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The Human Resource Management Graduate Handbook represents the offerings and requirements in effect at the time of publication, but there is no guarantee that they will not be changed or revoked. The course offerings and requirements of the university are continually under examination and revision. This handbook is not intended to state contractual terms and should not be regarded as a contract between the student and the department or university.

The university reserves the right to change any provision, offering, or requirement to be effective when determined by the university. These changes will govern current and readmitted students. Enrollment of all students is subject to these conditions. The current university catalog should be referred to during each year of study.



Department of Management
College of Business Administration
408 Stokely Management Center
Knoxville, TN 37996-0545
Telephone: (865) 974-3161
Fax: (865) 974-2048
hrm@utk.edu

Dear Graduate Students:

I want to welcome you to the Human Resource Management (HRM) program, located in the College of Business Administration at The University of Tennessee. We appreciate your making the choice to pursue your graduate degree with us.

As new graduate students, we want to you know that our faculty have collaborated together to develop a powerful human resource management curriculum. The foundation of our curriculum is built on benchmarking. In developing our curriculum, we carefully reviewed and followed the Society for Human Resource Management (SHRM) guidelines to determine the curriculum offerings of our program. As a result of our benchmarking efforts with SHRM, our master's degree in HRM is consistent with the SHRM model of knowledge and skills needed for successful practice and certification.

From our benchmarking efforts, we learned what expertise our students need in being able to contribute to add value to the organizations they will eventually serve. Without doubt, and with great confidence, students completing their degrees with our program will be prepared to competitively secure employment within the human resource job market. For those of you who are already employed, you will develop new strengths and skills that will enable you to enhance your current employment situation. And those fortunate organizations that employ our students, will immediately note the value-adding returns our students will make in their respective organization.

Again, I want to welcome you to the HRM program. Please let us know if we can be of assistance to you in any way.

Sincerely,

Michael Lane Morris

Michael Lane Morris, Ph.D.
Associate Professor and
HRM Program Director

Graduate School Introduction

In order to serve the mission and vision of the Graduate School and preserve the integrity of Graduate Programs at the University of Tennessee, Knoxville, information related to the process of graduate education in each department is to be provided for all graduate students.

Based on Best Practices offered by the Council of Graduate Schools, it is important that detailed articulation of the information specific to the graduate degrees offered in each department/program be disseminated.

The Department Graduate Handbook does not deviate from established Graduate School Policies

<http://catalog.utk.edu/content.php?catoid=2&navoid=27> noted in the Graduate Catalog, but rather provides the specific ways in which those policies are carried out.

The purpose of this Handbook for the edification of Graduate Students of the Masters Degree program for Human Resource Management.

HRM Master's Program Faculty & Staff

NAME	TELEPHONE NUMBER	E-MAIL ADDRESS	CAMPUS ADDRESS
Faculty			
Barksdale, Cheryl Lecturer	(865) 974-1675	cbarksd1@utk.edu	401 Stokely Management Center
Leap, Terry Professor and Department Head	(865) 974-3575	tleap@utk.edu	409 Stokely Management Center
Morris, Lane Program Director, Associate Professor	(865) 974-6291	mmorris1@utk.edu	410 Stokely Management Center
Mackey, Debbie Lecturer/Intern Coordinator	(865) 974-7014	dmackey@utk.edu	415 Stokely Management Center
Pierce, Randal Assistant Professor	(865) 974-6132	rpierce@utk.edu	403 Stokely Management Center
Rentsch, Joan Professor	(865) 974-1671	jrentsch@utk.edu	413 Stokely Management Center
Wood, Kathy Lecturer	(865) 974-3162	kwood7@utk.edu	405 Stokely Management Center
Staff			
Goodman, Jeannie Administrative Assistant	(865) 974-0946	goodmanj@utk.edu	406 Stokely Management Center

HRM FACULTY AND STAFF



Cheryl Barksdale
Lecturer
Ph.D., The University of Tennessee

Cheryl Barksdale is a lecturer for UT's Department of Management and the coordinator of Leadership Development Programs for UT's Center for Executive Education. She is also a consultant with Tennessee Assessment Center, a company that specializes in the selection and development of managers and executives, and with CircleSpring, a company that provides customized multisource assessment and feedback for personal and professional development.

