



**AAS Business Careers PE - Program Elective** List Additional Programs and Category: **Other AASs - elective**

**BAS ABIT - Applied Business and Information Technology PQ - Pre-BAS Course**  
List Additional Programs and Category:

**Developmental/Remedial**

**Other/Additional: Explain:**

**Diversification Designation\*\*Diversification Designation**

**Hawaii/Asia/Pacific (HAPS) Designation\*\*\***

*\* Submit the appropriate form(s) to have the course placed in the requested category(ies). The course must meet the hallmarks for the requested category(ies) and needs to be approved by the Liberal Arts/AA Program. If the course satisfies category I: Foundations/Skills: Foundations I or II, it needs to be approved by the Foundations Board. Foundations I courses are submitted to the multi-campus Foundations Board for acceptance.*

*\*\* Submit the Diversification form. The course must meet the hallmarks for the requested diversification designation and needs to be approved by both the Liberal Arts/AA Program and the Diversity Board.*

*\*\*\*If a course needs a Hawaii/ Asia/ Pacific designation, it must be submitted to the HAPS board. See your Department Curriculum Representative, the Curriculum Chair, the Liberal Arts/AA Coordinator or the appropriate Board chair for additional information.*

## 12. 5-year Review Date 2017

*Many previous course outlines have SLOs and what are now called Competencies/Concepts/Issues/Skills combined in question number 6. In this form in number 15: SLOs are considered to be over arching "what the student will be able to do in the rest of life" type statements. In number 16: Competencies/Concepts/Issues/Skills are considered to be the more specific steps by which the SLOs are achieved.*

### 15. Student Learning Outcomes (SLOs). List one to four inclusive SLOs.

*Use roman numerals (I., II., III.) to designate SLOs..*

On successful completion of this course, students will be able to:

I. discuss human resource functions, and utilize them, as appropriate, in the operation of a business including effective labor and human relations management.

II.

III.

IV.

### 16. Competencies/Concepts/Issues/Skills. Use lower case letters (a., b....zz) to designate competencies/concepts/issues/skills..

On successful completion of this course, students will be able to:

a. Define the term "human resource management (HRM)."

b. Describe the strategic importance of human resource management activities performed in organizations.

c. Identify the goals of HRM.

d. Discuss the role of ethics in HRM.

e. Describe what career opportunities are available in the HRM field.

f. Discuss the role that specialists and operating managers play in performing HRM activities.

g. Recognize, analyze, and apply the concepts and techniques of HRM that are grounded in good labor-management and human relations practices.

h. Identify, analyze, explain, and apply the federal, state, and local laws governing HRM.

i. Define the environments, internal and external, that impose constraints on HRM.

j. Describe the trend toward globalization in business in the 1990s.

- k. Discuss the role that culture plays in determining the effective use of HRM practices in a global organization.**
- l. Identify critical HRM issues faced by multinational and global organizations when they conduct business in the international marketplace.**
- m. Discuss the importance of human resource planning in organizations of any size.**
- n. Describe how managers forecast demand for and analyze the supply of employees in the organization.**
- o. List various forecasting techniques that are used in human resource planning.**
- p. Define human resource terms including but not limited to skills inventory, succession planning, and replacement chart, job analysis, job description, and job specification.**
- q. Identify reasons why a computerized human resource planning system could be useful to an organization.**
- r. Illustrate the uses that job analysis information can have in an organizations HRM.**
- s. Describe various methods used to collect job analysis information.**
- t. Interpret job codes and information found in the Dictionary of Occupational Titles.**
- u. Compare and contrast various approaches to job design. Describe current job design approaches in Europe and Japan.**
- v. Define and illustrate various styles of management and organizational development including but not limited to team building and Total Quality Management (TQM).**
- w. List, analyze, explain, and apply the human resources skills and techniques involved with recruiting, selection, testing, placement, orientation, and training.**
- x. List, analyze, explain, and apply the human resources skills and techniques involved with evaluation, promotion, career planning, compensation, employee benefits and services, and transfer.**
- y. List, analyze, explain, and apply the human resources skills and techniques involved with discipline, separation, and grievance handling.**
- z. Discuss the history, laws, and membership pertaining to labor unions, including organizing and collective bargaining.**
- aa. Identify the need for and the laws governing employee safety and health training and awareness.**

bb. Appropriate additional student learning outcome(s) added by the instructor.

