

Application for a New Course v10.5

Course ID <i>Subject and Number</i>	LEAD 741
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Jason Morris
2	Course Teacher	TBD
3	Course Title	Human Resource Development
4	Course Abbreviation (if title is over 30 characters)	
5	College	College of Graduate & Professional Studies
6	Department	School of Educational Leadership
7	Number of Credit Hours	3
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	Yes
10	Maximum number of times course may be repeated	1
11	Maximum number of hours credit	3
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	
13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	6.75 hours/week
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management

		and development, coaching, mentoring, succession planning, key employee identification, and organization development.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	
19	List any co-requisites	
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22a	How often will it be offered? Fall	Online course offered according to carousel – multiple times each year
22b	How often will it be offered? Spring	Online course offered according to carousel – multiple times each year
22c	How often will it be offered? Summer	Online course offered according to carousel – multiple times each year
23	Frequency? All, odd, or even years?	Online course offered according to carousel – multiple times each year
24	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog, therefore, no earlier than the coming fall.</i>	Summer I-2016
25	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	
26	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised degree plan(s) reflecting the placement of the new course.</i>	Yes – Ed.D. in Organizational Leadership
27	Should the addition of this course be retroactively applied to the degree plan it supports? Yes/no and explain	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught. (Note: New courses are NOT required to be taught as Special Topics courses prior to being approved. However, courses may be taught once as Special Topics before it is proposed. See the Course</i>	No

	<i>Descriptions section of the Catalog for details.)</i>	
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	Required for the Ed.D. in Organizational Leadership
2	Justification State the justification for adding this course to the current curriculum. Represent the need.	Required for the Ed.D. in Organizational Leadership

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Students in the Ed.D. in Organizational Leadership program
2	State the overarching course goal(s) in performance terms.	1. Learners will assess and engage talent to reach organizational outcomes. 2. Learners will creatively use resources to lead and complete organizational initiatives.

2. Competencies and Measurements

	Competency	Measurement
1	Identify strategies to locate and attract high-quality employees.	Discussion question
2	Describe strategies to retain high-quality employees.	Discussion question
3	Create a job description.	Create a job description
4	Apply <i>Strengths Finder</i> in an organizational setting.	Strengths analysis
5	Evaluate methods for appraising employee performance.	Discussion question
6	Propose an employee appraisal system.	Creating an employee appraisal system

7	Create an employee training module.	Training module
8	Describe employee engagement.	Discussion question
9	Examine different facets of employee engagement.	Gallup article summary
10	Propose solutions to lack of engagement.	<i>The Office</i> case study
11	Identify best practices for engaging employees.	Employee management case study
12	Propose a strategy for engaging employees at an organization.	Organizational application presentation
13	Apply team-building concepts.	Exploring teamwork through film
14	Recognize strategies for career development.	Career development reflection
15	Demonstrate mentoring and coaching skills.	Career development interview questions
16	Identify characteristics of talented internal employees.	Group project on talent identification
17	Understand succession planning.	Research article summary

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.
2. For **combined undergraduate/graduate** courses, make two lists:
 - a. full publication information; label **Undergraduate**.
 - b. full publication information; label **Graduate**. Indicate number of pages required.

Textbooks

Armstrong, S. (2010). *The essential performance review handbook: A quick and handy resource for any manager or HR professional*. Franklin Lakes, NJ: The Career Press, Inc.

Kaye, B., Giulioni, J. W. (2012). *Help them grow or watch them go: Career conversations employees want*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Maxwell, J. C. (2001). *The 17 indisputable laws of teamwork: Embrace them & empower your team*. Nashville, TN: Thomas Nelson, Inc.

Maylett, T., & Warner, P. (2014). *MAGIC: Five keys to unlock the power of employee engagement*. Austin, TX: Greenleaf Book Group Press.

Murray, A. (2010). *The Wall Street Journal essential guide to management: Lasting lessons from the best leadership minds of our time*. New York, NY: Harper Business.

Rath, T. (2007). *Strengthsfinder 2.0*. New York, NY: Gallup Press.