Cheryl received her Ph.D. in Industrial and Organizational Psychology from the University of Tennessee. Her areas of interest are employee selection, executive development, experiential learning, performance appraisal, and individual differences in the workplace.



Terry Leap
Professor and Department Head
Department of Management
Ph.D., University of Iowa

Dr. Leap received his Ph.D. in Business Administration from the University of Iowa. He also holds Master of Public Health and B.S. in Business Administration degrees from the University of North Carolina at Chapel Hill.

His research interests are in the areas of white-collar crime and deviant behavior in organizations. Dr. Leap is the author of *Phantom Billing, Fake Prescriptions, and the High Cost of Medicine: Health Care Fraud and What to do About It* (Cornell University Press, 2011), *Dishonest Dollars: The Dynamics of White-Collar Crime* (Cornell University Press, 2007), and *Tenure, Discrimination, and the Courts* 2nd ed. (Cornell University Press, 1995). He is also author of *Collective Bargaining and Labor Relations*, 2nd ed. (Prentice-Hall, 1995) and *Personnel/Human Resource Management*, 2nd ed. (Macmillan, 1993).

Dr. Leap has published articles in the *Academy of Management Journal*, *Harvard Business Review*, *MIT Sloan Management Review*, *Journal of Management*, *Industrial Relations*, *Human Relations*, *Industrial and Labor Relations Review*, and others.

Prior to joining the Department of Management faculty at UT, Dr. Leap taught for over 27 years at Clemson University, and he served as chair of the Department of Management there from 1999-2006. He has also taught at the Louisiana State University (Baton Rouge campus) and the University of Iowa. Dr. Leap lectures annually at the University of Siegen in Germany. He currently teaches graduate courses in employment law, ethics, and white-collar crime at UT.

Dr. Leap served as an officer (Captain) in the U.S. Air Force Medical Service Corps. He has also worked as a commercial pilot and is an FAA-certificated flight instructor.



Michael Lane Morris
Program Director and Associate Professor
President, Academy of Human Resource Development
Ph.D., The University of Tennessee, 1992

Research Areas

Dr. Morris' research focus includes results-oriented strategies that maximize and measure individual/organizational performance, learning, strengths, change, improvement, collaboration skills, and health & wellness. Dr. Morris' specific scholarship interests include topics such as Performance Metrics, Work/Life/Family Integration Issues, Individual and Organizational Stress/Health/Wellness/Safety, Leadership, Learning, Performance, & Change, Team-building, Diversity and Harassment, and various aspects of Positive Psychology (e.g., Strengths, Fulfillment, Satisfaction, Hardiness, Resiliency).

Selected Publications

Morris, M.L. & Madsen, S. (2007). Advancing Work/Life Integration in Individuals, Organizations, and Communities. *Advances in Developing Human Resources (Special Issue: Volume 9, Issue 4)*. Sage Publications

Lim, D.H. & Morris, M.L. (2007). The effect of flexible learning delivery format on online learner's learning, application, and instructional perception. *Journal of Educational Technology Systems*.

Lim, D.H., & Morris, M.L. (2006). Influence of trainee characteristics, instructional satisfaction, and organizational climate on perceived learning and training transfer. *Human Resource Development Quarterly*, 17(1), 85-115.

Ballard, S.M., & Morris, M.L. (2005). Factors influencing mid-life and older adults attendance in family life education programs. *Family Relations*, 54, 461-472.

Morris, M. L., & Ballard, S. M. (2003). Instructional Techniques and environmental issues in family life education programming with mid-life and older adults. *Family Relations*, 52(2), 167-173.

