The University of Oklahoma
College of Continuing Education
Advanced Programs – Course Syllabus

Course Title:
Introduction to Graduate Studies in Human Relations

Course Number:
HR 5093-106

Course Description:
This course provides an introduction to and survey of the program of graduate studies in human relations. It is designed to familiarize students with the standards and expectations of multidisciplinary graduate coursework. It emphasizes writing standards and research methods. Additionally, it provides an awareness of the history, theoretical basis, and career opportunities in human relations-oriented organizations. The course introduces students to what is required of practitioners engaged in promoting change in individuals, families, small groups, communities, and organizations. Students will gain practical knowledge of human interactions, diversity, change strategies, communication processes and service. Students will apply knowledge and thinking to the dynamics of human resources, leadership, and social justice issues.

Please take the MBTI Assessment by February 1st

Class Dates, Location and Hours:

Dates: February 14-16 & 21-23, 2014
Location: OCCE, Norman, Oklahoma. Classes are held at the Thurman White Forum Building of OCCE, 1704 Asp Avenue.
Hours: Fri 5:30-9:30 p.m.; Sat 8:30 a.m.-4:30 p.m.; Sun 1:00-5:00 p.m.
Last day to enroll or drop without penalty: January 16, 2014

Site Director:
Cathy Yeaman. Assistant: Kathie Nicoletti. Phone: 405-325-3333; Fax: 405-325-9148; email: apnorman@ou.edu

Professor Contact Information:
Course Professor: Sherryl M. McGuire, Ph.D
Mailing Address: 11412 Silverleaf Lane
Oklahoma City, OK 73131
Telephone Number: 405-478-3337
E-mail Address: sherrylmcguire@sbcglobal.net
Professor availability: The professor will be available via email before February 3 and two days after the last on-site class on February 11; she will also be available one-half hour before and after class times, with an appointment.

Textbook(s) and Instructional Materials:
Student materials are available at the OU Follett Bookstore located at 1185 Asp Avenue; Norman, OK. Orders can be placed online at www.oklahoma.bksr.com. Faxed orders may be placed 24 hours a day at (405) 325-7770. Representatives are available by phone at (405) 325-3511 or (800) 522-0772 (toll-free) or E-mail at 0831mgr@fheg.follett.com from 8 a.m. to 6 p.m. Monday through Thursday; 8 a.m. to 5 p.m. on Friday; and 10 a.m. to 4 p.m. on Saturday (CST). Summer hours: 9 a.m. to 5 p.m. Monday through Friday (CST). (Text prices are available online.)


5. MBTI Form M On-Line Assessment: Assessment must be taken by February 1. Students can access the assessment using the link provided with the instructions on page 6 of this syllabus. NOTE: The $22.00 fee will be charged to the students' bursar account (Not provided by Follett).

6. Materials posted on the Electronic Reserve system: Access the OU Electronic Reserves Page at [http://libraries.ou.edu/eresources/reserves/](http://libraries.ou.edu/eresources/reserves/); enter OU NetID (4x4) and password, and select course and access material. Please contact your local Site Director if you require assistance.

7. Materials posted on the OU Desire to Learn (D2L) system: Some course readings and handouts will be placed on Desire 2 Learn website. You need to download and print everything; put it in a 3-ring binder. Some handouts will be used the first day of class. Access D2L at [http://learn.ou.edu](http://learn.ou.edu); enter your OU NetID (4+4) and password, and select course to access material. Please contact your local Site Director if you require assistance.

Note: The Follett/AP Bookstore is the Advanced Programs contractual textbook provider. Should text changes become necessary after publication of the course syllabus, Advanced Programs will facilitate text returns/refunds only for texts purchased through the Follett/AP Bookstore.

Course Objectives:
Students will demonstrate communication competence, conceptual analysis and synthesis, an understanding of graduate education standards, and the tools needed for graduate study by completing the writing and group work for each unit and a final project. They will also correctly apply the use of APA manual writing style.

1. To analyze major theoretical approaches to human relations.
2. To compare human relations as an art, science and multidisciplinary field.
3. To examine issues which impede or facilitate effective human relations.
4. To practice communication competence, an understanding of graduate education standards, and the tools needed for graduate study.
5. To evaluate diversity and other social issues as a key foundation of social justice.
6. To develop the concept of a service orientation to the human relations profession.
7. To gain competence in the use of APA manual writing style
8. To apply the knowledge and skills gained in the program to possible career opportunities in human relations.

