

Department of Educational Administration and Human Resource Development

Undergraduate Curriculum Committee Research Report 7-29-14

Committee members: Drs. Mike Beyerlein, Trez Jones, and Kelli Peck-Parrott

Purpose: The Committee formed by Dr. Nafukho was given the charge to examine the Texas A&M University (TAMU) undergraduate programs in Human Resource Development (HRD) and Technology Management (TCM) taught in the Department of the College of Education and Human Development. Gathering ideas from all stakeholders was intended to frame discussions by the faculty about possible changes in the programs.

Context: Three highly qualified faculty members from other major universities visited the EAHR Department October 20-23, 2013. They met with each program faculty group and with students to assess the state of each program. All the programs were viewed positively in the final report and each had a list of suggestions to consider in rising to a new level of effectiveness. The undergraduate programs which had begun 14 years before as an opportunity for students leaving other majors had become well established and widely recognized during the ensuing years. Its strengths and the contributions of the current program director, Dr. Ann Gundy during the prior 13 years are worth noting. Signs of that success include the large number of graduates who found appropriate work in industry or who continued on to graduate school, and the growing enrollments year after year. The review team suggested that due to changing work environments, there were opportunities to enhance an already strong program – taking it to the next level – a level where applicants to TAMU would view it as a program of first choice.

Goals: Identify and integrate ideas for program faculty to consider in making a good program even better – capable of preparing students to compete for good jobs or succeed in graduate programs, building the reputation of the program to draw top students – a program of first choice, minimize redundancy of work in courses, align with strategic goals, align with employers' needs, and build core competencies with emphasis across the curriculum. The core question for this goal was: What does industry require of an HRD or TCM graduate and is the program providing those skillsets?

Method: Gather perceptions of the current HRD and TCM undergraduate program curriculum and ideas for change from all stakeholders (students, faculty, advisers, alumni, and employers) and provide final report to program faculty as a framework for program changes.

Process: Focus groups with student groups, faculty, and advisers supplemented interviews with faculty – both undergraduate and graduate, alumni, and employers. The Committee members content analyzed the resulting data to determine a variety of themes and ideas which are captured in the Findings below.

Findings

Stages of the BS Programs – each needs attention, as do the transitions between stages:

- Recruit
- Entry (freshman or transfer)
- Lower Division
- Upper Division
- Intern
- Transition to work or graduate school
- First job
- Promotion on the job (goal for program)

Areas of Attention:

- What to learn
- Balance of content and skill
- Level of rigor and its form
- Exposure to world of work
- Support such as learning communities
- Sequencing of courses and material
- Redundancy
- Shortage of faculty

Summary Table of Ideas from Stakeholders for Enhancing Program Quality & Reputation

PROBLEM	SUGGESTIONS
Quality	Rigor – clear connections of assignments and outcomes Control class size Recruit top students Restrict 303 & 371 to majors and minors Restrict 408 to majors Quicker feedback on homework More mastery work beyond introduction material More advanced classes/topics (HRD vs HRM, Separate HRD & TCM, TCM advanced courses) Consistent standards/expectations, rationale, values across classes Rationale – not to make it easy, but to make it valuable Enforce prerequisites for every class so members are prepared Add honors courses Articulate learning outcomes and link to course outcomes
Sequencing	Move EHRD 481 to junior year Move EHRD 303 to sophomore year (new #203)

