

**Faculty of Liberal Arts and Professional Studies
York University**

Degree-Level Expectations for Programs

Program:	Human Resource Management
Degree Type:	BHRM (e.g. BA; BAS; BDEM; BHRM; BPA; BSW; etc.)
Degree(s):	Honours (120 credits); Bachelor (90 credits) (e.g. Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.)
Department/School:	School of Human Resource Management
Submission Date:	July 30, 2012

Instructions:

1. On page 1, please complete the information regarding:
 - the name of the program (e.g. Criminology; Public Administration; Sociology; etc.);
 - the degree type of the program (e.g. BA; BDEM; BAS; BHRM; BPA; BSW; etc.);
 - the degree options offered through the program (e.g. *Specialized Honours (120 credits); Honours (120 credits); Bachelor (90 credits); etc.*); and
 - the name of the Department/School that offers the program.
2. For each of the six (6) University Undergraduate Degree Level Expectations (UUDLEs) listed in the chart below, please:
 - a) define the relevant degree-level expectations (i.e. describe what is demonstrated by students who are awarded the degree);
 - b) describe the relevant program learning objectives/student learning outcomes for each degree-level expectation (i.e., what students should know and/or be able to do by the end of the program); and
 - c) align the relevant courses and assessment methods/activities with the program learning objectives/student learning outcomes. *Note: when a program has a long list of electives, the Unit may include the details on the specific requirement (i.e. students have to choose X courses from the list of Y electives) in the chart below and append the full list of applicable elective courses at the end of this document.*
3. For each program offered by the Department/School, please submit (via email) one completed *Degree-Level Expectations for Programs* document.
 - Email address for submissions: apccps@yorku.ca
 - Submission deadline: **July 31, 2012**

	a) Degree-Level Expectation <i>This degree is awarded to students who have demonstrated the following:</i>	b) Program Learning Objectives (with assessment embedded in outcomes) <i>By the end of this program, students will be able to:</i>	c) Appropriate Degree Requirement & Assessment <i>Align courses and assessment methods/activities with the program learning objectives.</i>
1. Depth and Breadth of Knowledge	<p>General knowledge and understanding of the theory, assumptions, and methodologies that inform the study of HRM; this includes knowledge of the foundational disciplines upon which HRM has been developed.</p> <p>An understanding of the interdisciplinary nature of the field and how to critically think about HR issues from a range of perspectives.</p> <p>Critical thinking and analytical skills both within and outside of HRM.</p>	<p>Understand the practice of HRM as rooted in theoretical knowledge and scientific principles.</p> <p>Use theory to understand why people behave the way they do in the context of work and the implications of organizational policies on individual workers, teamwork and the overall organization.</p> <p>Articulate both in writing and verbally the fundamental approaches to managing people at work</p> <p>Demonstrate knowledge of the ‘leading edge’ evidence based practices within HRM and, again, link these practices to a theoretical understanding of the relationship between individuals and work</p>	<p>2600 – midterm and final exam where students have to demonstrate a broad understanding of the scope of the field</p> <p>3422 – midterm and final connecting HRM to issues in policy, politics, and law</p> <p>3490 – applied project connecting the practice of HRM to the theory of HRM</p> <p>3440 – a series of self-awareness projects that challenge students to test their assumptions and understand their own views relative to HRM and the management of workers in general</p> <p>3470 – applied projects that encourage students to gain an awareness of the connection between individuals and the work in which they are involved</p> <p>3450 – through the use of class discussions, mid-terms and final exams, students learn about concepts relating to diversity management.</p> <p>4490 – role playing and case work that challenges students assumptions about human behaviour and encourages them to be critical decision makers</p> <p>4495 – weekly case exercises providing students with hands on experiences that link theoretical knowledge to practical situations.</p>

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2. Knowledge of Methodologies	<p>A clear understanding of the methods and approaches used to evaluate and interpret knowledge within HRM.</p> <p>An understanding of the variety of ways in which knowledge is tested in HRM and the assumptions that underlie these approaches. The ability to evaluate and discriminate between various HRM techniques and present clear arguments supporting the application to HRM practice</p>	<p>Establish a clear step by step method for the evaluation of HRM</p> <p>Use HRM methods to evaluate HRM practices as described in cases or by various course materials; be able to apply these skills to 'live' examples within organizational contexts</p> <p>Be able to read and consume HRM research literature in order to serve as a bridge between the science of HRM and the practice within the field</p>	<p>3470 – midterm, final exam, and experiential activities within the class; students learn and practice skills related to the analysis and evaluation of HRM issues</p> <p>3430 – through analysis of cases students link HRM practices to large scale outcomes that affect groups and organizations</p> <p>3490 – students use quantitative and qualitative research methods to “audit” HRM/compensation practices in organizations and make recommendations for change</p> <p>4420 – through assignments students learn how to read and understand academic literature; midterm and final require that they plan their own research design; in small groups (or as individuals) students perform a research project where they apply HRM methods to ‘real’ issues in HR</p> <p>3420 – midterm and final exam require students to demonstrate knowledge of policy and law; students need to understand ‘why’ the law exists and analyze employment practices relative to this viewpoint</p>