Course Outline:

I. Introduction
II. Call of Service
III. Self-Assessment: Relationship to Human Relations Professions
IV. Human Relationships – Interpersonal: Family, Friends and Workplace
V. Human Relationships – National and Global
VI. Human Resources in Organizations: Practices and Leadership
VII. Diversity Issues in HR
VIII. Summary and Conclusions
Assignments, Grading and Due Dates:

All written assignments must be typed, double-spaced with 1-inch margins, using 12-point type. Pre-class assignments are due the first class; this information will be used on the first day. In-class assignments will be done individually, with the entire class, a small group or with a partner. Post-class assignments contain requirements that are a synthesis of the class materials and discussions. All post-class work is to be uploaded to the D2L website on the date required. Late assignments may not be accepted, or if accepted, will receive a one letter-grade deduction.

Pre-class assignments (25% of grade):

1. “Call of Service” paper: Write a 4-5 page paper discussing Coles' concepts, while also incorporating your own assessment information (MBTI and Interests) relating them to the service concepts. This is to be done in APA; and should not use first person / personal writing. Use 3rd person (he, she, they, one, it, the author). Due the first night of class.

2. MBTI: complete this assessment online (instructions provided on page 6 of this syllabus). Once you have completed the assessment email Dr. McGuire; she will email you the complete report. You are to list this information on the Profile (form provided on D2L). Due February 1, 2014

3. Interests: identify your top three broad categories of interests using this web site - http://www.wiu.edu/student_services/career_development_center/decision/interestgame.php
   a. Select three (3) Holland Categories of interests in order of preference, e.g. Social, Artistic, Investigative, Realistic, Enterprising, or Conventional
   b. Select descriptions that “fit” you from all sections of each interest category: sections include “Are You,” “Can You,” “Like To,” “Hobbies,” and “Career Possibilities.”
   c. List the above information on your Profile (form provided on D2L). Due the first night of class.

4. Write a 4-5 page paper on critical interpersonal human relations. Select five (5) of Josselson's dimensions (OU libraries website) and combine these with 2-3 concepts from DeCenzo's text to analyze and critique important interpersonal human relations. Use a particular context to discuss the materials, e.g. Child Development Center, workplace relationships, church, etc. You are to include two (2) additional academic-quality resources (not provided in this course). Use APA style.

In-class assignments (50% of grade):

This includes discussions, group work, case studies, consultation and activities. These may involve both written assignments, verbal activities and analyses.

Post-class assignments (25% of grade):

1. Write an analysis and interpretation of the assessments, incorporating ALL of the information in your discussion. Use compare and contrast for examining the different categories of information. Use ideas / concepts from The Call of Service as appropriate to your assessment information. This is NOT to be APA; however, follow directions above on margins, font, page numbers and spacing. Also, use a cover page. Due March 7, 2014.

2. Complete an analysis of the IBM Case Study. Compare and contrast IBM's strategy regarding diversity and teamwork with that of another organization which has little or no such strategy (selected from one's experience or from research). This is to be in APA. Use 2-3 reference materials from class or other sources. Due March 14, 2014.

Grading:

This is a letter-graded course: A, B, C, D, or F.
Grading Criteria:

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<tr>
<th>Grade</th>
<th>Requirements</th>
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<tbody>
<tr>
<td>A=90% or higher</td>
<td>Demonstrate application, analysis, synthesis, originality, substance, depth and breadth in work; communicate with extraordinary effectiveness in oral and written communications. Each requirement must be turned in on time to qualify for an A.</td>
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<tr>
<td>B=80-89%</td>
<td>Demonstrate detail and accuracy, originality, substance in content; practice effective oral and written skills. If any assignment is late, a “B” is the highest grade possible for that item; and if the material is a “B” quality and late, the item will receive a “C”.</td>
</tr>
<tr>
<td>C=70-79%</td>
<td>Demonstrate minimum competency; i.e., the ability to communicate in writing, some originality of thought, adequate substance and coverage of material with minimal errors.</td>
</tr>
<tr>
<td>D=60-69%</td>
<td>Significant deficiencies in fulfilling course requirements; inadequate coverage of material; limited in substance; numerous errors.</td>
</tr>
<tr>
<td>F=59% or lower</td>
<td>Demonstrate significant errors in addition to inadequate coverage of material.</td>
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Written Assignments will be evaluated for both content and composition. Concise, clear, well organized, and correct writing is expected. All parts and parameters of the assignments are to be addressed. Ideas and assumptions should be supported by referenced examples following APA style when required. Always use 1-inch margins (all four margins) and 12-pt type.

