



Academic Review Committee Request Form: New Program

ARC Use Only:
ARC #: _____
Program ID: _____
Status: _____
(A=Approved, I=Information Item, R=Returned)
Date rec'd by ARC: _____

Please submit the ORIGINAL of this request form and supporting documents (along with an electronic version) to your unit ARC representative, who will deliver them to the Academic Review Committee.

SECTION A: Program Information

Program Title: Minor in Human Resources Management

Originator(s) of the Proposal: Mark Skowronski, Rikki Abzug (Management Convening Group)

Proposal Date: 10/01/2019

School(s): ASB Convening Group(s): Management Convening Group

Please attach a description of the proposed program, and all supporting documentation including the Provost's pre-approval.

SECTION B: Approvals

Reviewed and Approved by:

Title	Print name	Sign	Date
Convener (if a convening group exists)	Rikki Abzug		
Graduate Council Chair	N/A		
School Curriculum Committee chair	Tim Burns		
Dean	Ed Petkus		
CIPL (if applicable)			

ARC Disposition:

- Information item only - no ARC approval necessary¹
- ARC recommends approval by the Faculty Assembly
- ARC does NOT recommend approval by the Faculty Assembly

ARC Chair: _____ Date: _____
print & sign

The ARC recommends the following:

Office of the Provost Use Only:

Approved Not Approved Provost Signature _____ Date: _____

¹ Only applies to non-credit-bearing certificate programs

Anisfield School of Business
New Program Proposal:
Minor in Human Resource Management
Fall 2019

II. Curriculum Phase

1. Mission and Learning Goals/Objectives:

Proposed Mission Statement for Minor in Human Resource Management:

The Anisfield School of Business Minor in Human Resource Management prepares students to have the knowledge, skills, tools, and competencies required to undertake and understand how to effectively manage human resources.

2. Evaluation and Learning Outcomes Plan:

Goal 1:

Foundation: Our students will have a broad-based knowledge in the functional areas of human resource management.

Outcome 1:

Students will comprehend principles and practices in key human resource management functions.

Goal 2:

Reasoning: Our students will be critical thinkers and decision makers who are able to use quantitative and qualitative methods.

Outcome 2:

Students will be able to identify and analyze problems and opportunities, generate alternatives, and recognize appropriate solutions.

Goal 3:

Communication: Our students will demonstrate effective written communication using appropriate current technology.

Outcome 3:

Students will compose well-written business documents.

Assessment Measures:

Learning Goal and Related Outcomes:	Direct Measure(s)	Indirect Measure(s)
<p>Foundation: Our students will have a broad-based knowledge in the functional areas of human resource management.</p> <p>Outcome 1: Students will comprehend principles and practices in key human resource management functions.</p>	<p>Student’s performance on a scenario-based examination. This exam will include questions assessing HR foundational knowledge as well as students’ ability to use HR principles to identify solutions to management-related problems.</p>	<p>Syllabi Review and Student Perception of Learning Survey</p>
<p>Reasoning: Our students will be critical thinkers and decision makers who are able to use quantitative and qualitative methods.</p> <p>Outcome 2: Students will be able to identify and analyze problems and opportunities generate alternatives, and recognize appropriate solutions.</p>	<p>Student’s performance on a scenario-based examination. This exam will include questions assessing students’ reasoning ability in identifying solutions to HR management-related problems.</p>	<p>Syllabi Review and Student Perception of Learning Survey</p>
<p>Communication: Our students will demonstrate effective written communication using appropriate current technology.</p> <p>Outcome 3: Students will compose well-written business documents.</p>	<p>Rubric-based evaluation of students’ composition of a business memorandum. The rubric will evaluate how well students compose written business documents.</p>	<p>Syllabi Review and Student Perception of Learning Survey</p>

The assessment process will take place over a six-year cycle with select Management and Psychology faculty assessing the program annually, evaluating each outcome twice in six years. The outcomes will be assessed in required courses for the minor utilizing both direct and indirect measures. The Management and Psychology faculties, in conjunction with the School Assessment Committee will develop rubrics. The select Management and Psychology faculty will discuss results and closing the loop suggestions will be implemented as needed to close identified gaps in achievement of learning outcomes.