Other articles as assigned.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Dean of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the Library report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Content Overlap — Include one document for each course you listed in Section I-I. Attach statement from instructor/dept chair of existing course justifying the new offering.
4	Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
5	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
6	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
7	Justification — Attach all documents referred to in Section II-2
8	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
9	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Course Number and Name LEAD 741 Human Resource Development

Primary Department

Department Chair

Date

Jaime Zoff
Dean of the College

10/6/15
Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Department Chair

Date

Dean of the College

Date

VI. Actions *Place all actions on one page.*

Course ID: LEAD 741

Course Title: Human Resource Development

1. College Academic Council: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Approved ☒ Denied ☐ Jaime Loft 10/6/15
College Dean or Director Date

Approved ☐ Denied ☐ _____
College Dean or Director Date

2. Graduate Council: (for graduate level courses)

Approved ☐ Denied ☐ _____
Dean of Graduate School Date

3. Teacher Education Council: (when applicable)

Approved ☐ Denied ☐ _____
TEC Chair Date

4. University General Education Council: (when applicable)

Approved ☐ Denied ☐ _____
Provost's designee Date

5. University Undergraduate Academic Council: (*undergraduate level courses*)

Approved ☐ Denied ☐ _____
Vice Provost Date

6. Academic Provost: (for all courses)

Approved ☐ Denied ☐ _____
Provost Date

7. President of the University: (for all courses)

Approved ☐ Denied ☐ _____
President Date

Attach notes, comments, or conditions from appropriate councils:

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

LEAD 741: Human Reso

Reviewer

David Christianson 

Developer

Graduate School

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☒ Semester and year
- ☒ Meeting time and place
- ☒ Prerequisites/co-requisites

About the instructor(s)

- ☒ Name and title or rank
- ☒ Office location
- ☒ Contact information
- ☒ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

- ☒ Intended audience
- ☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

- ☒ Description of the types of activities students should expect in the course

Materials

- ☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

- ☒ Specific competencies stated in measurable terms
- ☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

- ☒ Complete and accurate details of factors and elements that will comprise the final grade
- ☒ Weight or point value of all graded elements
- ☒ Grading scale with clear expectations for grades
- ☒ Extra credit opportunities (optional)

University Policies

- ☒ Special needs policy -ADA
- ☒ Academic integrity policy (recommended)
- ☒ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

- ☒ Participation
- ☒ Attendance and tardiness
- ☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

- ☒ Exam dates
- ☒ Assignments
- ☒ Due dates and other deadlines (and late assignment/exam policy)
- ☒ Schedule of readings and topics
- ☒ Statement to reserve the right to modify the calendar as necessary

Any comments?

Thank you for reserving space for faculty contact information and semester information.

Are there any prerequisites for this course?

On the Course Outline and Schedule, Week 1 Readings, Strengthsfinder is misspelled.

Submit

Never submit passwords through Google Forms.

Powered by

This form was created inside of myACU.

[Report Abuse](#) - [Terms of Service](#) - [Additional Terms](#)

Abilene Christian University
Start Date:

Semester/Year
LEAD 741
3 Credit Hours

Human Resource Development

Professor Name and Title
E-mail:
Office Phone:
Cell Phone:
Office Hours:

Mission Statements

University Mission Statement: The mission of Abilene Christian University is to educate its students for Christian service and leadership throughout the world.

The mission of the Ed.D. in Organizational Leadership is to prepare professionals in a variety of contexts for leadership roles. A distinguishing feature is a focus on the vocation of leadership in complex organizational cultures to develop effective practice. This is accomplished through equipping leaders to do the following:

- Lead with purpose based on the foundation of vocation, rooted in Christian principles;
- Effectively develop organizational resources;
- Build effective communication structures and collaborative relationships;
- Apply organizational assessment and evaluation strategies; and
- Demonstrate healthy leadership practices to influence organizational culture.

Course Description

Introduces the student to a framework for helping employees develop their personal and organizational skills, knowledge, and abilities. Topics will include employee training, employee career development, performance management and development, coaching, mentoring, succession planning, key employee identification, and organization development.

Integration of Christian Faith

Leadership is a calling. For this reason, this course introduces the Christian term *vocation* as a unifying concept that both distinguishes and enlivens ACU's Ed.D. program. Throughout this doctoral program in organizational leadership, students will examine the rich tradition of literature and practice in Christian vocation, reflect on vocation within their own leadership development, and apply new understandings of vocation in organizational contexts. Moreover, the rigor of a doctoral program calls for the cultivation of a learning community dedicated to the Christian virtues of humility, honesty, perseverance, and hospitality.

Student Learning Outcomes

The faculty of the Ed.D. program have identified Student Learning Outcomes (SLOs) that will be accomplished by graduates of the program. The SLOs that are addressed by this course are listed below. The corresponding course level objectives and outcome measures are listed in the table below which indicates alignment to the SLOs.

Student Learning Outcome #2.1: Learners will assess and engage talent to reach organizational outcomes.