Blanton, P. W., & Morris, M. L. (1999). Predictors of physiological and emotional well-being: Aspects of social context and perceptions of work-related stress. *Review of Religious Research*, 40, 331-348.

Honors/Awards

Core Faculty and Executive LDP Coach for The University of Tennessee Executive MBA Programs: Physicians Executive MBA (Ranked #1), Executive MBA, Professional MBA, & Aerospace MBA.

Editorial Board Member of various journals.



Debbie L. Mackey
Lecturer/Intern Coordinator
Ph.D., The University of Tennessee, 1997

Research Areas

Dr. Mackey's research areas include human resource competencies necessary for the undergraduate and the placement and retention of graduates in the human resource field. She also works with the placement of students into thriving internships.

Dr. Mackey has worked with over 250 students in the last 5 years involving career counseling, intern and career placement. She has networked with over 200 companies leading to job placement for HRM students well above the national average.

As UT-SHRM faculty advisor she has facilitated programs, and activities that has led to the chapter being awarded Superior Merit by National SHRM in 2005-2011.

Selected Refereed Papers Published in International Conference Proceedings

Mackey, D.L. (2005). The Continuation of the Benefits of a Human Resource Internship Through Appreciative Inquiry Interviews. In *Academy of Human Resource Development International Conference Proceedings*. Bowling Green OH: Bowling Green State University.

Mackey, D.L. (2004). Identifying Benefits of a Human Resource Internship Through Appreciative Inquiry Interviews. In *Academy of Human Resource Development International Conference Proceedings*. Bowling Green OH: Bowling Green State University.

Mackey, D.L. (2004). Benefits of a human resource internship through appreciative inquiry interviews. In *Academy of Human Resource Development International Conference Proceedings*. Bowling Green, OH, Bowling Green State University.

Mackey, D. L. (2003). Human resource managers' perceptions of competencies to be included in an undergraduate program. In *Academy of Human Resource Development International Conference Proceedings*. Bowling Green, OH: Bowling Green State University.

Honors/Awards

Studied and passed the Professional Human Resource Exam obtaining the designation of PHR, 2011.

Winner of the Outstanding Commitment to Students Award in the College of Business Administration, 2008.

Top 10 Finalist for the National Alumni Association Teaching Award, 2008.

Chair for the Early Scholar Award for the Academy of Human Resource Development (2007)

Human Resource Management Excellence Award by State SHRM (2005)

Finalist for Outstanding Commitment to Students Award in the College of Business (2004, 2005, 2006 and 2007).

Faculty Advisor for the UT-SHRM team which placed 3rd in the Southeast Region (2005).

Ronald McNair Faculty Mentor (2004, 2006).

Faculty advisor for UT-SHRM and Campus Crusade.

Nominated for Outstanding Teaching by the UT Alumni Association (2003).

Obtained TVHRA Scholarships for HRD/Business students (2001, 2003).

Facilitated the 2006, 2008, and 2010 Southeast Regional SHRM Games and Conference hosting over 200 participants at the University of Tennessee.

Item writer for National SHRM for the Assurance of Learning Exam for Collegiate Programs 2010.



Randal H. Pierce
Assistant Professor
Ph.D., The Ohio State University, 1982

Research Areas

Dr. Pierce's research areas include career development and instructional systems design. His interests are in the application of current career development theories to the ever-changing workplace and structure of organizations. He is interested in assisting individuals in their development of long-term self-directed career development plans.

He is also interested in the development of models for instructional systems design to meet specific training and organizational objectives. The training needs of today's organizations are dynamic and must serve the interests of both the individual and the organization. The instructional systems design employed must consider a range of delivery modes, various levels of instructional technology utilization and individual learning styles.

Selected Patents and Publications

Pierce, R. H., (2000). Technology, it's all about problem solving. *The TenneScene*, 2, 28.

Deitrick, D. R., Honeycutt, B., James, J. I., Pierce, R. H., (1999). United States Patent #5,899,544. Secure Stowage System.