Alignment of Program Outcomes to Program Courses

Curriculum Map:

Learning Goal and Related Outcomes:	PSYC 101	MGMT 302	MGMT 340	PSYC 345	Elective Choices
<p>Foundation: Our students will have a broad-based knowledge in the functional areas of human resource management.</p> <p>Outcome 1: Students will comprehend principles and practices in key human resource management functions.</p>			X	X	X
<p>Reasoning: Our students will be critical thinkers and decision makers who are able to use quantitative and qualitative methods.</p> <p>Outcome 2: Students will be able to identify and analyze problems and opportunities generate alternatives, and recognize appropriate solutions.</p>	X	X	X	X	X
<p>Communication: Our students will demonstrate effective written communication using appropriate current technology.</p> <p>Outcome 3: Students will compose well-written business documents.</p>		X	X		X

3. Program's Relationship to Mission and Institutional Strategic Plan

The Minor in Human Resource Management is in alignment with the College's mission pillar of Interdisciplinary Analysis and is in an area of existing undergraduate expertise and anticipated high demand, in alignment with Strategic Plan Goals 1 and 3: Increasing Student Success and Student Engagement and Advancing Innovation. The minor is also in alignment with the Anisfield School of Business's mission to provide students with a strong educational foundation for a lifetime of learning and for career achievement as responsible contributors and leaders.

Program's Impact on Other College Programs

Given the inherent interdisciplinary nature of human resource management, introducing a new minor will support enrollment in other disciplines, especially in PSYC and MGMT.

4. Program Need:

In national surveys, careers in human resource management often outrank other occupations. For example, a list of the “Top Ten Best Jobs in America” by *Money* magazine and *Salary.com* include human resource manager. This ranking is based on a several factors including job growth in the next decade, earnings potential, creativity and flexibility. Consistent with this ranking, the Bureau of Labor Statistics indicates that human resource managers have an average salary of over \$110,000, which is well above the national average. Therefore, we expect the occupational appeal of the human resource profession to drive demand for our human resource management minor.

Comparison to Similar Programs in the State:

Only 5 of 21 comparable NJ public and private colleges have minors in human resources management (see below). Neither of Ramapo’s close competitors, Montclair State University or William Paterson University, offers this type of minor. Thus, offering a human resource management minor has the potential to serve as a competitive advantage for Ramapo College in the recruitment of new first-year and transfer students.

College	Minor in Human Resource Management
College of Saint Elizabeth	No
Drew University	No
Fairleigh Dickinson University	Yes
Felician University	No
Kean University	No
Monmouth University	No
Montclair State University	No
New Jersey City University	No
New Jersey Institute of Technology	No

Rider University	No
Rowan University	Yes
Rutgers University / Camden	Yes
Rutgers University / New Brunswick	Yes
Rutgers University / Newark	No
Seton Hall University	No
St. Peter's University	No
Stevens Institute of Technology	No
Stockton University	No
The College of New Jersey	Yes
Thomas Edison State University	No
William Paterson University	No

5. Student Demand

Anecdotally, 8-10 management majors each year inquire about the possibility of minoring (or concentrating) in human resources, and Psychology faculty report a similar number. This provides further evidence of an existing demand for this program. At launch, then enrollment is expected to be 8-10 students with an optimal level of 15-20 after the program is well established.

6. Program Resources:

No additional resources are anticipated at this time. Should there be a significant increase in demand for management or psychology courses/and or an unanticipated reduction of Management or Psychology faculty, appropriate resources may be needed at that time.

7. Degree Requirements:

The Minor in Human Resource Management Minor requires the completion of 24 credits

Required Courses - 16 Credits

PSYC 101 Introduction to Psychology
MGMT 302 Managing Organizational Behavior
MGMT 340 Human Resource Management
PSYC 345 Workplace Psychology

Human Resource Management Elective Courses – (choose any 2 of the following, but no more than 1 in each discipline: 8 Credits)

MGMT 343 Labor Relations and Negotiations
MGMT 346 Effective Hiring
ECON 322 Labor Economics
PSYC 226 Social Psychology
PSYC 240 Psychological Testing and Measurement

Course descriptions are in Appendix I

Appendix I: Course Descriptions

INTRODUCTION TO PSYCHOLOGY (PSYC 101): An introduction to psychology as a field of study and practice. The history, methods, and scope of psychology will be explored. Topics will include learning, perception, cognition, emotion, motivation, abnormal behavior, psychotherapy, social behavior, personality, development across the lifespan, and the biological bases of thought, feeling, and action.