Class Participation will be evaluated based on contributions to class discussions, completion of short activities, clear and concise presentation of ideas and a respect for appropriate time frames. Class participation includes discussing some assignments, giving feedback to fellow students as appropriate and presenting / facilitating as required. E-mail and discussions need to be kept professional and respectful; use formal communication approaches, as you would in a business environment.

Notice: Failure to meet assignment due dates could result in a grade of I (Incomplete) and may adversely impact Tuition Assistance and/or Financial Aid.

The conceptual basis for the grading uses Bloom’s Taxonomy – it is a hierarchy of thinking.

Graduate-level thinking and writing requires the use of the top four levels: evaluation, synthesis, analysis and application. In order to do these, it is expected that one have or gain the knowledge and comprehension of the materials. Bloom’s Taxonomy is listed below from highest to lowest:

Evaluation:
Appraise, assess, critique, select, judge, justify, value, argue, attach, choose, compare, defend, estimate, predict, rate, core, select, support, or evaluate based on specific standards or criteria. Synthesis: originate, combine, integrate, construct, formulate, predict, produce, design, arrange, assemble, collect, compose, create, design, develop, manage, organize, plan, prepare, set up, write, or invent prior knowledge related to a product, plan or proposal that is new.

Synthesis:
Originate, combine, integrate, construct, formulate, predict, produce, design, arrange, assemble, collect, compose, create, design, develop, manage, organize, plan, prepare, set up, write, or invent prior knowledge related to a product, plan or proposal that is new.

Analysis:
Examine, take information apart, classify, predict, categorize, compare, contrast, debate, deduct, diagnose, infer, specify, conclude, appraise, calculate, criticize, differentiate, discriminate, distinguish, experiment, question, analyze or test. Application: compute, conclude, construct, demonstrate, determine, use, give an example, illustrate, operate, solve, state a rule or principle, dramatize, employ, interpret, practice, schedule, sketch, solve, or write.

Application:
Compute, conclude, construct, demonstrate, determine, use, give an example, illustrate, operate, solve, state a rule or principle, dramatize, employ, interpret, practice, schedule, sketch, solve, or write.
Comprehension:
Summarize, restate, retell in your own words, put in order, translate, trace, convert, describe, explain, interpret, paraphrase, classify, discuss, express, identify, indicate, locate, recognize, report, review, or select. Knowledge: define, fill in the blank, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, arrange, duplicate, order, recognize, relate, or repeat.

Knowledge:
Define, fill in the blank, identify, label, list, locate, match, memorize, name, recall, spell, state, tell, underline, arrange, duplicate, order, recognize, relate, or repeat.
Online Assessment Instructions for the Client

To Take an Assessment

1. Using a web browser (i.e., Microsoft® Internet Explorer), access the assessment on the CPP Web Administration site at http://online.cpp.com/en/CPPLandingPage.aspx?projectId=b8c2e6e8-b6ca-4810-9577-56a0f9818569
2. Provide the requested demographic information.
3. Click CONTINUE
4. Follow all directions to complete your assessment.
5. Answer the questions as spontaneously as possible.
6. Respond to every item.
7. After completing the assessment, click DONE at the bottom of the page.

If you cannot complete the assessment in one sitting:

1. If taking a break from an assessment, be sure to click Done so your responses will be saved and can be recovered when you resume. Write down your User ID number so you can resume taking the assessment using the same User ID. Click Log Out and close your browser session.
2. When you are ready to complete your assessment, go to http://online.cpp.com and enter the Login: “Boomer”, password: “Sooner” (both login and password are case sensitive) and your User ID to return to your assessment.

If you have any questions during the self-administration process, please contact sherrylmcguire@sbcglobal.com Thank you for your participation
POLICIES AND NOTICES

Attendance/Grade Policy

Attendance and participation in interaction, individual assignments, group exercises, simulations, role playing, etc. are valuable aspects of any course because much of the learning comes from discussions in class with other students. It is expected that you attend all classes and be on time except for excused emergencies.

