysis and strategy of an HRM business case (C4Mind).	Case Study	✓
Program Objective #3			
C4Soul: Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	The graduate will be able to engage in developing a strategic HR plan, assess the organization's current environment, implement, monitor, and evaluate the HR strategic plan (C4Soul).	Discussion and Session-Long Project	✓
Program Objective #4			
C4Strength: Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	The graduate will be able to research and outline the issue, identify possible risks, evaluate potential solutions, recommend a course of action, and formulate the next steps for implementing the resolution (C4Strength).	Capstone Project	✓

Appendix E
Human Resource Management in Organizational Management
Program Competency Matrix

Program Objectives	Core4	HRMG 500	HRMG 501	HROR 500	HRMG 502	HROR 501	HROR 502	HRCO 500	HROR 503	HRMG 503	HROR 504	HROR 505	HRMG 600
Graduates should be able to demonstrate cultural competencies, fostering collaboration, trust, and solidarity.	C4Heart:	I/R		I/R	R		R	R	R	R		R/A	A
Graduates should be able to design and implement processes to improve organizational effectiveness.	C4Mind		R	I/R		R		R	R		R		A
Graduates should be able to foster an environment that enhances motivation and meaning in alignment with the vision, mission, and values of the organization.	C4Soul		R	I/R	R		R			R		R/A	A
Graduates should be able to effectively advocate for the health and vitality of individuals, teams, and the organization.	C4Strength	I/R				R			R		R		A

Code: (I) Introduced (learned/investigated)

(R) Reinforced (integrated/designed)

(A) Assessed (synthesized/discovered)