	<p>Make Grants & Contracts an elective</p> <p>Combine Multimedia 473 with Distance Learning 475 – or make it a choice of one or the other</p> <p>Project Management limited to TCM</p> <p>Change 372 to Needs Assessment in T&D</p> <p>Change EHRD 481 from Seminar to Capstone so name matches content</p> <p>Make Multimedia an elective</p>
Transition to senior courses	<p>Change from introductory and foundational content to more in-depth content</p> <p>Stop the “application to the professional phase” process</p>
Options for tailoring each student’s program	<p>Variety of minors</p> <p>Variety of electives</p> <p>Reduce internship to 6 hours</p>
Build core skills extending across the curriculum	<p>Across the curriculum:</p> <p>Writing intensive experience</p> <p>Critical thinking, systems thinking</p> <p>Problem solving</p> <p>Broad understanding of HRD, T&D, OD, CD</p> <p>Ability to apply HRD theory in practice</p> <p>Communication skills – verbal and written</p> <p>Basic research skills for applied projects</p> <p>Analytical skills</p> <p>Teamwork and leadership skills</p> <p>Desire to learn continuously</p>
Relevance of curriculum to industry	<p>Add new courses:</p> <p>Ethics & Law</p> <p>Conflict Management</p> <p>Employee Relations</p> <p>Compensation & Benefits</p> <p>Strategy</p> <p>Workforce Planning</p> <p>Recruiting</p> <p>More training classes – “how to”</p> <p>Lab with some classes – scenario based</p> <p>Cover real company problems in class</p> <p>Guest speaker from industry</p> <p>Examples of alumni career paths</p> <p>Coaching on “what we can do with our own degree”</p> <p>Use electives to provide specific tracks</p> <p>Partner with companies to expand exposure to the field</p>
Retention	<p>Learning Communities for Freshmen</p> <p>Create freshman overview course combining HRD & TCM</p> <p>Take intro classes earlier and then specialize in upper division classes – specialize/advanced levels</p> <p>Make each program a first choice degree</p>

	<p>Advertise degree (with employees and career center too) to increase visibility (what we offer that others do not)</p> <p>Teach students the nature of learning so they can recognize it</p> <p>Reduce redundancy of content in courses</p> <p>Reduce HR emphasis for TCM majors</p> <p>Reduce busy work – show how each assignment is relevant</p> <p>Give timely feedback on every assignment</p>
Recruiting	<p>Minors can become majors</p> <p>Seniors can become grad students</p> <p>Clearly articulate the nature of the program, what the degree represents</p> <p>Clearly articulate the mission, vision, and goals of the program</p>
Competing for top jobs	<p>Internship is essential</p> <p>Some HRM knowledge</p> <p>Certifications (SHRM, DDI...)</p> <p>International travel</p> <p>Own job fair (students volunteer to help plan it)</p> <p>Separate email announcements of openings by program</p> <p>Course in resume writing, cover letters, interviewing, job hunting skills</p> <p>More in-depth class with specific training</p> <p>Add an adviser focused on professional development</p> <p>Use class time for application of materials from reading</p> <p>Most entry level jobs are HR generalist which is closer to HRM than HRD</p> <p>Entry level training jobs tend to be as instructional designers</p> <p>Need soft skills - Flexibility and knows how to work as part of a team, needs initiative. Flow with the group. Pleasant. Can train on hard skills</p> <p>Look and act like a professional during interviews</p>
Promotion after hire	<p>Soft skills – relationship building, confidence, tenacity, learn to push things forward,</p>
Transition into masters	<p>Offer split level courses with both seniors & first year master's students</p>

Questions and Next Steps for the Faculty to Consider:

In light of the above findings, the Committee believes the following are questions the faculty needs to further explore. In addition, a draft of a tentative curriculum developed for the HRD and the TCM programs is attached in the Appendix to serve as a springboard for their conversations.

What is the goal of the HRD program?

Should it graduate Human Resources generalists or Training & Development specialists? (HRD might be defined as responsible for the areas of learning and change in the organization.)

How much should it look like an undergraduate Human Resources Management program?

What makes the HRD and TCM programs unique but still fits with the job market?

What jobs are out there for our students?

What does HRD mean to employers?
What do we want them to know about us?
How are we building brand awareness?

Course offerings and their sequencing provide the backbone of the two programs. The Appendix contains a tentative summary of course recommendations that emerged from the interview data. Faculty will use these drafts of HRD and TCM degree plans and the contents of the Committee's Report for discussion and planning at the August 2014 Faculty Retreat.