MANAGING ORGANIZATIONAL BEHAVIOR (MGMT 302): This course provides an introduction to the theory and practice fundamental to understanding behavior in contemporary organizations. Literature on the impact of organizations on individuals and society is reviewed. Multicultural relations are covered. Through lectures, assigned reading, group projects, in-class exercises, and video topical human issues of the workplace at individual, group, and organizational levels are studied. Contemporary organizational behavior seeks to achieve the ultimate goal of sustained high performance for organizations and their employees. The course presents current strategies and techniques organizations use to meet the challenges and opportunities that goal presents. Organizations seek to maximize performance in an ever-evolving, diverse, competitive, transparent, and international environment. Workers are increasingly educated and expectant, and external stakeholders are increasingly alert. You will learn principles, applications, and tools basic to effective management of organizational behavior today. The areas the course covers, and skills it builds, are consistently cited as central to contemporary workplace success and satisfaction. Topics include change, coaching, communication, conflict, decision-making, diversity, delegation/empowerment, feedback, globalization, goal setting, interviewing, leadership, motivation, organizational culture, perception, performance assessment, office politics, stress, and teamwork. This course is among ASB common core courses, and supports your progress on four learning goals and objectives. Individual, group, and organizational dynamics and processes are addressed through active and experiential learning. Essential interpersonal skills are inventoried and developed. Cases are analyzed and discussed.

HUMAN RESOURCE MANAGEMENT (MGMT 340): An examination of the principles, policies, and practices related to procurement, development, maintenance, and utilization of human resources. The course will analyze the functions of personnel planning, employment, development, services, wage and salary administration, and industrial relations, including the impact of employee organizations and government legislation on labor-management relations.

WORKPLACE PSYCHOLOGY (PSYC 345): This course will examine the field of Industrial-Organizational Psychology, which is the scientific study of psychological theory and research applied to the workplace. The goals of this field include helping employees perform better at their jobs as well as enjoy their jobs more. These two general themes will be discussed in the course as well as specific topics which include: recruiting and hiring employees, leadership, teamwork, training and development,

psychological testing, performance appraisal, employee motivation, and stress in the workplace.

LABOR RELATIONS AND NEGOTIATIONS (MGMT 343): (Formerly: "Labor Relations") -- This course emphasizes the balance between worker (labor) and employer (management) rights and responsibilities within the modern, global, workforce marketplace. Students will learn how to strike a balance between employment relationship goals or efficiency, equity, and voice, and between the rights of labor and management. Topics covered include the history of the U.S. labor movement in international perspective, labor law, union organizing, bargaining, labor disputes and resolutions, empowerment, partnership, and globalization.

EFFECTIVE HIRING (MGMT 346): This course is designed to provide an overview of the processes by which organizations staff positions with both internal and external applicants. Through a combination of group projects, pair assignments, class discussions, case analyses, lectures, and projects, the course covers theory, research, and legal foundations that inform effective organizational hiring. Topics include staffing strategy and context in both domestic and international contexts, job/competency analysis, internal and external recruitment, measurement and internal and external selection practices, measurement of staffing effectiveness, and job retention.

LABOR ECONOMICS (ECON 322): After reviewing classical economists' and philosophers' attitudes toward labor, we will move to modern corporate-dominated concepts and practices, noting alternative ways to view human and social capital. Wage theory including supply and demand, history and roles of unions, patterns of contingent and immigrant workers, issues of work-life balance and "job vs. career" will be covered. Areas of individual income, labor market participation, poverty, discrimination and inequality of income are next. Public policies helping create the context for employers and workers to interact will be reviewed and critiqued: minimum wage, unemployment insurance, anti-discrimination laws, low wage work supports, health and safety regulations, and training resources. Methods of instruction: speakers from employers, unions and governments; case study on employer staffing strategies; public policy debate on outsourcing and off-shoring of work; analysis of data on worker vs. CEO and male vs. female compensation.

SOCIAL PSYCHOLOGY (PSYC 226) Examination of the social aspects of thought, feeling, and actions. Topics will include: the relationship between attitudes and behavior, the formation of social beliefs such as first impressions of others, norms, roles (including sex roles), obedience and conformity, persuasion, group dynamics, aggression, altruism, prejudice, liking, and loving.

PSYCHOLOGICAL TESTING AND MEASUREMENT (PSYC 240): This course is an introduction to the theory of psychological testing and measurement as well as issues surrounding the topic. Psychological testing will be discussed in multiple contexts, including (but not limited to) organizational, clinical, and educational settings. Coverage will include such topics as reliability, validity, test construction, and the measurement of

ability, personality, and achievement. Additionally, the legal, ethical, and sociocultural implications of testing and measurement will be examined. The course has an applied focus; students will learn how to evaluate, interpret, and design psychological tests and measures they may encounter in their lives.