**17. Suggested Course Content and Approximate Time Spent on Each Topic**  
*Linked to #15. Student Learning Outcomes and #16:  
Competencies/Concepts/Issues/Skills*

2 weeks Introduction to Human Resources (l, a, b, c, d, e, f, g, k, bb)

2 weeks Legal Considerations (l, h, k, z, aa, bb)

1 week Internal and External Environments Constraints and Challenges (l,i, j, k, l, bb)

2 weeks Human Resource Planning and Job Analysis (l, k, m, n, o, p, q, r, s, t, u, bb)

1 week Recruitment, Selection and Placement (l, g, k, m, n, o, p, q, r, s, t, u, w, bb)

2 weeks Performance Appraisal and Improving Employee Performance (l,g, k, p, r, v, y, z, bb)

1 week Compensation, Pay and Benefits (l, g, k, p, r, s, v, z, bb)

1 week Training, Development, and Career Planning (l, e, g, k, m, n, o, p, q, r, s, t, u, w, bb)

1 week Organizational Improvement (l, a – bb)

1 week Occupational Safety and Health (l, d, g, h, i, k, l, r, aa)

2 weeks Employee Rights, Unionization and Collective Bargaining (l, c, f, g, h, i, j, k, l, m, n, p, q, r, s, t, z)

Additional Topics (l, a – bb)

**18. Suggested Course Requirements and Evaluation**  
*Linked to #15. Student Learning Outcomes and #16:  
Competencies/Concepts/Issues/Skills*

Specific course requirements are at the discretion of the instructor at the time the course is being offered. Suggested requirements might include, but are not limited to:

-

TESTS (l, a-bb)

PROJECTS (l, a-bb)

FINAL (l, a-bb)

OTHER AS APPROPRIATE (l, a-bb)

**19. College-wide academic student learner outcomes (CASLOs) this course supports:**  
*(mark all that apply)*

- Written Communications
- Quantitative Reasoning
- Information Retrieval and Technology
- Oral Communication
- Critical Reasoning
- Creativity

If this course supports one or more CASLO, then either complete the Assessment of Intended Student Learning Outcomes Standards (CCOWIQ) Grid (see Curriculum Committee website for grid form and submit it with this form) OR in the box following explain briefly how this course supports the particular CASLO or CASLOs:

Grid is attached

20. Using the program student learning outcomes (PLOs) for the main program of which this course is a part, list only those PLOs this course supports:

PLO: Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

PLO:

PLO:

PLO:

PLO:

PLO:

PLO:

22. Method(s) of delivery appropriate for this course: *(mark all that apply)*

- Traditional     HITS/Interactive TV     Cable TV     Online     Hybrid
- Other, explain:

23. Text and Materials, Reference Materials, and Auxiliary Materials

Appropriate text(s) and materials will be chosen at the time the course is offered from those currently available in the field. Examples include: *Managing Human Resources*, 11 ed. by Susan E. Jackson, Randall S. Schuler and Steve Werner. South-Western Publishing

Appropriate reference materials will be chosen at the time the course is offered from those currently available in the field. Examples include: *The Wall Street Journal*, *Business Week*, other business magazines; appropriate websites.

Appropriate auxiliary materials will be chosen at the time the course is offered from those currently available in the field. Examples include: Instructor developed materials

31. Course is:

- Not articulated.

Is presently articulated\* as a general education course at:

UHCC UH Manoa UH Hilo UHWO

*\*If this course has a Foundation or Diversification designation, then check all the appropriate boxes. Only submit a Course Articulation Form (available on the Curriculum Committee website) if this course does not have a Foundation or Diversification designation and is already articulated as a general education (100-, 200-level) course. Check Curriculum Committee website under UH Courses for articulation sites.*

Is presently articulated by PCC or other UH system agreement at:

UHCC UH Manoa UH Hilo UHWO Explain:

Is presently articulated to a specific department or institution:

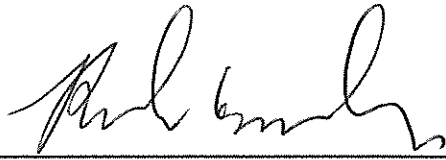
UHCC UH Manoa UH Hilo UHWO  Outside UH system

Explain:

This course outline is standardized and/or the result of a community college or system-wide agreement. Name of the responsible committee/group:

33. Additional Information (*add additional pages if needed*):

University of Hawaii Maui College  
Course Outline and CAR – 5-year Review/Amnesty Form Signature Page



6/29

Author

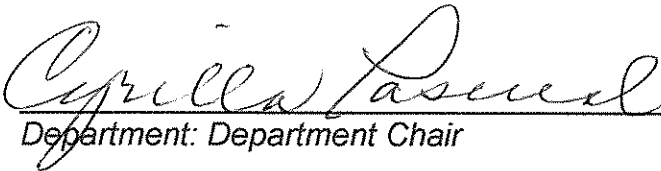
Date



6/30

Department Representative to Curriculum Committee

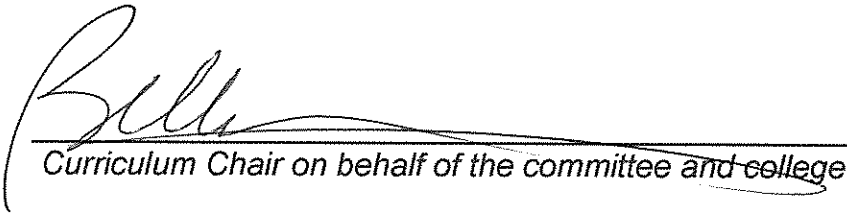
Date



6/29

Department: Department Chair

Date



6/30

Curriculum Chair on behalf of the committee and college

Date



**Assessment of Intended Student Learning Outcomes Standards – CCOWIQs with Ratings for MGT 124**

**Key:**

3 = Major Emphasis: The student is actively involved (uses, reinforces, applies, and evaluated) in the student learning outcomes. The learner outcome is the focus of the class.