Student Learning Outcome #2.2: Learners will creatively use resources to lead and complete organizational initiatives.

Week	Course Level Objectives	Outcome Measures	Aligned SLO(s)
1	Identify strategies to locate and attract high-quality employees.	Discussion Question	2.1
	Describe strategies to retain high-quality employees.	Discussion Question	2.1
	Create a job description.	Strengths Analysis	2.1
	Apply <i>StrengthsFinder</i> in an organizational setting.	Create a Job Description	2.2
2	Evaluate methods for appraising employee performance.	Discussion Question	2.1
	Propose an employee appraisal system.	Creating an Employee Appraisal System	2.1
	Create an employee training module	Training Module	2.2
3	Describe employee engagement.	Discussion Question	2.1
	Examine different facets of employee engagement.	Gallup Article Summary	2.1
	Propose solutions to lack of engagement.	<i>The Office</i> Case Study	2.1
4	Identify best practices for engaging employees.	Employee Engagement Case Study	2.1
	Propose a strategy for engaging employees at an organization.	Organizational Application Presentation	2.1
5	Apply team-building concepts.	Exploring Teamwork Through Film	2.2
6	Recognize strategies for career development.	Career Development Reflection	2.2
	Demonstrate mentoring and coaching skills.	Career Development Interview Questions	2.2

7	Identify characteristics of talented internal employees.	Group Project On Talent Identification	2.2
	Understand succession planning.	Research Article Summary	2.2

Required Texts

Armstrong, S. (2010). *The essential performance review handbook: A quick and handy resource for any manager or HR professional*. Franklin Lakes, NJ: The Career Press, Inc.

Kaye, B., Giulioni, J. W. (2012). *Help them grow or watch them go: Career conversations employees want*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Maxwell, J. C. (2001). *The 17 indisputable laws of teamwork: Embrace them & empower your team*. Nashville, TN: Thomas Nelson, Inc.

Maylett, T., & Warner, P. (2014). *MAGIC: Five keys to unlock the power of employee engagement*. Austin, TX: Greenleaf Book Group Press.

Murray, A. (2010). *The Wall Street Journal essential guide to management: Lasting lessons from the best leadership minds of our time*. New York, NY: Harper Business.

Rath, T. (2007). *Strengthsfinder 2.0*. New York, NY: Gallup Press.

Other articles as assigned.

Course Requirements

The requirements for this course include participating in the online discussions and completing all of the assignments. General descriptions of the course requirements are below. *See the online modules for detailed assignment instructions.*

Discussion Questions

Participation in online discussions is mandatory. In order to actively participate in these discussions, and to meet the university's attendance requirement for online courses, you will need to log in at least 5 days each week. This will help you stay up-to-date on the discussions and allow you to make more thoughtful postings. Discussions begin on Tuesday morning each week and end on the following Monday at midnight. You are expected to answer all of the discussion questions assigned in a week in a substantive manner. You are also expected to respond to at least two of your classmates' postings for each discussion question. No late posting will be accepted for any reason.

Strengths Analysis

Students will take the *StrengthsFinder* assessment. They will evaluate their results and describe the application of their strengths for their current position and organization.

Create a Job Description

Students will create a job description for a new position. They will research the needs of the new position and create a job description to fill that position.

Creating an Employee Appraisal System

Students will be tasked with creating an employee appraisal system in an organizational setting. They will first research the methodology and philosophy of employee appraisal systems. They will then create a new system and provide rationale for their system and its predicted effects in the organization.

Training Module

Students will write a paper outlining a training module for the new position they created a job description for in the previous week's assignment. They will consider who will do the training, how the training will be implemented, and what information will be included in the training.

Gallup Article Summary

Students will research employee engagement on Gallup.com. They will identify an article that relates to employee engagement and evaluate the article based on this week's readings.

The Office Case Study

Students will evaluate employee engagement based on a selected episode of the TV show *The Office*. They will describe the problem with employee engagement or organizational culture and propose a solution to the problem based on this week's readings.

Employee Engagement Case Study

Students will research and identify an organization that is an example of excellent employee engagement. They will describe the practices of the organization in regard to employee engagement and the results those of those strategies for that organization's culture.

Organizational Application Presentation

Students will create a presentation on employee engagement. They will be tasked with a scenario to improve employee engagement for their organization. Their presentation will describe employee engagement, describe five ways to improve employee engagement, and provide rationale and support for their plan.