Pierce, R. H., Cheek, G., Haskell, R. (1993). The career development experience in German education. *Workforce Development in the Federal Republic of Germany*. Pittsburgh, KS: Press International.

Honors/Awards

Ronald McNair Faculty Mentor (2004).

Received the Tennessee Technology Education Association's Distinguished Service Award for national, state, and local service to the profession (2000).



Joan Rentsch
Professor
Ph.D., University of Maryland

Dr. Rentsch received a BS degree in Psychology from the Ohio State University and her MA and PhD degrees in Industrial/Organizational Psychology from the University of Maryland. Dr. Rentsch's research interests include team member schema similarity, cognitions in organizations, and measurement of cognitions. Her work has appeared in journals such as Academy of Management Journal, Journal of Applied Psychology, Human Resource Management Review, Journal of Management, Journal of Vocational Behavior, Organizational Research Methods, Educational and Psychological Measurement, and others.



Kathy Wood
Lecturer
MBA, Wharton School of the University of Pennsylvania

Ms. Wood has an MBA from the Wharton School of the University of Pennsylvania. Prior to joining UT in 2006, she had 27 years of corporate experience including ten years as Vice President of Human Resources for ImagePoint Inc. and seven years as Vice President of Human Resources and Support Services for CTI, Inc. She began her career with Union Carbide and Martin Marietta in Oak Ridge, TN, where her roles included Director of Compensation and Manager of Human Resource Development at the Y-12 Plant. Ms. Wood's areas of interest include strategic planning, leadership development and training, human resource management, and cross-cultural communications. She is an avid European traveler.



Jeannie Goodman
Administrative Support Assistant

Jeannie began her career with the University of Tennessee in 2006 in the College of Business. She joined the Management Department in February, 2011.

Her primary responsibilities in the Management Department include working with HRM students and prospective students; helping them to complete their Master's application files. She is the primary contact person for general information on the HRM Master's program. She also provides administrative support to the HRM Program Director, Dr. Lane Morris as well as all other HRM and Management Department faculty members. Additionally, Jeannie serves as textbook coordinator for the department and the Administrative Support for the Anderson Center for Entrepreneurship and Innovation.

Honors/Awards

Earned the Certified Administrative Professional certification, May 2011.

College of Business Administration Superior Customer Responsiveness Award Winner, 2009.

UNIVERSITY AND OUTSIDE RESOURCES

University Resources

- **HRM Website**
<http://bus.utk.edu/mgt/prospective/hrm.asp>
- **College of Business Administration Website**
<http://bus.utk.edu>
- **Circle Park Online**
<http://cpo.utk.edu>
- **UT-SHRM (UT- Society of Human Resource Management (student organization))**
<http://bus.utk.edu/shrm>
- **Office of Research**
<http://research.utk.edu>
- **UT Graduate School (forms such as Admission to Candidacy, Revision to Candidacy, Doctoral Committee Appt., important dates for graduation, etc.)**
<http://gradschool.utk.edu>
- **UT Graduate Admissions Office**
<http://graduateadmissions.utk.edu/>
- **Guide to the Preparation of Theses and Dissertations**
web.utk.edu/~thesis
- **OIT- Office of Information Technology (Technology Consulting and Support)**
<http://oit.utk.edu/>
- **Tmail (University E-mail)**
tmail.utk.edu
- **Hilltopics (Official UT Student Handbook)**
<http://dos.utk.edu/hilltopics/>
- **Bursar's Office (fees, payment deadlines, etc.)**
<http://web.utk.edu/~bursar/>

UNIVERSITY AND OUTSIDE RESOURCES (Cont.)