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3. Application of Knowledge	<p>Apply the concepts and ideas learned in class to 'real world' situations in HRM</p> <p>Link the application to theoretical concepts that underlie the discipline</p> <p>Link HRM to other organizational functions and strategies.</p> <p>Be critical consumers of HRM able to distinguish between a practice rooted in 'science' and a fad</p>	<p>Clearly differentiate between HRM practices that are informed by the science of HR and those that are not; make decisions regarding the application of HRM practices informed by knowledge of theory and methods of evaluation</p> <p>Logically articulate both in writing and orally how to critically evaluate and assess HRM practices</p>	<p>3410 & 3470 – through mini cases and assignments students learn to evaluate HRM practices. Evaluation includes assessing the utility of the practice and the potential for achieving the proposed outcomes</p> <p>3400 – through presentations, assignments, quizzes, midterm and exam, students demonstrate understanding and applications of concepts of occupational, health and safety in the workplace.</p> <p>4410 – through journal summaries, case study and exam, students learn how to develop appropriate strategic HR systems at the principles, policies, and practice levels.</p> <p>4420 – through assignments, midterm, and exam, students learn techniques for designing and executing assessments of HRM in both academic and practical settings</p> <p>4430 – through case study, discussion, mid-term, assignments and participation, students learn about career management as it applies to themselves and the organization.</p> <p>4444 – through class discussions, case studies, and exams, students learn about issues pertaining to diversity and inclusivity from various stakeholders' perspectives.</p> <p>4470 – through case study, class discussion and exam, students learn about issues, challenges and strategies faced and used by global HR executives.</p>

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4. Communication Skills	<p>The ability to present a clear set of arguments both orally and in writing.</p> <p>Clarity of thought such that arguments are well structured, considered, and well-articulated.</p> <p>Can clearly communicate ideas to a range of stakeholders including academics, practitioners, and other individuals within the business community.</p>	<p>Explain orally all of the arguments and considerations made in order to reach a decision or recommendation</p> <p>Clearly write in both an academic (essay) format and a non-academic (executive summary) format the rationale and support for a decision or recommendation.</p> <p>Build a set of arguments in support of a decision or viewpoint. Anchor these arguments in a scholarly or academic perspective</p>	<p>3410 – Students are required to present repeatedly to the class in order to practice and improve their oral presentation skills</p> <p>3440 – Students participate in large group discussions in each session where they are challenged to present their ideas clearly and argue their point of view</p> <p>4480 – Students are required to work in teams to develop a cross cultural training game, involving course themes, that includes the rest of the class.</p> <p>4481 – through cases, midterm, and final exam the students learn about communication within organizational settings. They need to demonstrate knowledge of and proficiency with communications strategies</p> <p>4485 – students practice dyadic communication on a weekly basis; they practice both speaking and listening to their peers</p> <p>4460 – through a course assignment, midterm and final exam, students need to demonstrate the ability to present themselves in writing. They will articulate arguments rooted in theoretical knowledge in order to support a viewpoint</p>

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5. Awareness of Limits of Knowledge	<p>An awareness of the complexity of human behaviour and the relationship between individuals and their environments.</p> <p>An understanding of where the limits of our understanding in HRM and the ability to ask appropriate questions.</p>	<p>Understand that individuals and organizations do not always behave in ways that are 'intuitive' or 'predictable'</p> <p>Know that HRM provides us with theoretical and empirical knowledge that helps us to understand the complex relationship between individuals and organizations</p> <p>Appreciate that our knowledge is highly context dependent and that complex environments require close consideration; students will know when to ask questions and have the appropriate skills to conduct additional research to understand the complexities of the local situation</p>	<p>3440 – students develop self-awareness; understanding the scope of their knowledge in addition to their own strengths and weaknesses</p> <p>4440 – students learn to question the current practice of HRM and understand the limitations of the current research; they learn to be critical consumers of HRM ideas</p>

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6. Autonomy and Professional Capacity	<p>Acquired all of the skills and knowledge required to operate as a HRM professional within Canada</p> <p>Understand the ethical implications and responsibilities associated with their role</p> <p>Possess the intellectual independence required for ongoing professional development</p>	<p>Complete the suite of courses within the 'core' of the degree with good academic standing thereby demonstrating an awareness of the breadth of knowledge associated with the profession and meet the knowledge requirements to write the exams for professional certification</p> <p>Behave in a manner that is consistent with the academic standards of the university; understand the ethical implications of various decisions within the practice of HRM</p> <p>Be able to identify emerging issues in the field of HRM</p>	<p>3000 and 4000 level courses – represent the scope of the professional competencies deemed critical for the practice of HRM; through assignments, midterms, and assignments students demonstrate an understanding of the core knowledge within the field</p>