Appendix

SUGGESTED – DRAFT – Human Resource Development – Catalog 138 **Bachelor of Science in Human Resource Development**

FRESHMAN YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
ENGL 103 Intro. Rhetoric and Comp. <u>or</u> ENGL 104 Comp. and Rhetoric	3	ENGL1301	American History Elective	3	HIST1302
American History Elective	3	HIST1301	Social and Behavioral Sciences Elective 1	3	See catalog
Creative Arts Elective 1	3	See catalog	POLS 207 State and Local Govt.	3	GOVT2306
POLS 206 American Natl. Govt.	3	GOVT2305	MATH 142 Business Math II	3	MATH1325
MATH 141 Business Math I	3	MATH1324	Life and Physical Sciences Elective 1	4	BIOL1406/CHEM1401 ¹
KINE 120 The Science of Basic Health & Fitness	1				
	16			16	

SOPHOMORE YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
MGMT 209 Business, Govt. and Society	3	BUSI2371 (from -Blinn College only)	COMM 203 Public Speaking	3	SPCH1315
EHRD 203 Foundations of HR Development	3	Course renumber	ISYS 209 Business Info Systems Concepts	3	
Language, Philosophy Elective 1		See catalog	MGMT 209 Survey of Management	3	ACCT2301
Life and Physical Sciences Elective 1	4	BIOL1403 ¹	MGMT 305 Needs Assessment in T&D	3	New course
Elective 2	3	See advisor	ENGL 230 Technical Business Writing	3	ENGL 2311
				15	

JUNIOR YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
EHRD 391 Measurement & Evaluation in HRD	3		EHRD 374 Organization Development (Spring only)	3	
Professional Communication - COMM 315, 320 <u>or</u> 335	3		EHRD 315 Applied HRD in the Workplace	3	New course
EHRD 371 Applied Learning Principles 4	3		Elective 2	3	See Advisor
EHRD 372 Training and Development in Human Resource Development (Fall only)	3		MGMT 309 Survey of Management	3	
FINC 409 Survey of Finance Principles	3		EHRD 381 Seminar in Career Development 7	3	
	15			15	

SENIOR YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN

EHRD 410 Legal and Ethical Environment of HRD 4	3	New course	EHRD 484 Professional Internship 3, 6, 7, 8	6	
EHRD 413 Conflict Management and Dialogue	3	New course	ETCM 402 Instructional Technology and Design 9	3	New course
EHRD 491 Research 5,7	3		EHRD 405 Leadership in HRD/TCM 9	3	Course title change
MKTG 409 Principles of Marketing	3			12	
EHRD 408 Globalization and Diversity in the Workplace	3				
	15				
Total Degree Plan Hours				120	

ICD Credit* - (3) hours
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1. To be selected from University Core Curriculum
2. To be chosen in consultation with academic advisor, if necessary
3. Prerequisite EHRD 481 Human Resource Development Seminar
4. Writing Intensive course requirement
5. Prerequisite EHRD 391 or STAT 303
6. Prerequisite EHRD 491 Research in HRD
7. Professional Phase
8. Pass/fail
9. Online course offered

Students must have completed 60 hours to register for 300/400 level courses

*Six hours of International and Cultural Diversity (ICD) are required. Selection must be from courses on the approved list. Selection can be courses that also satisfy the requirement for social and behavioral sciences, visual and performing arts, humanities, or electives.