Outside Resources

- **AHRD** (Academy of Human Resource Development) *
<http://www.ahrd.org>
- **SHRM** (Society for Human Resource Management) *
<http://www.shrm.org>
- **TVHRA** (Tennessee Valley Human Resource Development Association)
<http://www.tvhra.org>
- **CUPA-HR** (College and University Professional Association for Human Resources)
<http://www.cupahr.org>
- **ASTD** (American Society for Training and Development)
<http://www.astd.org/astd>
- **AOM** (Academy of Management) *
<http://www.aonline.org/>
- **SMA** (Southern Management Association) *
<http://www.southernmanagement.org/>

*All HRM graduate students are strongly encouraged to possess a student membership in an international academic organization. Student memberships provide a number of personal and professional benefits that promote significant career opportunities.

The University of Tennessee

Human Resource Management Master's Degree Program

Graduate Student Information



August 2011

The Human Resource Management Master's Degree Program

The Master of Science degree with a major in human resource management provides a flexible graduate program for professionals wishing to pursue in-depth study within and across subject areas of human resources. The Human Resource Management program advances economic development through the strategic and effective use of human capital. The curriculum goal of the program centers around producing individual effectiveness through a guiding framework that focuses on developing human resource skills and understanding of organizational culture, systems and structures, and decision-making; individual, group, organizational learning; total reward systems, organizational behavior and change; and analysis, action, measurement of economic outcomes.

Admission Requirements for MS Degree

Students may begin graduate coursework for the Master of Science with a major in human resource management in the fall or spring semester. The application deadline is May 1 (February 1 for international students). Applications by U.S. citizens and permanent residents received after the May 1 application deadline will be considered as space allows.

Students with a business administration degree from an accredited baccalaureate degree program normally require no additional preparation for the program. Students with undergraduate degrees in areas other than business administration may enter the M.S. program but must complete coursework in Business Foundations. The Foundations coursework includes Accounting 200; Economics 201; Business Administration 201; and Finance 301, or their equivalents as approved by the Director of the HRM program. All Business Foundations coursework must be completed either before entering the program or within 12 calendar months of enrollment.

In addition to the general admission requirements, M.S. applicants are required to take the Graduate Record Exam (GRE) or the Graduate Management Admission Test (GMAT) and submit information on forms provided by the Management Department (test scores can be no more than 5 years old). Applicants whose native language is not English must also submit results of the Test of English as a Foreign Language (TOEFL) with a 20 or higher in each of the 4 categories.

For admission to the M.S. program, consideration is given to:

- Applicant's academic record with particular attention to the last two years of undergraduate work.
- Scores on the GRE or GMAT, and TOEFL for those whose native language is not English.
- Internships and/or work experience and other activities that demonstrate potential for leadership in the HRM field.
- Recommendations from professors and/or work supervisors.

The admission decision is based on all factors that make up the total application; therefore, there is not an automatic cutoff for either grade point average or test scores.

Degree Requirements

The HRM Master=s degree program is a 33 hour (minimum) non-thesis program. All students must take the following course requirements:

	Hours
Management 521 (Foundations of HRM).....	3
Management 550 (Organizational Behavior and Development).....	3
Management 595 (Selected Topics in Managerial Issues).....	3
HRM 530 (Employment Law and Labor Relations).....	3
HRM 535 (Applied Training and Development).....	3
HRM 540 (Staffing).....	3
HRM 545 (Compensation and Benefits).....	3
HRM 555 (Strategic HRM).....	3
HRM Special Topics.....	3
Statistics 531 (Survey of Statistical Methods).....	3
HRM 503 (Problems in Lieu of Thesis).....	3
OR	
HRM 592 (Internship).....	3
TOTAL.....	33

Students will take either HRM 503 or HRM 592. HRM 503 will be taken by students who already possess HR experience or participated in an HR internship during their undergraduate course of study. HRM 592 will be taken by students who do not possess sufficient HR work experience. Course determination will be based on HR experience and students will be notified of which course they will be required to take.

Master's Program Planning Sheet

The Master's program planning sheet, which reflects the above course requirements, can be obtained through the HRM office. The student's committee chair must place a program planning sheet, which also lists and explains any course substitutions, on file with the HRM office at the time the admission to candidacy form is submitted.