2 = Moderate Emphasis: The student uses, reinforces, applies and is evaluated by this learner outcome, but it is not the focus of the class

1 = Minor Emphasis: The student is provided an opportunity to use, reinforce, and apply this learner outcome, but does not get evaluated on this learner outcome

0 = No Emphasis: The student does not address this learner outcome

Standard 1: Written Communication	MGT 124
Write effectively to convey ideas that meet the needs of specific audiences and purposes.	
1.1 Use writing to discover and articulate ideas	3
1.2 Identify and analyze the audience and purpose for any intended communication	3
1.3 Choose language, style and organization appropriate to particular purposes and audiences	3
1.4 Gather information and document sources appropriately	3
1.5 Express a main idea as a thesis, hypothesis, and other appropriate content	3
1.6 Develop a main idea clearly and concisely with appropriate content	3
1.7 Demonstrate mastery of the conventions of writing, including grammar, spelling, and mechanics	2
1.8 Demonstrate proficiency in revision and editing	2
1.9 Develop a personal voice in written communication	0
Standard 2: Quantitative Reasoning	
Synthesize and articulate information using appropriate mathematical methods to solve problems and logically address real-life situations.	
2.1 Apply numeric, graphic and symbolic skills and other forms of quantitative reasoning, accurately and appropriately	2
2.2 Demonstrate mastery of mathematical concepts, skills, and applications, using technology when appropriate	0
2.3 Communicate clearly and concisely the methods and results of quantitative problem solving	0
2.4 Formulate and test hypotheses using numerical experimentation	0
2.5 Define quantitative issues and problems, gather relevant information, analyze that information, and present results	0
2.6 Assess the validity of statistical conclusions	1
Standard 3: Information Retrieval and Technology (Information Literacy)	
Access, evaluate, and utilize information effectively, ethically and responsibly.	
3.1 Use print and electronic information technology ethically and responsibly	1
3.2 Demonstrate knowledge of basic vocabulary, concepts, and operations of information technology and retrieval	1
3.3 Recognize, identify, and define an information need	1
3.4 Access and retrieve information through print and electronic media, evaluating the accuracy and authenticity of that information	3
3.5 Create, manage, organize, and communicate information through electronic media	1
3.6 Recognize changing technologies and make informed choices about their appropriateness and use.	0
Standard 4: Oral Communication	
Practice ethical and responsible oral communications appropriate to a variety of audiences and purposes.	
4.1 Identify and analyze the audience and purpose of any intended communication.	3
4.2 Gather, evaluate, select, and organize information for the communication.	2
4.3 Use language, techniques, and strategies appropriate to the audience and occasion.	3
4.4 Speak clearly and confidently, using the voice, volume, tone, and articulation appropriate to the audience and occasion	2
4.5 Summarize, analyze, and evaluate oral communications and ask coherent questions as needed.	2
4.6 Use competent oral expression to initiate and sustain discussion.	2
Standard 5: Critical Thinking	
Apply critical reasoning skills to effectively address the challenges and solve problems.	
5.1 Identify and state problems, issues, arguments, and questions contained in a body of information.	3
5.2 Identify and analyze assumptions and underlying points of view relating to an issue or problem.	3
5.3 Formulate research questions that require descriptive and explanatory analyses.	2
5.4 Recognize and understand multiple modes of inquiry, including investigative methods based on observation and analysis.	3
5.5 Evaluate a problem, distinguishing between relevant and irrelevant facts, opinions, assumptions, issues, values, and biases through the use of appropriate evidence.	3
5.6 Apply problem-solving techniques and skills, including the rules of logic and logical sequence.	3
5.7 Synthesize information from various sources, drawing appropriate conclusions.	

5.8 Communicate clearly and concisely the methods and results of logical reasoning.	
5.9 Reflect upon and evaluate their thought processes, value system, and world views in comparison to those of others.	
Standard 6: Creativity	
Able to express originality through a variety of forms.	
6.1 Generates responses to problems and challenges through intuition and non-linear thinking.	1
6.2 Explores diverse approaches to solving a problem or addressing a challenge.	2
6.3 Sustains engagement in activities without a preconceived purpose.	0
6.4 Demonstrates the ability to trust and follow one's instincts in the absence of external direction.	0
6.5 Applies creative principles to discover and express new ideas.	2
6.6 Builds upon or adapts the ideas of others to create novel expressions or new solutions.	2