Exploring Teamwork Through Film

Students will evaluate teamwork in the film *Apollo 13*. They will describe at least five laws of teamwork they observed in the movie and describe how each law was applied.

Career Development Interview Questions

Students will create six questions for career development based on this week's readings. They will then interview a colleague using these questions and describe their questions and the career development interview.

Career Development Reflection

Students will review opportunities for professional development. They will select one career development activity they have been involved in and describe its effect on their professional development. They will then identify an activity they would like to participate in and describe its potential for their professional growth.

Group Project on Talent Identification

Students will work in collaborative groups to create a talent identification plan for a fictitious organization. They will address what characteristics they want new employees to have, how they will identify talent, how they will grow talent within the organization, and how they can plan for succession of a senior leader in the organization.

Research Article Summary

Students will read a research article on leader development in an organization. They will summarize the article and explain why the reading is important for organizations in regard to leader development and succession planning.

Course Policies***Engaged Learning in an Online Format***

This online course invites students into a community of engaged practitioner scholarship. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (**at least 5 days per week**), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced scholar practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings in peer-reviewed journals.

Initial posts on discussion questions are due no later than 11:59 pm central on Wednesday of the week it is due. Appropriate responses are concise, focused, substantive, well-reasoned, and cite research studies that support arguments or opinions. Each student must respond to the posts of at least two other students prior to the end of the module.

If a student fails to participate in the course for seven days, meaning that s/he has not logged in and/or submitted assignments (whether graded or not), s/he will be automatically dropped from the course. If a life situation occurs that will prevent the student from participating in the course for a brief period of time, the student is responsible for communicating this to his/her instructor so appropriate arrangements can be made.

Paper Specifics

All formatting and referencing should follow *The Publication Manual of the American Psychological Association, 6th Edition*. Papers should be written in Times New Roman, 12-point font. All papers should be neat, contain no misspellings, contain no typing errors, and employ

proper grammar and syntax. If your paper contains pervasive APA and/or grammatical errors, the professor will return the paper without grading it. You will have one day to make corrections before returning it to the professor, and 10% of your grade will be deducted.

Late Assignments, Make-Up Exams, & Extra Credit

Assignments are due by Saturday at midnight in the week they are assigned. Penalty for late assignments is 10% per each day late. Weekend days are counted as late days. Extra credit will not be available in this course, and you will not be able to make up exams or quizzes unless you provide proof of documented illness or death in your immediate family.

ADA Compliance:

The ACU Student Disability Services Office (a part of Alpha Academic Services) facilitates disability accommodations in cooperation with instructors. In order to be eligible for accommodations, you must be registered with Disability Services and a separate request must be made for each class in which accommodations are needed. Call 325-674-2667 for an appointment with the Director of Disability Services.

Academic Integrity:

The University Policy for Academic Integrity and Honesty is as follows:

1. Academic Integrity is defined as academic work completed as assigned for each class by the individual or group responsible for the work. Academic work includes but is not limited to reading assignments, assessments and examinations, attendance at required out-of-class activities, written or oral presentations, laboratory experiments and research.
2. See Academic Integrity and Honesty Policy for details of what constitutes academic dishonesty and resultant disciplinary actions. www.acu.edu/campusoffices/provost

Sexual Harassment:

Harassment will not be tolerated at Abilene Christian University. As a Christian community, Abilene Christian University has committed itself, unequivocally, to ensuring a working and learning environment in which the dignity of every individual is respected. Therefore it is the purpose of this policy to maintain a work and academic environment that is free of harassment, sexual or otherwise. This policy applies to all members of the ACU community, including trustees, faculty, staff, students, and volunteers at Abilene Christian University. For a more in-depth look at the university's anti-harassment policy, full definition of harassment, and procedure for reporting, visit: www.acu.edu/campusoffices/studentlife/judicial/ForStudents/HarassmentPolicy

Grading

Grades are awarded based on point accumulation. Each assignment has a maximum number of points that can be earned by successfully completing the assignment. Partial points will be awarded for meeting some but not all of the standards identified for each project or assignment. Earning less than a C in a graduate course necessitates that the course be taken again in order to graduate if the course is required in your degree plan. Letter grades correspond with points as outlined in the table below.