Admission to Candidacy

Admission to candidacy indicates agreement that the student has demonstrated ability to do acceptable graduate work and that satisfactory progress has been made toward a degree. This action usually connotes that all prerequisites to admission have been completed and that a program of study has been approved. The application for the master's degree is made as soon as possible after the student has completed any prerequisite courses and 9 hours of graduate coursework with a 3.0 average or higher in all graduate work. The Admission to Candidacy form must be signed by the student's committee and all courses to be used for the degree must be listed, including transfer coursework. The student must submit this form to the Graduate School no later than the last day

of classes of the semester proceeding the semester in which he/she plans to graduate. The Admission to Candidacy form should be *typed* or completed online.

Forms and Tasks for Graduation

Students should familiarize themselves with all graduate school forms and tasks required for graduation. These forms and tasks required can be accessed through the Graduate School website <http://gradschool.utk.edu/default.shtml>.

Comprehensive Exam Procedure

Each student must successfully complete a final comprehensive examination. The examination is not merely a test over coursework, but a measure of the student's ability to integrate material in the major and related fields. Comprehensive exams will be scheduled by the department. Students must register for the comp exam at least two weeks prior to the exam date. Students taking the final examination but not otherwise using facilities pay a fee equal to one hour of graduate credit instead of registering. In cases of failure, the candidate may not apply for reexamination until the following semester. The result of the second examination is final.

Time Limit for the Master's Degree

Candidates have 6 calendar years to complete the degree, starting at the beginning of the semester of the first course counted toward the degree. Students who change degree programs during this six-year period may be granted an extension after review and approval by the Graduate School. In any event, courses used toward a master's degree must have been taken within 6 calendar years of graduation.

Registration for Use of Facilities

Registration is required of all graduate students when using University facilities and/or faculty time. The minimum number of hours for registration is one. Registration allows use of services such as library checkout, laboratories, and recreation facilities not open to the public.

Students using University facilities, services or faculty time, including summer term, must be registered. Normally, students are registered for coursework or thesis/dissertation credit. Students who have not begun research but who have completed all coursework requirements must register for use of facilities.

Course Loads

The maximum load for a graduate student is 15 hours, and 9 to 12 hours are considered a full load. For the summer term, graduate students may register for a maximum of 12 semester hours in an entire summer term or for a maximum of 6 semester hours in a 5-week summer session. Students may enroll in only one course during a mini-term session.

Students holding a one-half time assistantship normally should enroll for 6-11 semester hours. A one-fourth time graduate assistant normally should take 9-13 semester hours. A student on a one-half time assistantship who takes six (6) semester hours will be considered full time. Courses audited do not count toward minimum graduate hours required for financial assistance.

Registration for more than 15 hours during any semester, or for more than 12 hours in the summer term, is not permissible without prior approval of the Program Director. On behalf of the student with the Program Director, the major professor may seek registration of up to 18 hours during a semester if the student has achieved a cumulative grade point average of 3.6 or better in at least nine (9) hours of graduate work with no outstanding incompletes. No more than 12 hours are permissible in the summer term without prior approval of the Program Director.

Grade Point Average

A cumulative grade-point average of 3.0 is required on all graduate coursework taken at UT to remain in good standing and to receive any graduate degree or certificate from the University. All coursework taken for graduate credit is computed into the GPA.

Academic Standards

Graduate education requires continuous evaluation of the student. This includes not only periodic objective evaluation, such as the cumulative grade-point average, performance on comprehensive examinations and acceptance of the thesis or dissertation, but also judgements by the faculty of the student's progress and potential. In special circumstances and based upon the faculty's assessment, graduate students may receive written letters from their Advisor and/or the Program Director that outlines the strengths and/or deficiencies the student should address within the given timeframe. This letter will be placed in the student's permanent academic file. Continuation in a program is determined by consideration of all these elements by the faculty and the head of the academic unit. In those highly unusual cases, dismissal from the graduate program is considered an appropriate remedy.

