Workforce Development
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HRD 5331 (Online)
Spring 2014
(903) 566-7330-phone
Preferred mode of contact: Email

Course Description:
Evaluation of the workforce of the nation and identifying, assessing and evaluating the needs of industry and education for a quality work force.

Required Textbook/Materials:
Elsdon, R. (2010). Building Workforce Strength: Creating Value through Workforce and Career Development. Santa Barbara, California: ABC-CLIO, LLC.

Other related materials will be posted on the Blackboard teaching site.

Course Learning Objectives:
Upon successful completion of the course, students will be able to:

1. Articulate their general understanding of the historical foundations and speculate on the future of workforce development
2. Articulate their general understanding of ethical issues of workforce development
3. Articulate their general understanding of workforce development in business/industry as well as a specific research a topic of interest in this setting
4. Articulate their general understanding of traditional and technology-facilitated workforce development, organizational development, and career development.
5. Reflect on how workforce development and organizational development are critical to the modern workplace.

Grading Policy and Criteria to Determine Final Course Grade:

Course Competencies:

1. Computer-Based Skills – the student will use the course management system (Blackboard) for accessing and posting/uploading assignments. In addition, they will work weekly summaries using a word processor.
2. Communication Skills – the student will exhibit mastery of written skills in completion of weekly summary papers and social media postings.
3. Interpersonal Skills – the student will work in a group to discuss various aspects of workforce development (WD)
4. Problem Solving (Critical Thinking) – the student will utilize conceptual thinking, gathering and analyzing data, and creativity and innovation in the identification and completion of a social media project.

5. Ethical Issues in Decision Making and Behavior – the student will understand and exhibit ethics through assignments dealing with WD issues as well as through completion and submission of assignments.

6. Personal Accountability for Achievement – the student will complete assignments at the time designated by the instructor.

**Grades and Grading:**

<table>
<thead>
<tr>
<th>The work you perform for this course is weighted as follows:</th>
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<tbody>
<tr>
<td>Service Learning Project</td>
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<tr>
<td>Weekly Paper Summaries</td>
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<tr>
<td>Social Media Project (Pinterest)</td>
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<tr>
<td>Pre and Post Experience Surveys</td>
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<tr>
<td>Final Exam</td>
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<td>Extra Credit (Facebook Group)</td>
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**Grading:**

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>&lt; - 59</td>
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**Assignment Descriptions:**

**Service Learning Project (30%).** Many non-profit organizations rely heavily on service work from volunteers. Also, many companies value social responsibility initiatives. In this course, each student will choose and gain approval for performing at least **25 hours** of service in their community. Before actual service is performed, student will do “pre-work” including thoroughly researching the organization, their past and current needs for volunteers and then student will complete the “preliminary service learning proposal” for approval prior to any service performed. Once approved by instructor, students will be given designated release time for performing their service learning experience. Afterward, the student will write a summary and reflection of their experiences and relate it to workforce development. The report will be uploaded into Blackboard (30%)

**Weekly Paper Summaries (25% each).** Throughout the semester, the instructor will request that a paper summary be completed that synthesizes the concepts presented for that week. The instructor will provide written instructions as to the necessary items for the summary. The student will be expected to go to the library website (library.uttyler.edu) and look additional journal articles that discuss concepts presented during the week. Student may also locate recent articles in business magazines such as Forbes, Harvard Business Review, Bloomberg Businessweek, Inc., Strategy + Business, etc. Deductions will be made for spelling and grammar errors. Papers will be run through the SafeAssign plagiarism filter.
Social Media Project (Pinterest) (20%). Resources on the Internet will be located and posted (“pinned”) to a group board as designated by the instructor. Students will be expected to comment on classmates’ postings as well. Deductions will be made for spelling, grammar, wrong category, or not linking to an actual resource. This project in addition to the Optional Facebook Group for discussing general questions and responding to resources (extra credit) demonstrate how social media can allow professionals to network and collaborate around classroom topics. The Pinterest (pinterest.com) web-based platform will be the primary social media site utilized for gathering resources around workforce development as well as other selected topics. Students will not be expected to make their own online account but will be given the login information to a group site with a number of established categories where they will add additional resources and must post with a unique code to get credit for their postings. Note: students will be asked to complete an online survey before and following their social media assignments and the data from these surveys is intended for compilation into an ongoing UT Tyler research study on social media in the higher education classroom. (15%). Students may choose to decline to allow their data on their surveys to be used in the study without any grade penalty.

*Extra Credit Assignments (up to 5%)* Social media skills are highly valued in the contemporary workplace. This course will explore a popular social media for collecting ideas and collaborating with others: Facebook Group Discussions in a private group setting where the student members are kept private from the public and their existing friends in Facebook. The instructor will post articles and ask for feedback periodically and the class members may also post a question or article relevant to workforce development or organizational development with comments. Students may also use this as a place to ask questions of each other regarding assignments or clarification or share other information relevant to the class.

Late work: 20% per calendar day (includes weekends)

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<th>Important Dates:</th>
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<td>Census Date = January 27, 2014</td>
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<td>Last Day to Withdraw from Classes = March 26, 2014</td>
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College of Business Statement of Ethics:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

- Ensure honesty in all behavior, never cheating or knowingly giving false information.
- Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
- Develop an environment conducive to learning.
- Encourage and support student organizations and activities.
- Protect property and personal information from theft, damage and misuse.
- Conduct yourself in a professional manner both on and off campus.
COLLEGE OF BUSINESS & TECHNOLOGY CORE VALUES

- PROFESSIONAL PROFICIENCY
- TECHNOLOGICAL COMPETENCE
- GLOBAL AWARENESS
- SOCIAL RESPONSIBILITY
- ETHICAL COURAGE

Academic Dishonesty Statement

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrates a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment of the award of a degree, and/or the submission, as one’s own work of material that is not one’s own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

University regulations require the instructor to report all suspected cases of academic dishonesty to the Dean of Students for disciplinary action. In the event disciplinary measures are imposed on the student, it becomes part of the students’ official school records. Also, please note that the handbook obligates you to report all observed cases of academic dishonesty to the instructor. See: http://www.utttyler.edu/catalog/12-14/ http://www.utttyler.edu/judicialaffairs/scholasticdishonesty.php

PLEASE NOTE: Academic honesty is expected in all work submitted in the course. Plagiarism and dishonesty will not be tolerated and learners should be aware that all work is subject to full investigation by instructor including the examination of computer reports for suspicious patterns and the use of plagiarism detection software.

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.utttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.utttyler.edu/registrar
Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

- Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
- Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment
- Completing the process for tuition exemptions or waivers through Financial Aid

**State-Mandated Course Drop Policy**

Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

**Disability Services**

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

*Note: If you require accommodations for my class, please notify me ASAP!*

**Student Absence due to Religious Observance**

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.
Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation:
Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services Rev. 06/2012