Points Earned	Grade
90-100 points	A
80-89 points	B
70-79 points	C
69 and lower	Failed Course

Points Per Assignment

Discussion Questions	14
Strengths Analysis	6
Create a Job Description	5
Creating an Employee Appraisal System	5
Training Module	5
Gallup Article Summary	5
<i>The Office</i> Case Study	10
Employee Engagement Case Study	5
Organizational Application Presentation	5
Exploring Teamwork Through Film	10
Career Development Interview Questions	5
Career Development Reflection	5
Group Project on Talent Identification	15
Research Article Summary	5
TOTAL	100 points

Course Outline and Schedule
(Schedule Subject to Change)

Week/Topic	Readings	Assignments Due
Week 1: Attracting and retaining high-quality employees	• <i>StrengthsFinder 2.0</i>, Entire book • <i>WSJ Essential Guide to Management</i>, Ch. 1 & 2 • Breough, J. A., (2009). <i>Recruiting and attracting talent: A guide to understanding and managing the recruitment process</i>. Society for Human Resource Management. Retrieved from http://www.shrm.org/about/foundation/products/Documents/1109%20Recruiting%20EPG-%20Final.pdf	Strengths Analysis Create a Job Description
Week 2: Employee Performance Management and Training	• <i>The Essential Performance Review Handbook</i>, Entire book • <i>WSJ Essential Guide to Management</i>, Ch. 3 & 4 • de Koning, G. M. J., (2004). <i>Evaluating employee performance: Part 1</i>. Gallup. Retrieved from http://www.gallup.com/businessjournal/13891/Evaluating-Employee-Performance-Part.aspx?utm_source=employee%20appraisal&utm_medium=search&utm_campaign=tiles	Creating an Employee Appraisal System Training Module
Week 3: Employee Engagement: Part 1	• <i>MAGIC</i>, Ch. 1–5	Gallup Article Summary <i>The Office</i> Case Study
Week 4: Employee Engagement: Part 2	• <i>MAGIC</i>, Ch. 6–10	Employee Engagement Case Study Organizational Application Presentation
Week 5: Organizational Development Through Team Building	• <i>The 17 Indisputable Laws of Teamwork</i>, Entire book • <i>WSJ Essential Guide to Management</i>, Ch. 7	Exploring Teamwork through Film
Week 6: Employee Career Development and	• <i>Help Them Grow or Watch Them Go</i>, Entire book	Career Development Interview Questions

Mentoring		Career Development Reflection
Week 7: Talent Identification and Succession Planning	• Kelly, K. (2013). <i>Identifying high-potential talent in the workplace</i>. University of North Carolina. Retrieved from https://www.kenan-flagler.unc.edu/~media/Files/documents/executive-development/identifying-hipos-white-paper.pdf • The Wall Street Journal (2015). <i>How to develop future leaders</i>. Retrieved from http://guides.wsj.com/management/managing-your-people/how-to-develop-future-leaders/ • Hrcouncil.ca (2015). <i>Succession planning</i>. Retrieved from http://hrcouncil.ca/hr-toolkit/planning-succession.cfm	Group Project on Talent Identification Research Article Summary

Tuesday, September 15, 2015

Abilene Christian University

Re: LEAD 741 Application

Dear Jaime,

The Adams Center for Teaching and Learning has completed the review LEAD 741: Human Resource Development. The syllabus was reviewed based on the ACU Syllabus Guidelines. The syllabus proposed meets or exceeds most of the expectations described in these guidelines.

Please consider the following before submitting the syllabus to the Graduate Council.

- Thank you for reserving space for faculty contact information and semester information.
- Are there any prerequisites for this course? If so, please list them
- On the Course Outline and Schedule, Week 1 Readings, StrengthsFinder is misspelled.

There is no need to return the syllabus to the Adams Center for further review. Of course, if you would like to discuss this suggestion or any other aspect of your syllabus or instructional strategies, please contact me and we will schedule a time as soon as possible. We are here to serve you as you help prepare students for Christian service and leadership throughout the world.

Grace and Peace,

A handwritten signature in black ink, appearing to read "David Christianson". The signature is stylized with a large "D" and a cursive "Christianson".

David Christianson
Instructional Designer
Adams Center for Teaching and Learning
Abilene Christian University

Abilene Christian University Library

M E M O R A N D U M

Date: September 14, 2015
To: Dr. Jaime Goff
CC: Dr. Bruce Scott
From: Mark McCallon, Associate Dean for Library Resources
RE: Course Application for LEAD 741 - Human Resource Development

After reviewing the course application and syllabus, the library can adequately support the proposed course with the provision of library funding for online programs included in the Memorandum of Understanding. Please contact your library liaison, Mark McCallon (mccallonm@acu.edu), to suggest specific resources that the library needs to purchase for future revisions to the course. Thank you for letting us examine the course proposal.