Academic Probation

Upon completion of nine hours of graduate coursework, a graduate student will be placed on academic probation when his/her cumulative GPA falls below 3.0. A student will be allowed to continue graduate study in subsequent semesters if each semester's grade-point average is 3.0 or greater. Upon achieving a cumulative GPA of 3.0, the student will be removed from probationary status.

Dismissal

If on academic probation, a student of degree or non-degree status will be terminated by the Dean of Graduate School if the student's semester GPA falls below 3.0 in a subsequent semester. When the particular circumstances are deemed to justify continuation, and upon recommendation of the appropriate academic unit and approval of the Dean of Graduate School, a student on probation whose semester GPA is below 3.0 may be allowed to continue on a semester-by-semester basis.

Dismissal of a graduate student by a department or program is accomplished by written notice to the student, with a copy to Graduate School. In those cases where the department's requirements for continuation are more stringent than University requirements for graduate programs, the Dean of Graduate School will evaluate the student's record to determine whether the student is eligible to apply for a change of status and register in another area of study. Registration

for courses in a department from which a student has been dismissed will not be permitted, except by written authorization from that department.

Academic Honesty

Academic integrity is a responsibility of all members of the academic community. An honor statement is included on the application for admission and readmission. The applicant's signature acknowledges that adherence is confirmed. The honor statement declares that:

An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.

The HRM Program closely adheres to the guidelines and policies of the university concerning academic integrity and will implement those remedies that will sustain the integrity of the program (see page 25 of the Graduate Handbook).

Graduate Courses

HRM 502 Registration for Use of Facilities (1-15) Required for the student not otherwise registered during any semester when student uses University facilities and/or faculty time before degree is completed. May not be used toward degree requirements. May be repeated. S/NC only.

HRM 503 (Problems in Lieu of Thesis) (1-3) May be repeated. Maximum 3 hrs. Company project. Preliminary investigation of significant strategic HRM-related issue (new initiative or significant organizational change to enhance organizational effectiveness) in a sponsoring organization. Work within company under guidance of faculty to develop proposal that defines issue and scope of project. Proposal to be approved by company and faculty.

MGT 521 (Foundations of HRM)

Examination of the theoretical foundations, historical development, and contemporary practice of Human Resources Management (HRM). Core HRM areas are surveyed, including employment law, employee rights and employer responsibilities, job analysis, job design, measurement of individual differences, performance management, career development, training, and employee/management relationships.

MGT 550 (formerly MGT 545) (Organizational Behavior and Development)

Examination of individual group and organizational issues that affect and shape organizations. Topics include individual differences, motivation, communication, decision making, leadership, power, organizational structure and design, and change.

MGT 595 (Selected Topics in Current Managerial Issues) In-depth consideration of current issues. Managerial impact of emerging topics.

HRM 530 (Employment Law and Labor Relations)

Examination of the current legal environment of HRM as it applies to effective workplace relations between the employer and employees, employment discrimination, labor relations, employee rights, and collective bargaining processes.

HRM 535 (Training and Development)

Examination of the strategies and techniques of training systems, including needs assessment, motivation to learn, transfer of training, evaluation, and performance improvement as such systems satisfy both organization needs and personal career goals.

HRM 540 (Staffing)

Examination of the processes and practices that facilitate effective HRM planning, recruitment, and placement of employees in relation to the organization's present and future needs.

HRM 545 (Compensation and Benefits)

Examination of the development and implementation of reward systems in order to achieve strategic organizational objectives. Reward systems include compensation, benefits, legal compliance, and cost containment policies as they apply in both the U.S. and international business environments.

HRM 555 (Strategic HRM)

Examination of the role of HRM in creating and sustaining competitive advantage. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security are explored in terms of their strategic value.

HRM 592 (Internship)

The internship is an opportunity for students to apply classroom knowledge and obtain additional human resource experience. The organizational experience provides additional human resource knowledge and assists the student in research and career advancement.