Foreign Language Requirement –

- 2 years same foreign language in high school OR
- 1 full year (two semesters) of same foreign language in college

Students may elect to change the default business minor of the program no later than the entrance to professional phase at 65 hours. Acceptable minor programs are:

- Biomedical Sciences
- Genetics
- Military Studies
- Statistics
- Urban and Regional Planning

SUGGESTED – DRAFT – Technology Management – Catalog 138
Bachelor of Science in Technology Management

FRESHMAN YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
ENGL 103 Intro. Rhetoric and Comp. <u>or</u> ENGL 104 Comp. and Rhetoric	3	ENGL1301	American History Elective	3	HIST1302
American History Elective	3	HIST1301	Social and Behavioral Sciences Elective 1	3	See catalog
Creative Arts Elective 1	3	See catalog	POLS 207 State and Local Govt.	3	GOVT2306
POLS 206 American Natl. Govt.	3	GOVT2305	MATH 142 Business Math II	3	MATH1325
MATH 141 Business Math I	3	MATH1324	Life and Physical Sciences Elective 1	4	BIOL1406/CHEM1401 ¹
KINE 120 The Science of Basic Health & Fitness	1				
	16			16	

SOPHOMORE YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
MGMT 209 Business, Communication & Technology	3	BUSI2371 (from -Blinn only) See catalog	COMM 203 Public Speaking	3	SPCH1315
ETCM 272 Computer Software & End User Support	3	See catalog	ISYS 209 Business Information System Concepts	3	
Elective 2	3	See a	ACCT 230 Accounting Principles	3	ACCT2301
Language, Philosophy or Art Elective 1	3	See cat	ENGL 230 Technical and Business Writing	3	ENGL 231
Life and Physical Sciences Elective 1	4	GEOL1403 ¹	ETCM 274 Distance Networking for Training and Development	3	Catalog work
	16			15	

JUNIOR YEAR

First Semester	Cr	TCCN	Second Semester	Cr	TCCN
EHRD 371 Applied Learning Principles 4	3		MGMT 309 Survey of Management	3	
FINC 409 Survey of Finance Principles	3		ETCM 476 Managing Technical Networks 10	4	Course move
ETCM 315 Introduction to Database Administration 10	4	Catalog work from 489	EHRD 481 Seminar in Career Development 7	3	
EHRD 391 Measurement & Evaluation	3		ETCM 408 Cybersecurity and Digital Ethics (Spring Only) 4	3	New course
ETCM 377 Project Management in Org. (Fall Only)	3	Course number			

		change			
	16			13	

SENIOR YEAR

First Semester	Cr		Second Semester	Cr	
ETCM 412 Contemporary Issues in TCM 7, 10	3	New course	ETCM 484 Professional Internship 3, 6, 7, 8	6	Catalog work
EHRD 491 Research 5, 7	3		ETCM 402 Instructional Technology and Design 9	3	New course
ETCM 403 Unix Operating Systems 10	4	New course	EHRD 405 Leadership in HRD/TCM 9	3	Course title change
MKTG 409 Principles of Marketing	3			12	
Elective 2	3	See Advisor			
	16		Total Degree Plan Hours	120	

- ICD Credit* - (3) hour
- ICD Credit* - (3) hour

1. To be selected from University Core Curriculum
2. To be chosen in consultation with academic advisor, if necessary
3. Prerequisite ETCM 481
4. Writing Intensive course requirement
5. Prerequisite ETCM 391 or STAT 303
6. Prerequisite ETCM 491 Research in HRD
7. Professional Phase
8. Pass/fail
9. Online course offered
10. Prerequisite ETCM 272 and ETCM 274

Students must have completed 60 hours to register for 300/400 level EHRD courses

*Six hours of International and Cultural Diversity are required by Texas A&M University. Selection must be from courses on the approved list. Selection can be courses that also satisfy the requirement for social and behavioral sciences, visual and performing arts, humanities, or electives.

Foreign Language Requirement –

- 2 years same foreign language in high school OR
- 1 full year (two semesters) of same foreign language in college

Students may elect to change the default business minor of the program no later than the entrance to professional phase at 65 hours.

Acceptable minor programs are:

- Double major in Human Resource Development
- Computer Science
- Electrical Engineering
- Geoinformatics
- Military Studies
- Statistics