Excused absences are given for professor mandated activities or legally required activities such as emergencies or military assignments. It is the policy of the University to excuse absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required class work that may fall on religious holidays. Unavoidable personal emergencies, including (but not limited to) serious illness; delays in getting to class because of accidents, etc.; deaths and funerals, and hazardous road conditions will be excused.

If you are obtaining financial assistance (TA, STAP, FA, VA, Scholarship, etc.) to pay all or part of your tuition cost, you must follow your funding agency/institution’s policy regarding “I” (Incomplete) grades unless the timeline is longer than what the University policy allows then you must adhere to the University policy. Students who receive Financial Aid must resolve/complete any “I” (Incomplete) grades by the end of the term or he/she may be placed on “financial aid probation.” If the “I” grade is not resolved/completed by the end of the following term, the student’s Financial Aid may be suspended make the student ineligible for further Financial Aid.

Students are responsible for meeting the guidelines of Tuition Assistance and Veterans Assistance. See the education counselor at your local education center for a complete description of your TA or VA requirements.

Academic Honesty

Honesty is a fundamental precept in all academic activities and … [you] have a special obligation to observe the highest standards of honesty. Academic misconduct in any form is inimical to the purposes and functions of the University and is therefore unacceptable and is rigorously proscribed. Academic misconduct includes:

- cheating (using unauthorized materials, information, or study aids in any academic exercise), plagiarism, falsification of records, unauthorized possession of examinations, intimidation, and any and all other actions that may improperly affect the evaluation of a student’s academic performance or achievement; assisting others in any such act; or attempting to engage in such acts.

All acts of academic misconduct will be reported and adjudicated as prescribed by the student code of the University of Oklahoma. All students should review the Student’s Guide to Academic Integrity.

Accommodation Statement

The University of Oklahoma is committed to making its activities as accessible as possible. For accommodations on the basis of disability, please contact your local OU Site Director.

Course Policies

Advanced Programs policy is to order books in paperback if available. Courses, dates, and professors are subject to change. Please check with your OU Site Director. Students should retain a copy of any assignments that are mailed to the professor for the course. Advanced Programs does not provide duplicating services or office supplies.

Copyright

Any and all course materials, syllabus, lessons, lectures, etc. are the property of professor teaching the course and the Board of Regents of the University of Oklahoma and are protected under applicable copyright.

For more information about Advanced Programs, visit our website at: http://www.goou.ou.edu/
INSTRUCTOR VITA
Sherryl M. McGuire, Ph.D.

Education
- 1985 Ph.D. in Adult Education, University of Oklahoma, Norman, OK
- 1976 M.S. in Education (Special Education), Oklahoma State University, Stillwater, OK
- 1969 B.S. in Education (Special Education), Oklahoma State University, Stillwater, OK

Current Positions
- Advanced Programs Professor since 1982
- Owner, Organizational Resources, a consulting firm specializing in organization development, leadership and systems change
- Assistant Professor, Adjunct, Department of Human Relations, University of Oklahoma

Frequently Taught Advanced Programs Courses
- HR 5113 Conflict Management in Human Relations
- HR 5033 Leadership in Organizations
- HR 5073 Creative Problem Solving
- HR 5163 Nonverbal Behavior in HR
- HR 5113 Grant Writing & Development
- HR 5083 Group Dynamics
- HR 5110 Helping Relationships
- HR 5110 Total Quality Management
- HR 5193 Intervention & Practice in Training
- HR 5113 Stress Management
- HR 5093 Introduction to Graduate Studies in HR
- HR 5003 Theoretical Foundations of HR
- HR 5183 Issues in Human Relations Training
- HR 5110 Process Consultation
- HR 5043 Organizational Change & Development

Major Areas of Teaching and Research Interest
- Current interests include systems thinking for systems change, servant leadership development, management, and interpersonal effectiveness
- Organization Development and Change
- Health and Wellness
- Assessment and Coaching

Representative Publications and Presentations
- Developed and implemented National Executive Leadership Program
• Presented numerous workshops and classes for business, government, education, financial and health organizations over past twenty years
• Experienced facilitator of team building, conflict resolution and strategic planning

Major Professional Affiliations

• American Society for Training and Development: chapter president, vice-president, committee chair; national and regional conference speaker.