STATS 531 (Survey of Statistical Methods)

Univariate and bivariate data collection and organization, statistical estimation and hypothesis testing; analysis of relationship for categorical and numerical data, including Chi-square test and simple linear and quadratic regression. Use of computing facilities required.

ECONOMICS 441 (Labor Economics) – ELECTIVE, not longer a requirement

Extension of economic principles to labor markets, public policy questions, demand and supply, theory of wage differentials, unemployment, unions in the private sector, investment in individuals, education and training, mobility.

Business Foundations Courses

1-ACCOUNTING 200 (Foundations of Accounting) 3 hours

Introduction to financial and managerial accounting theory and practice with emphasis on the role of accounting information in business decisions.

2-ECONOMICS 201 (Introductory Economics: A Survey Course) 4 hours

Theory of consumer behavior, theory of firms, supply and demand, costs of production, market models, national income and employment theory, money and banking, monetary and fiscal policy, debt, and international economics.

3-BUSINESS ADMINISTRATION 201 (Business Functions) 4 hours (was offered until Spring 2011)

Understanding how business works through application and integration of fundamental business functions. Includes aspects of marketing, finance, logistics, operations, organizational behavior, and information management.

Prerequisite(s): Accounting 200 and Economics 201

Corequisite(s): Statistics 201 or Statistics 207

OR

BUSINESS ADMINISTRATION 242 (Business Software Applications) 2 hours

Instruction on the use of widely used spreadsheet and database software. Includes, via hands-on activities, the use of the many features contained in these two software applications with emphasis on how and when to apply these features to address a variety of business problems.

Prerequisite(s): Accounting 200 and Economics 201 or 207.

Corequisite(s): Statistics 201 or 207.

Registration Restriction(s): Majors in the College of Business Administration.

4-FINANCE 301 (Financial Management) 3 hours

Principles of financial management. Investment, financing, and asset management functions of the firm.

Prerequisite(s): Business Administration 201

OR

FINANCE 300 (Fundamentals of Finance) 3 hours

Survey of the basic principles of finance.

(RE) Prerequisite(s): Management 201

Program Planning Sheet
HRM Master's Program

Human Resource Management
 College of Business Administration
 The University of Tennessee

Name: _____ ID #: _____
 (starts with 000)

Address: _____

Home Phone: _____ Work: _____ E-mail: _____

Master's Degree Course Requirements:

	Hours
_____ Management 521 (Foundations of Human Resource Management)	3
_____ Management 550 (Organizational Behavior and Development) (formerly MGT 545)	3
_____ Management 595 (Selected Topics in Managerial Issues)	3
_____ Management 595 (Selected Topics in Managerial Issues)*	3
_____ HRM 530 (Employment Law and Labor Relations)	3
_____ HRM 535 (Applied Training and Development)	3
_____ HRM 540 (Staffing)	3
_____ HRM 545 (Compensation and Benefits)	3
_____ HRM 555 (Strategic HRM)	3
_____ Statistics 531 (Survey of Statistical Methods)	3
_____ HRM 503 (HRM Problems in Lieu of Thesis) – Project	3
OR	
_____ HRM 592 (Internship)	3
TOTAL.....	33

***MGT 595** Substitutions: ECON 441, PSYCH 440, other courses petitioned by the student that are (a) listed in the graduate catalog and are relevant to Management and/or HRM; (b) reviewed and approved by the HRM Program Director PRIOR to enrollment. Student petitions must include course name/number, graduate catalog description, and a rationale statement explaining why student believes the course is relevant to the HRM program of study.

The following additional courses *could* be required for students without a business background. (Contact Betsy Gullett. at (865) 974-5096 or esmith2@utk.edu to obtain clearance to register for these classes).

_____ Accounting 200 (Foundations of Accounting)	3
_____ Economics 201 (Introductory Economics)	3
_____ Business Administration 242 (Business Software Applications)	2
_____ Finance 301 (Financial Management)	3
TOTAL.....	11

Comments:

