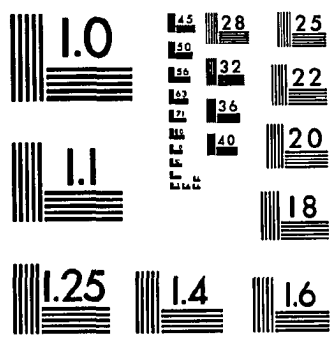
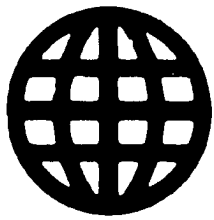


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**A MODEL FOR THE REVIEW OF MASTER'S DEGREE PROGRAMS IN THE
HUMAN RESOURCE FIELD**

University of Miami

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A MODEL FOR THE REVIEW OF MASTER'S DEGREE PROGRAMS
IN THE HUMAN RESOURCE FIELD

By

Luis I. Argumosa U.

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Philosophy

UNIVERSITY OF MIAMI

Coral Gables, Florida

December, 1985

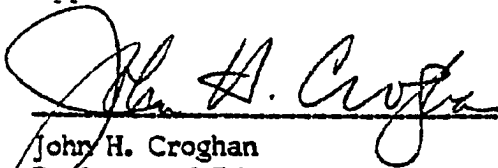
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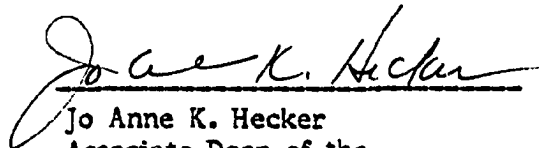
A Model for the Review of Master's Degree Programs
in the Human Resource Field

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Professor of Education
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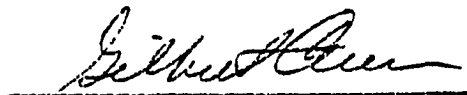
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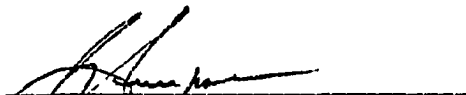
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A MODEL FOR THE REVIEW OF MASTER'S DEGREE PROGRAMS IN THE HUMAN RESOURCE FIELD. (December, 1985) Abstract of a doctoral dissertation at the University of Miami.

Dissertation supervised by Professor John H. Croghan.

The purpose of this study was--to design a Human Resource Academic Preparation Model which will be helpful in the analysis of available programs in the Human Resource (HR) field offered by institutions of higher education at the master's degree level. The model was applied in the review of programs in the HR field at the master's level. Additionally, the information obtained in the process of applying the model was used to infer conclusions in relation to the orientation and components of the programs, as well as the preparation of professionals in the HR field.

Based on the review of the literature and research related to the HR field, which included: HR and organizational and management theories; HR management and HR development; research studies related to the HR function; studies prepared by the two major professional associations in the HR field; and the review of academic programs at the master's level in the HR field, the HR Academic Preparation Model was designed and presented. As a subsequent step, the model was used to review 16 of the 214 master's degree programs identified in the HR field. The model was applied at three levels: 1) the specific program level; 2) the specialization level; and 3) the university level.

Two functions were identified within the HR field--management and development. A comparative analysis of these two functions and their evolution was presented and contrasted to the approaches and content of the master's degree programs. It was found that the programs offered by the business schools showed a heavy emphasis on the management function with little concern for the development function. On the other hand, when programs are housed in schools of education they present a heavy emphasis on the development function and, in most cases, without having courses related to the management function.

The study demonstrated the usefulness of the HR Academic Preparation Model in the analysis and review of master's degree programs in the HR field. Additionally, through the analysis of the information gathered in relation to the programs and the approach that universities are taking to offer the programs, it was possible to infer conclusions related to the philosophy and content of the HR master's degree programs in the HR field.

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Appreciation and thanks are extended to those whose contributions have helped to bring this study to a successful end. Sincere thanks are expressed to my chairman, Dr. John Croghan, who conscientiously and patiently guided me through the entire dissertation process--from the initial idea to the final study. Other members of my committee Drs. Harland G. Boland, Gilberto J. Cuevas, Robert E. Grosse, and Robert J. Simpson were very helpful with their constructive suggestions which enhanced the quality of this document.

CHAPTER I
INTRODUCTION

Background of the Study

At the end of World War II, the level of American productivity was almost double that of the United Kingdom and France, three times the level of Germany and Italy and seven times that of Japan. By 1973, Canada, the Netherlands, Sweden, Belgium and France reached at least three-quarters of the United States' level of output per hour. Japan and West Germany's productivity levels were more than twice ours, especially in manufacturing. (Huddleston and Fenwick, 1983, p. 96)

Productivity is the consequence of a process that combines certain resources—physical, financial, and human—to accomplish a planned objective. It is important to recognize that physical resource is a determinant variable, as is human resource, in the process of achieving productivity. When discussing fluctuations in productivity, care should be taken to identify which of the variables—physical, financial, or human resource—is the dominant factor causing the variation. Misleading analysis will result if the causes are not clearly identified by each of the variables.

In the process of discussing the declining relative productivity issue from the perspective of the human resource variable, many different causes have been suggested. The most common causes are the following: workers' lack of motivation; lack of job satisfaction; lack of management leadership; lack of commitment to high quality work performance; lack of morale; insufficient training of the work force; lack of adequate relation between production and rewards—economic and non-economic; lack of workers' participation in the planning and control of the operations where they work; lack of opportunities to grow; and even lack of flexibility in the jobs. All of these causes of declining

relative productivity are part of the human resource field, and they could be related to either the management or development of the human resource.

Based on a survey, Renwick and Lawler (1978) concluded that workers today want more, but not simply more money or benefits, since they take this for granted; instead, workers "want more psychological satisfactions. More opportunities to learn and grow. More chance to exercise to the fullest their talents and skills. More possibility of accomplishing something worthwhile" (p. 53). To deal with these issues represents much more than the traditional function of personnel administration, or labor relations, or training. It represents the need for a complex combination of interdisciplinary knowledge not yet completed, realized, or accepted.

Statement of the Problem

One premise is of importance in this analysis: one of the major components in the productivity process is the human resource variable which has an important effect on productivity. Based on this premise, it is possible to concentrate on what approaches are necessary to create the required environment, at the organizational level, in order to achieve the productivity objectives for organizations and for the nation as a whole. It is in the area of providing the required environment for obtaining better productivity that the problem emerges. Some look at this situation as a management problem, based on the traditional scientific management approaches; Perrow (1979) and Fein (1981) are representative examples of this approach. Others see the need for a developmental process to create the proper conditions for employees' development and growth, which in turn will contribute to greater productivity. Miles (1975), Nadler (1981), and Lippitt (1980) are among those representing this approach.

It seems evident that people can produce more, given the present state of the art, and that the way to obtain better productivity is by properly managing and developing the human resource, based on the most adequate theories and concepts applicable in the specific situation. This means that human resource professionals should be trained to understand and identify alternatives and courses of action for accomplishing the organization's objectives.

The problem can be related to the following concerns--Are human resource professionals prepared to adopt practices that will enhance the environment necessary to maintain productivity at acceptable levels? Are our universities training human resource professionals to fulfill their roles in the most efficient and effective way?

Purpose of the Study

The Human Resource (HR) field of knowledge and practice is gaining acceptance as a new profession but, as with any new emerging discipline, there is a lack of definition, scope, and educational requirements for the new professionals. Many contradicting views are held regarding the philosophy, approach, and concepts of the new discipline. With this in mind, the purpose of this study is: 1) to design a HR Academic Preparation Model which will be helpful in the analysis of available programs in the HR field offered in institutions of higher education at the master's degree level and; 2) to apply the model designed by reviewing some of the programs in the HR field at the master's level. Additionally, the information obtained in the process of applying the model will be used to infer some conclusions related to the orientation and components of the programs, as they might relate to the preparation of professionals in the HR field.

Definitions

The following terms are defined for use in this study:

Model

A model is a description or analogy used to help visualize something that cannot be directly observed. Nadler (1982) suggested that models are a representation of something and have benefits for the users since they integrate what is known through research and observations, simplify complex human processes, and guide observations. "A good model can help the user to understand what is essentially a complicated process. Underlying a good model is some theory, and both are related" (Nadler, 1982, p. 5).

Human Resources Function

Human Resource (HR) is the function within any institution which deals with the human resources that work for the organization. The HR function includes nine activities: organization/job design; human resource planning; selection and staffing; personnel research and information systems; compensation/benefits; employee assistance; union/labor relations; training and development; and organization development (ASTD, 1983). Human Resource Management (HRM) and Human Resource Development (HRD) are also used to describe this function. In the context of the present study, the terms HRM and HRD will be attached to the two main functions within HR, namely management and development.

Limitations of the Study

The model to be designed in this study does not pretend to extend to any HR program offered outside of the universities; moreover, even within the

programs offered by universities, only the programs in HR at the master's degree level will be considered. This excludes any program at the doctoral or undergraduate levels or any other special program.

Significance of the Study

The expectations of employees, the expectations of organizations, and the complexities of the world of work make the field of HR an interdisciplinary field of knowledge. At present, over two-hundred programs at the master's degree level are being offered by institutions of higher education in the field of HR. Although some of these programs are difficult to identify, since they are offered under many different names and by several schools even within the same university, they are related to one or more of the specialization areas in the HR field. Because of these complexities, and recognizing that this is a field which is in its developmental process, the design of a HR Academic Preparation Model, based on sound theoretical grounds, will provide a useful tool with which to analyze the HR programs at the master's degree level. The model will also help to review what is being done in the universities to prepare the professionals who have to cope with increasing demands from their organizations for the management and development of their human resources. Additionally, the model will be helpful in understanding the emerging HR field and its specializations or components.

Organization of the Study

The concerns of the HR function and their impact on productivity was the justification of a need to understand the emerging field of HR. In this chapter, an overview of the problem and the suggestion of developing a HR Academic Preparation Model was discussed as the objective of the present

study. The remainder of the dissertation is organized as follows:

Chapter II contains a review and discussion of the literature and develops a conceptual framework for the design and presentation of the HR Academic Preparation Model. Section One reviews the literature related to the HR field including the following: HR and organizational and management theories, HR management and HR development, research studies related to the HR function, professional associations in HR, HRD complement or subordinate of HRM, HR academic programs, and HR typical academic programs. Section Two presents and discusses the HR Academic Preparation Model. Finally, a summary is presented in relation to the review of the literature and the design of the model.

Chapter III presents the steps followed to apply the HR Academic Preparation Model. It includes the process of identifying master's degree programs in the HR field and obtaining specific information on the 214 identified programs.

Chapter IV details the findings of the study, the analysis of the data gathered, in relation to the application of the HR Academic Preparation Model, and the analysis of the programs in relation to their conceptual approach and contents.

Chapter V summarizes the preceding chapters and presents conclusions based on the findings of Chapter IV. An interpretation of the findings is also discussed. The chapter ends with recommendations for the profession as a whole, for universities, and for additional research in the field of HR.

Lists of programs categorized by specialization and by university, and the summary of the programs reviewed, are included in the appendices. The list of the references should provide an available resource for those wishing additional information on this subject.

CHAPTER II

REVIEW OF THE LITERATURE AND DESIGN OF THE HR ACADEMIC PREPARATION MODEL

The research summarized here is directed toward the understanding of the HR field and the development of the conceptual framework for the design of the HR Academic Preparation Model. The chapter is organized into two sections. Section One covers the review of the literature related to the HR field and the academic programs offered by institutions of higher education at the master's degree level in the HR field. The review of the literature includes the following: the organizational and management theories in relation to the HR field; opinions from academicians, professionals and consultants, in relation to HRM and HRD as the two functional areas in the field of HR; five research studies in the HR field related to the academic preparation of professionals and the use of advanced practices in the field; the activities of the two major professional associations in relation to the accreditation program, the academic preparation, and the definition of the HR field; and the alternative of analyzing HRD as a complement to or subordinate to HRM. Additionally, the identification of master's degree programs in the HR field and the review of what could be considered as typical programs is presented at the end of the section.

Section Two presents and discusses the HR Academic Preparation Model, which was designed based on the conceptual framework and analysis derived from Section One. The chapter concludes with a summary of the two sections.

Section One:

Review of the Literature

HR and Organization and Management Theories

In the study of organizations, the field of organizational analysis distinguishes two basic models which are represented by 1) the bureaucratic or rational model and 2) the human relations or natural model. Drawing from recognized organizational theorists, such as Max Weber and Elton Mayo, Perrow (1979) discussed and compared the two models--the bureaucratic and the human relations. He described the bureaucratic model as emphasizing the following: centralized authority, clear lines of authority, specialization and expertise, marked division of labor, rules and regulations, and clear separation of staff and line functions. He described the human relations model as emphasizing the following: delegation of authority, employee autonomy, trust and openness, concern with the "whole person," and interpersonal dynamics. The bureaucratic model analyzes the organization as a structure independent of individuals fulfilling planned objectives, whereas the human relations model looks at the functioning of the individuals within a given structure. Much has been written recently in regard to these two positions. Those who propose the bureaucratic rational model describe its strengths as compared to the weaknesses of the human relations model. Perrow (1979) is one of the strongest proponents in favor of the bureaucratic model and against the human relations model, although he concludes that there are situations in which the techniques of the human relations approach could be useful. Other authors have come to the conclusion that both approaches have important useful aspects and that they should not be considered as one against the other but rather as complements of each other (Etzioni, 1964, and Scott, 1981).

A similar analysis can be made from the theories of management. Miles (1975) argued "that managers' roles and behaviors are influenced not only by the sociotechnical system of which they are a part—the human and organization variables with which they interact—but also by their own theories of management" (p. 31). Miles also suggests that most managers' theories can be grouped under three general headings which he denotes as models: 1) the traditional, 2) the human relations, and 3) the human resource. Miles (1975) related the traditional model to the Social Darwinists' scientific management movement and to the bureaucratic organizational theories. The human relations model is considered to be an extension of the traditional model but including some additional concepts to satisfy people's basic human needs, recognizing that:

Management must deal with the "whole man" rather than just his skills and aptitudes, for people want to be treated as human beings, with at least some recognition given to their individual needs, wants, and desires. Further, they felt that management must help people to satisfy their natural desires to belong, to feel an important part of the unit and organization of which they are members. (Miles, 1975, p. 39)

Finally, the human resource model represents the extended human relations model. In addition to accept that people have needs for acceptance, status, and recognition, the human resource model goes beyond this point and "argues that many people want opportunities to develop and apply their full range of abilities and to gain satisfaction from achieving demanding, worthwhile objectives" (Miles, 1975, p. 39).

Relating these three theoretical models to the implications for the managerial role, Miles (1975) suggested that, under the traditional model, the manager's role is basically one of a controller; under the human relations model, the role is modified to include responsibility for the maintenance of the human system; and under the human resources model, the role of the manager is

dramatically redefined "to be seen as a developer and facilitator of the performance of the sociotechnical system to which he is assigned" (p. 44).

Miles (1975) suggested that these theories should be seen as a continuum--the traditional model on one end and the human resources model on the other end with the human relations model in the middle. To emphasize the continuum, he discusses the alternatives of managerial behavior through the theoretical continuum in relation to the basic management functions--such as direction, organization and job design, selection and training, appraisal, development, communications and control, and reward systems.

HR Management and HR Development

The development of organizational and management, theories from the traditional or job oriented to the human resource approach, leads the way to recognize two main functions in the analysis of the personnel or human resource field: administration and development. In the literature, these two terms--Human Resources Management (HRM) and Human Resources Development (HRD)--are widely used. Sometimes these two basic functions are used interchangeably, as if both mean the same. In this review, an attempt will be made to identify and contrast the two functions from different perspectives.

The human resource function has its origins in the two areas of administration and development. HRM represents the evolution from the traditional function of personnel administration, whereas HRD represents the evolution from the training and development function. This evolutionary process is evidenced by a number of articles written by experts in the HR field as they perceived the evolutionary process.

Prewitt (1982) discussed the changes that are taking place in the managing of human resources as compared to the traditional approach. She

indicated that, today, the management of HR "must be dynamic, well informed, planned, coordinated and proactive in the total approach to utilizing human effort in work organizations" (Prewitt, 1982, p. 81). She asserted:

Changes in people (their knowledge, values, attitudes, expectations etc.) and in the nature and role of managed institutions as they impact the lives of individuals and society demand we change our total orientation and approach toward managing human resources in the organizational context (Prewitt, 1982, p. 81).

Briscoe (1982) argued that the management of HRD is finally taking the same position as other management functions - such as finance, marketing, or operations. He also indicated that "for the next decade it will be people, above all else, that provide corporate strength and a competitive edge" (p. 77).

Nadler (1981) reviewed the concepts and implications of the HRD function and, in his final conclusion, he said that "the field which started as 'training,' moved to 'training and development,' has emerged into something much broader and much more important to organizations and society" (p. 22).

Lippitt (1980), in his article, "The Effective Use of Human Resources," discussed the new field of HRD, the challenges for HRD practitioners, and gave some directions to cope with those challenges. Lippitt began his article with the following provocative comments:

We have daily tangible evidence that our air is more polluted, our water less drinkable, our oil and minerals less plentiful, our physical surroundings less pleasant to the eye, the ear, and the nose. These confrontations present us with very concrete problems to solve. The consequences of not taking action can be quite clearly spelled out and understood and predicted. But it is much more difficult to see and to assess the damage of misused and under-utilized human resources (p. 3).

In an interview with Allan Cox, reported by Bove (1984), Cox was asked to comment on how the human resource development function was evolving in today's corporation. Cox indicated that, in his opinion, the HRD function had greatly improved in status and influence in the organization, and explained:

Because collaborative management is the predominant style in the executive suite today, the person who holds the HRD position is looked to as a counselor--by the chief executive, the chief operating officer and other key executives throughout the company. (p. 81)

In discussing the HRD function, Strauss and Castino (1981) compared the classical view of personnel administration to the more modern approach of HRD as follows:

A classical view of personnel administration sees the focus on providing the tools, techniques, and information management needs to carry out the traditional management functions of planning, organizing, controlling and directing. The HRD approach focuses on the employee side of business--not to the neglect of management's needs however. HRD sees the two needs as compatible and complementary in their fulfillment. (p. 25)

The practical interpretation of this evolution process can be observed through a review of the opinions from some executives who are responsible for the implementing of the new concepts in the HR function as related to their organizations. The following are selected opinions of five top executives recently reported in Training/HRD.

Zemke (1983) reported on the Honeywell HRD function, indicating that "at Honeywell, HRD is more than a department with management 'support.' It's a corporate strategy in which one top executive plays a key role" (p. 23). The key executive to whom he refers is Dr. James J. Renier, Corporate Vice Chairman and President of Honeywell Information Systems, who has committed himself to implement a management style that fosters self-esteem among employees through employee-participation systems. Renier indicated that the corporation has more than 500 quality circles, of which 100 are in white collar areas.

Another issue of Training/HRD reproduced the comments from four chief executives involved in the human resources development efforts of their organizations. The key comments of the four were as follows: 1) Theodore F.

Brophy, Chairman of the Board—General Telephone & Electronics Co. Stanford, CT.—"The performance appraisal system is laying the foundation for effective management development by providing a data base on performance potential" (Training/HRD, 1981, p. 40); 2) Janet Gray Hayes, Mayor, San Jose, CA.—"I believe that our new Executive Development Program is the first step in preparing our management team to deal with complex problems (p. 41); 3) Norbert R. Berg, Deputy Chairman of the Board Control Data Corporation, Minneapolis, MN.—"We feel that all employees deserve specific skills training that can be applied to their jobs, adequate counseling in planning their careers and the training necessary for that career development" (p. 42); and 4) John H. Richardson, President Hughes Aircraft Company, Culver City, CA.—"I don't like to link the term 'productivity' with Quality Circles, even though I'm sure that increased productivity is one of the many tangible results of people's ideas being implemented." He explained: "I'm more interested in their well-being and their jobs. We spend more time at work than anywhere else and it ought to be a pleasant environment to the degree it fits with running a proper and profitable enterprise" (p. 43).

Research Studies Related to the HR Field

Three research studies related to what is happening in relation to the HR field will be reviewed first. They are the following: 1) the survey, "Senior Management Views of the Human Resource Function," reported by Foltz et al. (1982), and conducted by a joint effort of the American Society of Personnel Administration (ASPA) and Towers, Perrin, Forster & Crosby (TPF&C); 2) the survey, "How Extensively Are HRM Practices Being Utilized by the Practitioners?" reported by Campbell and Barron (1982); and 3) the study, "Strategic HRM and the Bottom Line," conducted by the consulting firm of A. T.

Kearney and reported by Misa and Stein (1983).

The study, "Senior Management Views The Human Resource Function," is a survey conducted by the ASPA/TPF&C, with the purpose of surveying the senior management views in relation to the HR function. The methodology used was as follows: a) a written questionnaire distributed to a random sample of approximately 1,000 ASPA members, of which 138 were received and 123 were useable and b) personal interviews with eighteen chief executive officers selected from among the respondents to the questionnaires. The eighteen CEOs were asked to rank, in order of importance, the following four management responsibilities: financial, people, marketing, and operations. Their first choices were as follows: eight for people; five for marketing; two for operations; and two with no ranking. The most important findings of this study were summarized as follows:

1. In 74 % of the companies, the top HR person reported to the CEO and, in the remaining 26 % there was only one level in between.
2. The most common titles of the top HR person were the following: director, personnel; manager, personnel; vice president, HR; and vice president, personnel.
3. The most important HR activities today were as follows: productivity improvement, employee communications, management succession planning, management education and development, and performance appraisal.
4. Senior executives expected their HR people to be more involved in planning activities, including the following: overall business planning, planning organizational changes, management succession planning, and developing human resource strategies.
5. The HR function is growing in stature within the organization.

6. CEOs expend 20 % of their time on HR activities.

The report concludes that the HR function has come a long way, but still there are many unfilled challenges and opportunities that have to be met.

The study reported by Campbell and Barron (1982) reviews the extent to which human resource practices are being utilized by practitioners. The purpose of this study was to compare the results of the actual practices in the 1980s as compared to a survey in 1979 of predicted uses of these practices. From a distribution of 2939 questionnaires, 589 were received as valid responses. The summary of the report indicated the following conclusions:

The evidence is overwhelmingly clear that only a small percentage of businesses are availing themselves of modern management techniques and practices. This is despite the emphasis placed on these practices in the lecture halls of our colleges and universities and despite what professionals in the field say should be practiced. (Campbell and Barron, 1982, p. 71)

The report indicates that a gap seems to exist between what is preached and what is happening in the real world, and that, although many organizations are moving towards a more human resource management approach, this movement is slower than what would be expected by reading the literature. The reason for the slowness, concludes the report, might well be that, although some organizations are moving successfully towards the human resource approach, these are the front runners, while the majority are more cautious and slow, trying to review the results of those that are on the leading edge.

The third study conducted by the consulting firm of A. T. Kearney is reported by Misa and Stein (1983). The purpose of this study was to find out, or learn more about, how the major corporations, which are recognized leaders in productivity, are run. The method was to compare a group of corporations with publicly recognized accomplishments in productivity, which were denominated the leaders, with a random selection of 24 corporations from the

"Fortune 500" major corporations, which were called the comparison group. The findings of this study were the following: 1) 85 % of the leading companies were higher in the five-year return on total capital; 2) 69 % of the leading companies were higher in the five-year return on equity; 3) the leading companies were 37 % higher than the mean of the comparison group in net profit margin for 1981; and 4) the leading companies are recognized to be in the forefront of human resource management. The corporations in the leading productivity group practiced such activities as the following: a) participation in business decisions and implementation of business strategies; b) initiation of programs and communications by human resources staff and line management; c) sharing by line managers of responsibility for human resources programs; and d) sharing by corporate staff of responsibility for human-resource policy formulation across the organization.

Two other studies are of interest to our understanding of the HR function: 1) the survey, "Preparing for Entry Level Human Resource Management Position," by Bergmann and Close (1984) and 2) the survey, "Entering the World of Work," by Harper and Hughey (1983).

The purpose of Bergmann and Close (1984) was to answer several questions related to the academic preparation required to enter in management positions within the HR function. A questionnaire was sent to the corporate directors of HR in 300 of the largest employing firms in the United States, based on Forbe's annual survey of U.S. firms; 142 responses were obtained. The data in Table 1 shows the summary of responses to the item—rank order preference of academic preparation for entry level positions in HR.

As can be inferred from the data in Table 1, business administration is seen to be the most important academic background in the function of HRM, while education and science represents the least important.

TABLE 1
ACADEMIC PREPARATION FOR ENTRY LEVEL HRM POSITIONS

Rank	Science	Social Science	Business Admin.	Humanities	Education
1	3	13	105	6	1
2	15	58	19	26	14
3	20	29	3	49	27
4	34	20	2	28	37
5	50	10	1	13	44

Ranks - 1 = Highest; 5 = Lowest

Adapted from Bergmann and Close (1984).

The study conducted by Harper and Hughey (1983) was undertaken to explore the ways in which people enter into the HR profession. Based on a questionnaire sent to 1,087 subjects, randomly selected from the Directory of the American Society of Training and Development, 285 valid responses were received. The HR professionals were asked about their educational background. The summary of the answers indicated the following: 41.4 % had education backgrounds; 26.7 % business backgrounds; 20.7 % had arts and science backgrounds; and the remaining 11.2 % were from other professional backgrounds.

These two surveys show contradictory results, due to bias in the selection of the subjects in the Harper and Hughey study. The members of the American Society for Training and Development have primarily educational backgrounds, and this fact is reflected in the results of the study.

Professional Associations

The two major professional associations related to the HR field are the

American Society for Personnel Administration (ASPA) and the American Society for Training Development (ASTD). Some facts about these two professional organizations will help to understand the work they have done and the direction of their interest. The Encyclopedia of Associations (1985) gives some basic information on the two associations. The American Society for Personnel Administration (ASPA), was founded in 1948 and, at present, has 33,500 members. It is described as follows:

...professional organization of personnel and industrial relations executives. Provides a national clearinghouse for information and data that will aid in achieving the goals of productive cooperation between management and labor and higher standards of performance in personnel administration and industrial relations. (Encyclopedia of Associations, 1985, p. 251)

For the American Society for Training and Development (ASTD), the same Encyclopedia gives the following information: Founded in 1944, at present ASTD has 22,000 members. It is the successor of the former American Society of Training Directors and is described as an "educational society for persons engaged in the training and development of business, industry, education, and government personnel" (Encyclopedia of Associations, 1985, p. 252).

The ASPA has been active in two major areas: 1) the accreditation program and 2) the Codification Project. The accreditation program began in 1975 with the creation of the ASPA accreditation Institute, which later changed to the Personnel Accreditation Institute (PAI). The purpose of the accreditation program rested on "the need to raise and maintain professional standards in the personnel field through an accreditation process which indicates that individuals have mastered a validated, common body-of-knowledge" (Tornow, 1984, p. 98).

In 1979, PAI was commissioned to do a Codification Project. Tornow (1984), director for the Codification Project, described the history, objectives

and methodology of this project in his article, "The Codification Project and Its Importance to Professionalism," in which he explained that "the purpose was to establish an ongoing process that would help PAI to codify and refine the definition of knowledge requirements for the profession" (Tornow, 1984, p. 84). An important part of this project was the definition of activities of the personnel management function, in which six functional areas were identified and that, according to the study, represent the subject of the accreditation process. The areas defined as the field of personnel management are as follows: employment, placement, and personnel planning; training and development; compensation and benefits; health, safety, and security; employee and labor relations; and personnel research.

Parallel with what the ASPA was doing, the ASTD has been very active working in two related, although independent, tasks: 1) the academic preparation of the HRD practitioners and 2) the definition and scope of the HR function.

The academic preparation of HRD practitioners has been led by the ASTD with a major participation from the academic community. The history and process of this task are very important to the purpose of our study, so they will be reviewed in some detail. Olson and Berne (1980) reported on the beginning steps of this ASTD task, which led to the First Invitational Conference on the Academic Preparation of Practitioners in Training and Development/Human Resource Development (T&D/HRD) in Washington, D.C. in 1979. At this conference, 34 professors representing 26 institutions of higher education had the opportunity to share information about their schools, programs, and students and to make recommendations to ASTD for future activities. This conference was the first encounter between academia and ASTD members as a beginning formal process and was the foundation for all the coordinated efforts made by

the ASTD in this important activity. Based on a previously defined criteria, 27 colleges and universities submitted information related to the programs offered at the time. The findings were that nineteen programs had separate curricula in HRD or training development; of these, five schools offered bachelor's degrees, one a certificate program, one a master's degree, and twelve offered both master's and doctoral degrees. The remaining eight offered specialty programs in HRD within another curricula. The schools within the universities which sponsored HRD programs were as follows: education, applied behavioral sciences, and business administration/organization management. The conference concluded with a list of recommendations to the ASTD to continue working on this important issue.

In February 1981, two major steps were accomplished: the first was the publication of the 1981 Directory of Academic Programs in T&D/HRD, which included descriptions of more than 175 doctoral, master's, bachelor's, and certificate programs conducted by 72 academic institutions in the United States and Canada. This directory represented comprehensive information which included the following: program detail, prime orientation, required courses, elective options, faculty and students, and a contact about the program for further information (ASTD, 1981). Secondly, the Second Invitational Conference was held in Williamsburg, Virginia. At this conference the approach was that of asking the participants to submit, prior to the meeting, papers identifying the models and concepts which were the foundation of their programs. A total of 222 papers were received, of which 20 were selected for discussion at the conference. This time, 58 representatives from 47 schools sponsoring HRD programs attended the conference. The school/department representation was as follows: twenty-one schools of education; six schools of business and industry; six schools of human resource management and development; four

schools of applied behavioral science; four schools of communications; one school of organization development, one school of government and public administration, one school of counseling and general studies; and two schools not clearly identified. The major objective of this conference was that of model identification, together with the following: discussion, analysis, and comparison of the models identified; review of programs successes, failures, and special features; identification of issues related to the establishment of new programs; review of future impacts that will affect academic preparation of practitioners; and recommendations for future activities. An interesting comment of the conference relates to the influence of the school sponsoring the program: "It was generally agreed by participants that the school/department sponsoring the HRD program had the greatest influence on selection of the theoretical base for the program" (Olson, 1981, p. 33). It was evident that the predominance of the schools of education reflected the common core element which is around the process of adult education in many HRD programs.

As a continuation of the Second Invitational Conference in November 1981, the ASTD published "Models and Concepts for T&D/HRD Academic Programs." This publication represented the state-of-the-art of academic preparation, both theoretically and practically, for the field of HRD (ASTD, 1981).

The Third Annual Conference on the Academic Preparation of Practitioners in T&D/HRD was held in Kansas City, Missouri in October 1982 and attended by 55 professors from 48 universities and colleges. The theme of the conference was "The Relationship Between T&D/HRD Academic Programs and the World of Work." At this conference, the major areas of review were the following: how curricula are developed and/or changed to meet the needs of employers; how students are aided to learn about the workplace; and how

representatives from business, industry, and government influence academic programs. At this conference, 21 papers were presented and discussed. The 21 papers were compiled by the ASTD and published under the title "Academic Programs and the World of Work" (ASTD, 1983).

Finally, the 1983-1984 Directory of Academic Programs in T&D/HRD was published and includes 263 degree and certificate options from 113 universities and colleges. This directory represents an update from the 1981 directory and has basically the same type of information as described above (ASTD, 1983).

The second task on which the ASTD has been working, as previously mentioned, is the definition and scope of the HR arena. The purpose of the study was to define training and development in terms of excellence. But, since training and development is one of several activities within the function of HR, the ASTD study had an additional objective--the definition of the areas which compose the HR field. This process culminated with the Human Resource Wheel (see Figure 1). The Human Resource Wheel stresses the concerns of the HR function, which are indicated in the center of the wheel and include the following: quality of work life, productivity, HR satisfaction, HR development, and readiness for change. These concerns become the objectives of the HR function, which is composed of the nine speciality areas--organization/job design, human resource planning, selection and staffing, personnel research and information systems, compensation/benefits, employee assistance, union/labor relations, training and development, and organization development. The study does not define each of these speciality areas, instead it enumerates the tasks on which each area focuses. Nevertheless, the HR Wheel has come to be a very useful model with which to describe the objectives and the arena of the HR function.

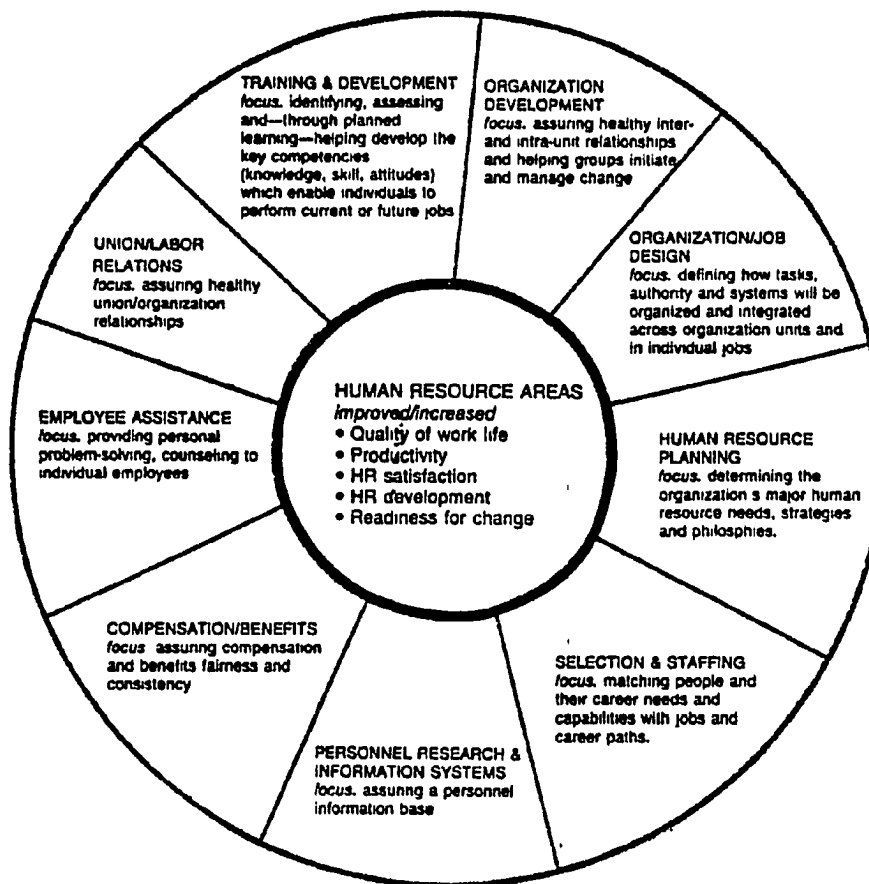


Figure 1. Human Resource Wheel (from ASTD "Models for Excellence," p. 23)

At this point, the scope of the HR function, as defined by the two professional associations, can be compared. The ASTD definition of the HR function is more ambitious than the one presented by the ASPA, but it is evident that both associations basically agree on the scope of the HR function. Moreover, the terminology utilized is very similar and, in several cases, identical. A comparative analysis of the areas of the HR function identified by

the two associations is shown on Table 2. Three major sections are depicted in Table 2. Points 1 through 5 are similar for both associations, with the only exception being that the ASTD includes information systems as a complement to the personal research activity. These five activities are what could be considered the arena of the HRM function. The second section includes points 6 and 7.

TABLE 2
HR FUNCTIONS AS DEFINED BY THE ASPA AND THE ASTD

HR AREAS AS DEFINED BY:		
	ASPA	ASTD
1.	Employment, placement	Selection and staffing
2.	Personnel planning	Human resources planning
3.	Compensation and benefits	Compensation benefits
4.	Employee and labor relations	Union labor relations
5.	Personnel research	Personnel research and information systems
6.	Training and development	Training and development
7.		Organization development
8.		Organization/job design
9.		Employee assistance
10.	Health, safety and security	

The difference here is that the area of organization development is specifically considered by the ASTD and not mentioned by the ASPA. These two activities are what could be considered the arena of the HRD function. The third section, includes health, safety, and security for the ASPA and employee assistance and

organization/job design for the ASTD.

This analysis seems to indicate that there is a clear understanding of the areas under the HR field, and that these areas can be grouped under two major functions--human resource management and human resource development. This approach seems to be shared by the professional associations, as well as by scholars, as can be seen from the following quotations.

In discussing the HR areas, the study, "Models for Excellence" (1983), seemed to define HRD more specifically as a part of the total function of HR when it suggested:

HRD (Human Resource Development) is probably broader than training and development but not as broad as the entire Human Resource Wheel. When the term HRD is found in the field, it sometimes seems to include training and development, organization development and employee assistance. (p. 8)

Nadler (1981) appeared to agree with this concept when he discussed the problem of semantics in the area of HR and explained that in this area, as in many others, there are specialities. For him, the two most apparent specialities in the area of HR are 1) Human Resource Utilization (HRU) which includes those activities such as recruitment, selection, placement, appraisal, and compensation and 2) Human Resource Development (HRD) related to the various kinds of learning experiences which contribute to individual and organizational effectiveness.

The analysis and definition of the HR function made by Ross (1981) is very interesting and complements the above review. For Ross, the HR department should consist of four areas: 1) human resources planning and forecasting, 2) personnel utilization, 3) personnel development, and 4) individual motivation and organizational analysis. It is possible to identify the first two areas with management and the last two with development, in the total function of HR.

HRD Complement or Subordinate of HRM?

Based on the above analysis, it is possible to suggest that the HR field is comprised of two major functional areas--management and development. Although this seems a simple proposition, the actual situation is not as simple. A problem seems to arise when, in the discussion of the subject, one of the two functions is presented as a subordinate to the other. For example, when discussing HRM, development is considered as one of the several areas within the HRM function; or, when discussing HRD, management is presented as an area within the HRD function. This confusion is common in the literature and the two following references will confirm this concern.

Smith and Lutz (1983) discussed the HRD definition utilized at the East Texas State University as follows:

Human Resource Development consists of programs and activities, direct and indirect, instructional and/or individual, that positively affect the development of the individual and the productivity and profit of the organization. These include the components of training and development (T&D), organization development (OD), employee assistance, career planning and development, recruitment, employee relations, human resource planning and performance appraisal. (p. 158)

The Official Guide to MBA (1983) discussed the opportunities for MBA graduates in the functional area of personnel and defined HRM in the following terms:

... human resources management reflects a new policy-making orientation that extends far beyond the traditional personnel areas of recruitment, selection, compensation, training, and labor relations. Added to these are new requirements for developing and implementing policies in such areas as manpower planning and forecasting, equal employment opportunity and affirmative action, manpower development and career planning, and organization development. (p. 33)

From the above two quotations it is evident that there is overlap unless the terms are clearly defined. The two major functions of the HR field should be considered as complements of one another and not subordinated one to

the other. This is very important since complement means of equal importance while subordinated means dependency, in which case one loses its own criteria and objectivity. The perception is that, at present, both functions are trying to dominate the field and, thus, impose on one another.

HR Academic Programs

To complete the picture of the HR function, academic programs and the corresponding curricula for preparing professionals for the HR field will be reviewed. It is apparent that, when HR management is considered, the schools of business and management sciences with the classical MBA degree is the answer. An alternative is the MA in Industrial and Labor Relations degree from the School of Industrial Relations, which in many instances is sponsored by the same school of business. On the other hand, if HR development is the consideration, the schools of education and behavioral sciences with the M Ed and MA degrees are the most common tracks. In the review of the College Blue Book (1983), it was possible to identify 63 programs at the master's degree level which could be related to the HR field. These 63 programs were identified under the following headings: (the numbers in parenthesis indicate the number of programs listed):

- Industrial labor relations (18)
- Human development (8)
- Human relations (8)
- Human resources education (1)
- Human resources management (5)
- Personnel (24)

In the ASTD Directory of Academic Programs in T&D/HRD (1984), 114 programs leading to master's degrees are listed under the following disciplines:

Business administration (9)

Communications (4)

Education (40)

Instructional technology (41)

Organization development/behavior/psychology (20)

When accounting for the duplications between the 63 programs identified in the College Blue Book, and the 114 programs listed in the ASTD Directory, there is a total of 162 academic programs at the master's degree level in the HR field. These figures do not take into consideration the fact that many practitioners in the HR function enter the field through a standard MBA degree program or any related or unrelated academic program.

HR Typical Academic Programs

With all the programs available and housed in so many different schools and departments, it is difficult to describe what could be a typical curricula even within the major categories. Nevertheless, an attempt will be made to present an example of the contents of one program within four major categories: human resource management, industrial relations, human resource development, and instructional technology.

The MBA program offered by the Lubin Graduate School of Business at Pace University, with specialization in Human Resources Management, requires the completion of 39 to 61 semester credits, depending on the undergraduate background, as follows:

1. Foundation core

0-22

Financial and Managerial Accounting (4)

Economic Analysis and Policy (3)

Managerial Finance (3)

Managerial Marketing (3)

Statistical Analysis for Business (3)

Organizational Behavior (3)

Management Information Systems (3)

2. Integrative core 15
- Managerial Economics (3)
 - Business and its Environment (3)
 - International Business Operations (3)
 - Quantitative Analysis for Business Decisions (3)
 - Operations Management (3)
3. Specialization courses 21
- Managing Human Resources (3)
 - Research Methods in Management (3)
 - Advanced Topics in Human Resources Management (3)
 - Research Project (3)
 - One course from the following:
 - Independent Study in Management (3)
 - Interpersonal Competence and Group Dynamics (3)
 - Training and Development (3)
 - Organizational Communications (3)
 - Two courses from the following:
 - Economics of Labor (3)
 - Fundamentals of Collective Bargaining (3)
 - Labor Relations Law and Legislation (3)
 - Productivity, Technology, and Work (3)
 - Entrepreneurial Policy or Business Policy

The Institute of Industrial Relations at the Loyola University of Chicago offers a Master in Science Industrial Relations degree (MSIR) upon the completion of 14 courses which include the following:

I. Required courses (7 courses)

- Economics
 - Labor Economics
- Behavioral Science
 - Ethics of Human Resource Management
 - Organizational Behavior
- Humanities
 - History of America Labor Law
- Law
 - Labor Law I
 - Labor Law II
- Integrative

II. Professional Elective Courses (7 courses)

- Organization Planning and Development
- Cost Analysis For Personnel and Industrial Relations
- Human Resource Planning
- Compensation Management
- Labor Law in the Public Sector

Industrial Counseling
 Comparative Labor Systems
 Health, Welfare and Pension Plans
 Seminar in Public Sector Labor Management Relations
 Training and Developing Human Resources
 Arbitration Process
 Personnel Practices
 Computer Applications in Human Resource Administration
 EEO and Affirmative Action: Problems and Programs
 Public Sector Labor Relations
 Labor Management Relations
 Employment: Selection and Testing
 Industrial and Organizational Psychology
 Collective Bargaining Systems
 Collective Bargaining and Dispute Resolution
 Seminar in Contemporary Problems

George Washington University offers, through the School of Education and Human Development, a Master of Arts degree in Education with a major in Human Resource Development. The program requires the completion of 33 semester credits for those candidates with more than two years of field experience or 39 credits for non-experience candidates. The course content of this program follows:

A. Required Courses (6 credits)

Introduction to Survey Measurement and Research
 Research Procedures

B. Major area courses - required (12 credits)

Human Resource Development
 Designing Training Programs
 Consultant-Client Relationship in HRD
 Current Issues in Adult Learning

C. Supervised field experience (6 credits)

D. Electives (15 credits)

In the concentration of HRD
 From other programs in the school of Education, Human Development, such as: higher education, human development, program evaluation, and counseling.
 From other parts of the University, such as: management science, public administration, business administration, and psychology.

Boston College offers a program in Educational Technology with courses

leading to the Master of Education degree. The program requires the completion of 36 semester credits as follows:

Core courses (selection of 8)

Introduction to LOGO for Educators
 Media and Instructional Technology
 Interpretation and Evaluation of Educational Research
 Computers and Educational Technology
 Technology for the Handicapped
 Management Uses of Computers in Education
 Computer Programming using PASCAL
 Expectation and Evidence for Educational Technology
 Design and Preparation of Materials for Educational Technology
 Selection and Evaluation of Computer Courseware
 Courseware Production
 Practicum in Educational Technology

Elective courses (selection of 4)

Modern Psychology and Education
 Administration of Curriculum: Theory and Practice
 Educational Measurement using Computers
 Selection, Evaluation and Utilization of Media Materials
 Computer Programming Using FORTRAN
 Quantitative Data Collection Procedures: Theory and Practice
 Organization and Administration of the Media Center
 Curriculum Theory
 Theories of Instruction

The above described programs gives a spectrum of only four of the many alternatives which a student can select in order to enter the field of HR.

Summary of the HRM and HRD Functions

Based on the review of the literature and research in the area of HR, it is possible to summarize the function of HR as an activity which has two different origins--management and education. At the beginning, each is parallel and has its own objectives and field of operation. In the development process, they start to show common objectives to the point at which both tend to have basically the same objectives. In order to give a general picture of these two functions, a comparative summary analysis of the main characteristics of the HR management and the HR development functions is presented in Table 3.

TABLE 3
COMPARATIVE ANALYSIS OF THE HR FUNCTIONS

CONCEPT	MANAGEMENT	DEVELOPMENT
Function name	Personnel Administration	Training and Development
Organizational analysis	Rational/Bureaucratic	Natural/Human Resources
Management theories	Scientific Management	Human Resources
Management role	Controller HR Utilization	Developer/Facilitator HR Development
Objective of function	Productivity	Productivity, satisfaction, development, quality of work life, readiness for change
Development of HR	Training for the specific job	Training and development
Academic preparation	Traditional MBA	MA, MS in Education, Psychology, etc.
School sponsoring	Management/business	Education, Psychology, Arts and Sciens
Curricula of programs	Heavily on business/management	Heavily on education and development
Professional association	ASPM	ASTD
Periodical publications	Personnel Administrator Personnel, and Personnel Journal	Training and Development Journal Training
New terminology	HR Management	HR Development

Section Two:

The HR Academic Preparation Model

Based on the information gathered from the review of the literature, the research studies and the work conducted by the ASTD and the ASPA, the two major professional associations, the HR Academic Preparation Model is presented (see Figure 2). Due to the complexities and confusion found in the terminology and in the conceptual interpretation of the HR functions, the purpose of the HR Academic Preparation Model is offered to assist in the process of analyzing the academic master's degree programs in the HR field.

The HR Academic Preparation Model assumes that the HR field covers the speciality areas defined by the HR wheel discussed previously. The HR Academic Preparation Model has been designed with a conceptual framework which recognizes six levels of analysis: 1) the HR field, 2) the functions, 3) the major areas and/or schools that provide the programs, 4) the specializations, 5) the foundation requirements, and 6) the core or basic knowledge requirements. In this way it is possible to review programs from the more general concepts to the most detailed courses, or vice-versa, starting from the specific courses building up to the general framework, although the first approach could be more practical. A description and discussion of the six levels of the HR Academic Preparation Model follows.

The first level of the HR Academic Preparation Model, The Human Resource Field, serves to identify the field of practice and knowledge which is human resource. Following the ASTD study it includes organization/job design, human resource planning, selection and staffing, personnel research and information systems, compensation/benefits, employee assistance, union/labor relations, training and development, and organization development.

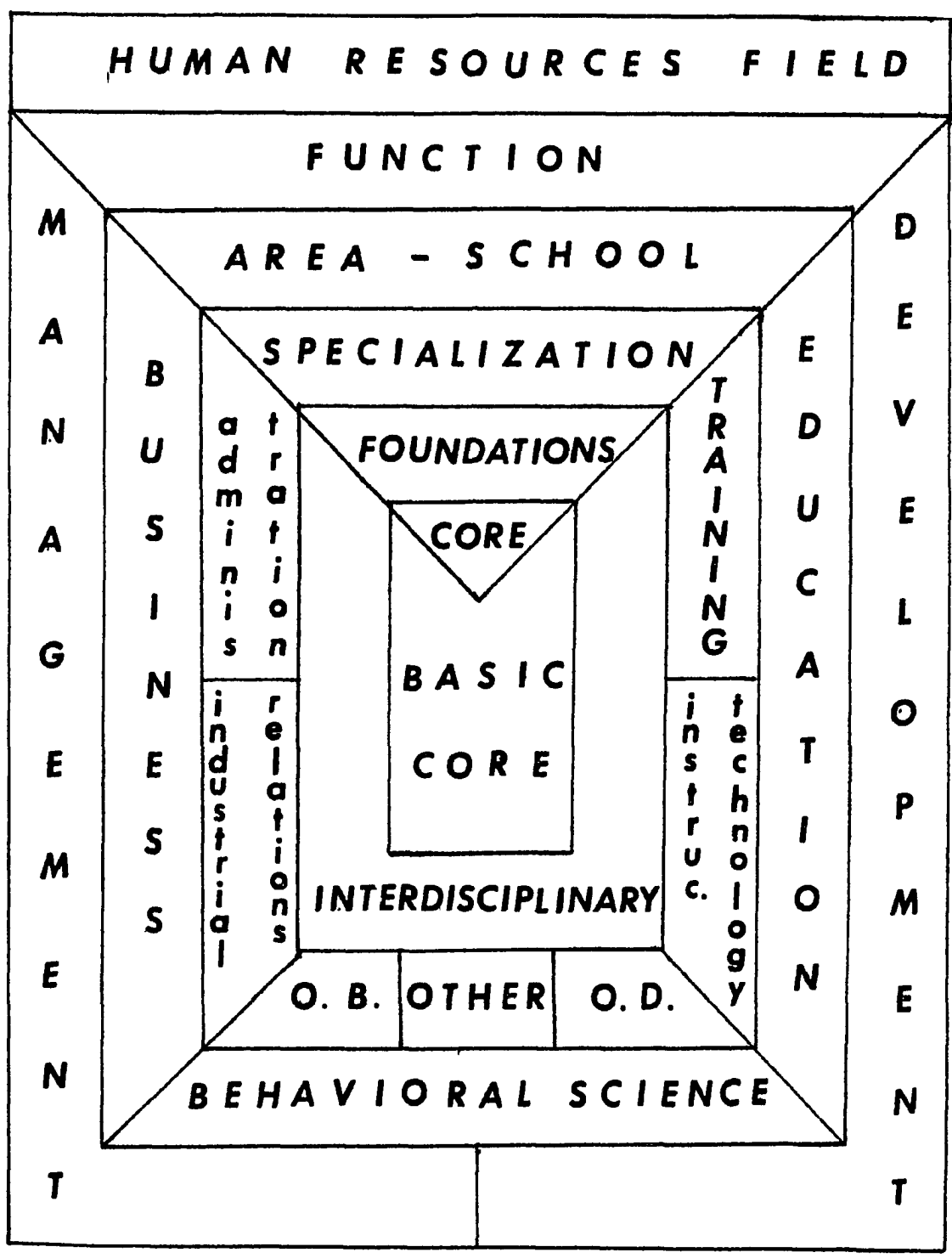


Figure 2. HR Academic Preparation Model

The second level of the model defines the two major functions within the HR field which are management and development. This classification is in line with the two traditional approaches and the model recognizes these two as distinctive functions, but at the same time as being part of a larger unit which is the HR field. In this way, neither function is subordinated to the other, and they are represented as being of equal importance within the HR total context.

The third level, indicates the schools or departments which provide programs leading to the preparation of professionals in the HR function. Three major schools have been identified: education, business, and behavioral sciences. An alternative title for this level could be "area of emphasis," since there are many situations in which the school is not representative of the program that is offered. Additionally, a new tendency has been identified, as a result of the concentration of all the programs related to the HR field into one school with the use of a generic name. However, we should continue using the school as a classification element since this is the way that most of the programs can be identified.

The purpose of the fourth level is to identify the specialization within the school or area. The school of education provides two major specializations—training and instructional technology; the school of business offers specializations of administration and industrial relations; and the school of behavioral sciences provides several specializations—such as, organization behavior, organization development, and several other programs with different names but related to the HR field. The classification suggested at this level is based on the orientation of the programs and not on the name of such programs. It is suggested that most of the programs in the HR Field, offered by the universities at the master's degree level, can be grouped within the categories indicated in the model. It is at this level that specialization should begin to

reflect the interest of the individuals preparing for professionals in the HR field. Additionally, it is at this level that the courses related to the specialization, are identified.

Level five of the model represents the foundation courses, or what could be called the interdisciplinary knowledge required to understand the field of HR as a whole, with courses from the various disciplines that relate to the field of HR. General courses, mainly from the areas of business, training, and behavioral sciences, are the components of this level. The foundation courses provide the linkage between the two functions and create a better understanding between the management and the development functions. This could reduce the problems and the confusion evidenced in the review of the literature.

Level six represents the basic core courses needed to pursue a master's degree. These core courses are considered essential to have before the more advanced courses in the programs. Courses at this level represent the acquisition of basic knowledge components not acquired at the undergraduate level. This means that students with undergraduate work in the areas of management or education might have the requirements partially completed. If this is the case, these core courses will usually be waived. Additionally, the necessary research competences should be part of this level.

The described model interprets the HR function as a field of study with basic common knowledge requirements in order to be better prepared for pursuing a speciality in one of several areas of specialization within either of the two major functions, management or development.

SUMMARY

A review of the literature, including opinions from academic professors, practitioners in the HR field, and corporative executives; a review of several research studies in the HR field; a review of the two major professional associations, the ASTD and the ASPA; and a review of the programs offered by universities at the master's degree level in the HR field, including a review of some typical programs, represented the basis for the development of the HR Academic Preparation Model.

The HR Academic Preparation Model was designed to assist in understanding the HR field and the process of reviewing master's degree programs in the field of HR, not only in relation to the course content but to the conceptual approaches as well. The HR Academic Preparation Model designed here will be applied by reviewing several master's degree programs, which is the content of the next two Chapters.

CHAPTER III

DESIGN AND PROCEDURES OF THE STUDY

The purpose of this study was twofold: 1) to design a HR Academic Preparation Model which will be helpful in the analysis of available programs in the HR field, offered in institutions of higher education at the master's degree level; and 2) to apply the designed model by reviewing some of the programs in the HR field at the master's degree level. Additionally, the information obtained in the process of validating the model will be used to infer some conclusions related to the orientation and components of the programs, as they might relate to the preparation of professionals in the HR field.

This chapter describes the processes followed—to obtain the information related to the master's degree programs in the HR field, to classify and analyze the information obtained in order to demonstrate the usefulness of the HR Academic Preparation Model, and to make inferences concerning the conceptual approach and content of the master's degree programs in the HR field.

The HR Academic Preparation Model, designed and presented in Chapter II, can be apply at three levels: 1) Classification of HR programs - by grouping the HR programs at the master's degree level, according to the function, area of knowledge, and specialization of the program; 2) Analysis of individual programs—by identifying programs and analyzing their content and orientation; and 3) Universities approach—by identifying the universities which offer two or more programs related to the field of HR and analyzing their orientation and organization. The procedures followed to apply the model, based on the above-mentioned levels, are described below.

In order to identify the programs related to the HR function, which are offered by the institutions of higher education at the master's degree level, two

sources were identified: the College Blue Book (1983), which lists the degrees offered by college and subject and the ASTD Directory of Academic Programs in Training and Development-Human Resource Development (1983). Based on these sources, programs were identified as follows:

1. Based on the College Blue Book, the following subject titles, which could be related to the HR field, were identified:

- Industrial Labor Relations
- Industrial Relations
- Industrial Relations and Management
- Industrial Relations and O.D.
- Labor and Human Resources
- Labor and Industrial Relations
- Labor Economics
- Labor Relations
- Organization Development
- Organization Behavior
- Organizational Psychology
- Personnel
- Personnel and Industrial Management
- Personnel and Industrial Relations
- Personnel and Labor Relations
- Personnel Administration
- Personnel Management
- Personnel Services
- Business and Education
- Business Administration and Industrial Relations
- Human Relations & Organization Behavior

- Human Relations Work
- Human Resource Education
- Human Resource Management
- Human Resource
- Human Resource Development
- Human Resource Management

2. Based on the above listing of subjects, a list of the universities that provide such programs was completed.
3. A total of 77 letters were mailed to all the programs identified in step 3, requesting information related to each specific program
4. The information received from the universities was summarized.
5. Using the information provided by the ASTD Directory of Academic Programs, 40 programs, out of a total of 114 programs listed, were selected, based on the following criteria:
 - A. -All the programs related to HR management
 - B. -All the programs related to Industrial Relations
 - C. -All the programs related to Organization Behavior
 - D. -All the programs related to Organization Development
 - E. -15 programs related to Training and Development
 - F. - 6 programs related to Instructional Technology

Since the ASTD Directory has complete information related to the description of each program, it was sufficient with this scope. The selection was made on the basis of the characteristics of the programs to validate and increase the information provided by the directory.

6. Based on the information obtained either from the requests received or from the information in the ASTD Directory, a total of

189 programs were identified, for which the conceptual approach and content of the programs were available for the study. Based on this information the HR Academic Preparation Model was applied at the three levels indicated above.

7. A summary of the requests sent and received was prepared.

In order to apply the HR Academic Preparation Model, according to the HR function, area of knowledge, and specialization, the following procedures were carried out:

1. The 189 programs, for which information was obtained, were classified under the following titles:

- Management
- Industrial Relations
- Training and Development
- Instructional Technology
- Organization Behavior
- Organization Development
- Communications
- Other, Behavioral Sciences programs

Based on this classification, a list was prepared including information related to the name of the program, the university which provides the program, the degree granted, and the school which houses the program.

2. A summary based on the above classification was prepared

In order to apply the HR Academic Preparation Model at the program level, the procedures followed were:

1. One program from each of the above eight groups was randomly selected. Additionally, another program for each of the first four

groups--management, industrial relations, training and development, and instructional technology--was selected because of its characteristics as a typical program within the group.

2. In order to standardize and facilitate the analysis of the 12 programs selected above, a form was previously designed for this purpose.
3. The 12 programs selected were analyzed, based on the concepts described in the HR Academic Preparation Model.

Finally, to determine the usefulness of the HR Academic Preparation model at the university level, the procedures followed were:

1. A list of all the programs, for which information was obtained, was prepared by university, with indication of the programs offered. The list includes information related to the name of the university, name of the program, the degree granted, the school housing the program, and an indication of the relationship between the programs within the university.
2. A summary with the information related to the number of programs by university was prepared.
3. Based on the list of programs by university, six universities offering three or more programs were selected to be analyzed using the concepts of the model. The selection was made on the basis of identifying three universities which had all the HR programs integrated and housed in one school and three universities which offered three or more programs from different schools.
4. An analysis of each of the six universities selected was made, using a previously designed format, to standardize the procedures.

CHAPTER IV
ANALYSIS OF THE DATA AND OF THE
INFORMATION OBTAINED

The purpose of this chapter is to analyze the data and the information generated by the study in terms of applying the HR Academic Preparation Model and to review the master's degree academic programs in the HR field. Other findings not directly associated with, but related to, the application of the model under consideration are also detailed.

The data and information presented in this chapter are related to the application of the HR Academic Preparation Model at three levels: a) at the master's degree level--by grouping the programs according to the orientation of the program specialization; b) at the individual program level--by reviewing twelve selected programs and analyzing their orientation and contents; and c) at the university level--by identifying the universities which offer three or more programs related to the HR field and by reviewing the approach taken by six universities in relation to the organization and orientation of their programs.

The HR Academic Preparation Model has been designed to help in the process of analyzing academic programs at the master's degree level in the field of human resources. The specific academic programs at the master's degree level will be used to ascertain the usefulness of the Model. Two sources were used to identify the programs related to the field of HR: The College Blue Book (1983), in which 77 programs were identified (see Appendix A) and the ASTD Directory of Academic Programs TD/HRD (1983), in which 114 programs were identified. In total, 191 master's degree academic programs were initially identified. Data in Table 4 summarize the amount and type of information received from each source.

TABLE 4
STATISTICAL INFORMATION ON HR PROGRAMS

	NUMBER OF PROGRAMS		
	BLUE BOOK	ASTD DIRECTORY	TOTAL
Programs identified	77	114	191
Information requested	77	40	117
Not received, or not usable	15	4	19
Received not related to HR	12	-	12
Net usable responses	50	36	86
Additional programs identified			
from the responses			24
Total received			110
ASTD Directory programs not requested			79
Total programs with information			189

The numbers in Table 4 were presented in terms of programs because many universities offer more than one program. A total of 58 out of 68 universities contacted sent their respective catalogs, bulletins, or communications, describing their programs. The 189 programs identified in the field of HR at the master's degree level, and for which information was obtained either directly from the university offering the program or from the ASTD Directory, represent the basis for the application of the HR Academic Preparation Model.

The preceding analysis was based on the number of programs, since it was more effective to request information on specific programs than on general topics. The information provided by the ASTD Directory represents a good description of each of the programs listed. Although the information was not

received directly from the universities, it is counted together in the total as programs with information. On the other hand, the information received directly from the universities, from the requests sent, indicated that the summary descriptions presented in the ASTD Directory were accurate.

The HR Academic Preparation Model and the Classification of HR Programs

Based on the specialization of programs identified in the model, the programs were grouped under eight headings: 1) management, 2) industrial relations, 3) training and development, 4) instructional technology, 5) organization behavior, 6) organization development, 7) other behavioral sciences, and 8) communications. Appendix B represents the list classified by these headings, with an indication of the university, the degree granted, the name of the program, and the school in which the program is housed. The ASTD Directory lists four programs offered by the schools of communications, which have little bearing on the HR field. Nevertheless, they were listed as an additional group which is only indirectly related to the HR field.

Data in Table 5 represent the summary of programs by specialization and by the school or department that houses the program. This type of classification is difficult to accomplish because in many instances the information given by the universities or the ASTD Directory does not specify clearly the schools in which the programs are housed. In this respect, under the column "others," nine schools were classified as graduate schools, eighteen as instructional media and technology, eight as arts and sciences, and four as communications, leaving a net of only nine "others" schools not specifically classified.

Findings. As the data in Table 5 show, the majority of the programs are housed either in the schools of management/business or in the school of

TABLE 5
SUMMARY OF ACADEMIC PROGRAMS
BY SPECIALIZATION AND SCHOOL/ DEPARTMENT

SPECIALIZATION	SCHOOL/DEPARTMENT					TOTAL
	MANAGEMENT BUSINESS	INDUSTRIAL RELATIONS	EDUCATION	BEHAVIORAL SCIENCES	OTHERS	
I -Management	31				4	35
II -Industrial Relations	12	8			3	23
III -Training and Development	3		37	2	12	54
IV -Instructional Technology			27		20	47
V -Organization Behavior	6	1				7
VI -Organization Development	6			2		8
VII -Other, Behavioral Sciences		1		4	6	11
VIII -Communications					4	4
Totals	58	10	64	8	49	189

education/instructional technology. This is consistent with the dichotomy that was observed in the review of the literature and research in Chapter Two. Moreover, this dichotomy supports the two functions depicted in the HR Academic Preparation Model – the functions of management and development.

The HR Academic Preparation Model and the Analysis of Individual Programs

Using the concepts involved in the model, twelve programs were reviewed, using individual forms developed for this purpose. Appendix C shows the twelve forms for the analysis of the programs. Additionally, all the programs for which information was obtained were reviewed in order to complete the understanding of the programs in each specialization.

Findings. The results of this step provide the following information:

1. The management programs are basically MBA degree programs with an emphasis on the HR management function and with only a few courses related to the HR development function. Normally these programs represent specializations or concentrations within the MBA degrees. Additionally, several MS or MA degree programs with the same characteristics were found.
2. The industrial relations programs have a similar orientation to the programs in the management area, with additional emphasis on the legal and economic concepts of labor relations. Basically, the programs under this grouping are personnel-management oriented.
3. The programs under the training and development specialization are offered by the schools of education and normally cover only the development function; few, if any, are related to the management function. If any course is related to management, it is in the management of the training programs and not the general

management function.

4. The programs in the area of instructional technology are specific to the teaching of the techniques for the development of training courses and training materials. They are presented as the technical specialization of the development function. Of the total 47 programs identified in this specialization, 27 are housed in schools of education and the remaining 20 were identified as being offered by the instructional technology department without indicating the school. It is suggested that the instructional technology programs are extensions of the educational programs.
5. The programs in the specializations under the heading of behavioral sciences, which cover organizational behavior, organization development, and other programs, represent the approach of the behavioral sciences in the HR field. Most of these programs are management oriented and are housed either in the behavioral sciences schools or in the schools of management/business.
6. The programs under the heading of communications represent an effort of the schools of communications to participate in the HR field by providing an approach to the functions of management and development.

One fact is evident from the review of the programs. Those from the schools of business are more complete and, although they emphasize the management function of HR, most of them have courses in areas related to the development function. While the programs provided by the schools of education are very narrow in the development process of HR and, in most cases they do not provide any consideration of the management function, although they suggest some courses, as electives, from other schools, including business/

management. This situation confirms the dichotomy that exists in the literature between the two HR functions of management and development.

The HR Academic Preparation Model and the Analysis by University

A list of the 189 identified programs in the field of HR, by university with an indication of the school that houses the programs, was prepared. This served the purpose of reviewing the approach that the universities take in providing the different programs for the HR field. Data contained in Appendix D list the academic programs by university. It can be seen, for example, that the American University offers five programs housed in three schools while the New School for Social Research has five programs in the same school. A summary of the composition of programs by university is shown in Table 6.

TABLE 6
NUMBER OF PROGRAMS BY UNIVERSITY

Number of Universities	Number of Programs
64	1
27	2
15	3
4	4
5	5

An interesting additional analysis will help to depict how many different schools within each university provide programs related to the HR field. Such an analysis is presented in Table 7 for those universities that offer two or more programs.

TABLE 7
NUMBER OF SCHOOLS PROVIDING HR PROGRAMS BY UNIVERSITY

# Universities	# Programs	# of Universities housing programs in:		
		1 school	2 schools	3 schools
27	2	11	12	-
15	3	2	8	5
4	4	2	1	1
2	5	1	-	1
Totals	46	16	21	7

Findings. The analysis of the data shown in Appendix D, and Tables 6, and 7, is the basis for the following findings:

1. More than 50 % of the universities provide only one program in the field of HR.
2. Of the total of 46 universities providing two or more programs in the field of HR, only 16 universities have those programs within one school.
3. Universities offering three or more programs either have all the programs concentrated in one school or have up to three different schools providing the programs in the field of HR.

In order to review how the universities that provide three or more programs organize such programs, six universities were selected - two from each group of universities with three or more programs in Table 8. Based on a format previously designed to maintain uniformity in the analysis, the six universities were reviewed in relation to how they present the programs related to the HR field. Appendix E shows such an analysis.

Findings. From the analysis of the information provided by Appendix E, the following findings were drawn:

1. Two basic approaches can be observed. First, those universities whose programs are based on traditional models offer different programs from different schools with little or no relation between them. Second, those universities which have an integrated approach for housing the HR programs offer specializations in different areas, but within the same school or department.
2. The universities that offer integrated programs with several specializations have a basic core of knowledge or requirements for all specializations as a common body of knowledge which is required independent of the specialization. Those universities with more traditional programs from different schools do not require such a common body of knowledge as a requirement.
3. The universities with integrated programs in HR can be management oriented or development oriented depending on the university.

SUMMARY

This chapter presented an analysis of the data and information generated by the study, in relation to the application of the HR Academic Preparation Model, and the analysis of programs at the master's degree level in the HR field, in relation to approach and content of such programs.

The HR Academic Preparation Model was useful in the process of reviewing the master's programs in the HR field. Its use helped to review the master's degree programs at three different levels--the specialization level, the individual program level, and the university level. From the application of the HR Academic Preparation Model, findings were presented which will help in the

analyses of the programs, their orientation, and contents. Additionally, information was obtained which will help in the analyses of the universities providing master's degree programs in the field of HR.

CHAPTER V

SUMMARY OF FINDINGS, CONCLUSIONS, INTERPRETATIONS, AND RECOMMENDATIONS

This chapter presents an overview of the research study. The summary gives the basic purpose of the study and the procedures followed to accomplish the study. Next, a review of the findings is presented, followed by the conclusions which are inferred from the findings. A discussion of the findings and conclusions are also presented. Finally, the chapter ends with some general recommendations: those for professional associations in the field of HR, those for universities which offer programs in the field of HR, and those for further research related to the HR field and academic preparation.

SUMMARY

The main purposes of this study were 1) to develop a model which will be helpful in the analysis of the available HR programs offered in higher education, at the master's degree level and 2) to use the designed model to review some programs in the HR field at the master's degree level in order to determine their components and orientation. It was expected that, by being able to review the master's degree programs in the field of HR via an organized method, such as a model, it would be possible to discuss the two concerns which were identified at the beginning of the study--Are human resource professionals prepared to adopt practices that will enhance the environment necessary to maintain productivity at acceptable levels? Are our universities training human resource professionals to fulfill their roles in the most efficient and effective way?

The HR field was reviewed from different, though related, perspectives. The study reviewed the following: the opinions of university professors,

practitioners, and executives; research studies; and the activities of the two major professional organizations in the HR field, the ASTD and the ASPA, in the process of defining the scope of the HR field. Finally, the efforts of the ASTD in the area of academic preparation of the HR development practitioners were examined. Based upon the information gathered and the interpretation of such information, the HR Academic Preparation Model was presented as the vehicle to be used in the process of classifying and reviewing academic programs offered by universities at the master's degree level in the HR field.

Two sources were used to identify master's degree level programs in the field of HR--The College Blue Book and the ASTD Directory for TD/HRD. From a total of 215 identified programs, it was possible to obtain information related to the approach and contents for 189 master's degree programs in the HR field.

Based on the HR Academic Preparation Model and the information obtained related to available master's degree programs in the field of HR, the following procedures were carried out:

1. The programs were classified by specialization.
2. Twelve programs were reviewed analyzing the conceptual orientation and content of each program.
3. The programs were classified by university.
4. Six universities, offering more than two programs in the HR field, were reviewed in relation to the orientation and coordination of the different programs offered.

FINDINGS

The findings of the study are discussed in two parts: first, in relation to the process of applying the HR Academic Preparation Model and second, in

relation to the analysis of the findings from the review of the master's degree programs in the HR field.

The application of the HR Academic Preparation Model was carried out at three levels: the specialization level, the individual program level, and the university level. At the specialization level, master's degree programs in the field of HR were classified according to the seven specialities described in the model - management, industrial relations, training and development, instructional technology, organization behavior, organization development, and other programs from the behavioral sciences. At the individual program level, programs were reviewed in relation to their orientation and content, with an analysis of required core, foundations, and specialization courses. At the university level, different approaches in housing the programs were analyzed; programs either were housed in different schools or within one school. At all three levels, the Model was a helpful instrument which, through a systematic process facilitated the analysis in relation to the classification of the programs, the review of individual programs, and the review of approaches that universities are taking to offer programs in the HR field.

In the process of applying the HR Academic Preparation Model and ascertaining its usefulness, master's degree programs and the universities which provide such programs in the HR field were analyzed. The findings which emerged in this process, can be summarized as follows:

1. Most of the master's degree programs in the field of HR can be grouped in the three major areas which are related to the three basic schools housing the programs--business, education and behavioral sciences.
2. Programs from the school of business have an emphasis on the HR management function and offer some courses related to the HR

development function which complement the overall knowledge of the two functions of the HR field.

3. Programs from the school of education normally cover the development function with little or no reference to the management function. This situation makes the programs very specialized.
4. Programs grouped under the behavioral sciences represent the approach of the behavioral sciences to the HR field. Although they are oriented to the development function, courses emphasize the management function. Moreover, some of these programs are housed in business/management schools.
5. More than 50 % of the universities providing master's degree programs in the HR field offer only one program, most of them being specializations in such areas as instructional technology or educational technology.
6. Universities offering two or more programs in HR follow either the traditional approach of providing different programs by different schools or the more advanced approach of integrating all the programs related to the HR field in one single school. In this latter case, some schools have a generic name to avoid identification with any specific school.

The above findings represent the grounds for the conclusions presented and discussed below.

CONCLUSIONS

Based on the findings described in Chapter IV and summarized in the previous section, it is possible to conclude that the HR Academic Preparation Model, which was the main objective of this study, is a useful model with which

to analyze master's degree programs in the HR field. Its implied methodology has helped--to classify by specialization the master's degree programs in the field of HR; to review the programs offered by the universities in relation to the conceptual approach and contents of each program; and to analyze the approach taken by universities in offering master's programs in the HR field. Additionally, the following general conclusions, in relation to the programs and the universities which offer such programs, can be made from the application of the HR Academic Preparation Model:

1. There is a different emphasis between the business approach to HR and the educational approach to HR with little relationship between the two.
2. When programs are housed in business/management schools, the programs show a heavy emphasis on the management function with little concern for the development function. On the other hand, when programs are housed in education schools, they present a heavy emphasis on the development function and, in most cases, without having courses related to the management function.
3. No coordination is evident between different programs in universities offering two or more programs in more than one school. Basic core or foundation courses are not required for the different programs. On the other hand, universities offering two or more programs in the HR field in a single school have common knowledge requirements for the different programs through core and foundation courses.
4. Confusion and lack of definition between the two functions of the HR field is evident in the literature and research studies.
5. The integration of all the master's degree programs in the HR field,

centered within a single school is a new and promising approach that is being encountered in a few universities.

INTERPRETATIONS

This section is devoted to interpretations that can be made based on the findings and conclusions of the study. The discussion seeks to relate the findings of the study with the concerns presented at the beginning of the study—Are human resource professionals prepared to adopt practices that will enhance the environment necessary to maintain productivity at acceptable levels? Are our universities training human resource professionals to fulfill their roles in the most efficient and effective way?

In the process of applying the HR Academic Preparation Model, two major objectives were accomplished: first, ascertaining the usefulness of the Model and second, the review of selected master's degree programs in the HR field. The findings of the study attest to the usefulness of the Model designed. Additionally, the same findings are used to comment on the above indicated concerns.

It is evident that the development function is increasing in importance and that it will increase still more in the years to come. That is why traditional MBA degree programs are incorporating in their curricula courses related to the development function. However, one thing has to be understood: at the organizational level, it is going to be difficult to accept two top positions reporting to the president or chief executive officer—one for HR management and other for HR development. Over 50 annual reports from major organizations were reviewed and in no case was this duality present. Moreover, it is still common to see that the HR function does not directly report to the top executive of the organization but to an intermediate person. This might be

seen as a kind of fighting for supremacy of who is going to take the top position in the area of HR. Thus far, it seems that those who come from the business/management schools are the ones who are better prepared. Those coming from the schools of education might have to accept being specialists under the jurisdiction of those with management-oriented academic background.

This situation suggests that, in many cases, there will be a conflict between HR specialists with a management orientation and those with a more developmental orientation. Those with management orientations tend to look at productivity problems in a traditional manner. That is, productivity is viewed as a problem of technology, inadequate performance, or the like. Those HR specialists with a developmental orientation view productivity problems as related to the development of individuals within the organization. This conflict will prevent the adoption of those practices that could foster better productivity. Then, the answer to the concern related to—readiness to adopt productivity practices, could be negative. In other words, professionals might not be as prepared as they should be to adopt the practices that will keep productivity at an acceptable level.

In relation to the second concern, it should be recognized that in order to academically prepare a professional for a field that has two major functions or components, such as the HR field, a balance of knowledge from both functions is needed. As a consequence, academic programs should provide a balance of courses related to the two functions. In practice, the opposite of a balanced approach represents the preparation of specialists within the HR field. It is evident that many of the programs offered in the HR field are specific in content with little or no consideration for basic preparation foundations in the field as a whole. Based on this analysis, it could be concluded that universities are not properly preparing the professionals needed since, in many cases, they

are preparing specialists for particular specialization areas.

Is this situation part of the much discussed topic of generalist versus specific preparation at the higher education level? It could be, in part, since specialists will always be needed and in greater numbers than generalists. However, the problem that emerges from the findings is that many programs, particularly the ones that are offered by the schools of education, are narrow in their scope and do not give the total context in which the development of human resources is supposed to take place. If universities are preparing HR professionals without paying sufficient attention to the environment in which HR is an integral part and without recognizing that what is done in the HR function has an effect on other parts of the total system in which the HR participate, they are offering incomplete programs. On the other hand, programs offered by the schools of business/management do provide a more general training, but the emphasis is so much in the management function that the development function is understated.

Have the professionals in the HR field created a dichotomy between management and development that has been translated to the academic world? The review of the literature seems to point in this direction. Moreover, the ASTD Directory (1983) does not list any MBA degree program but does list programs that have basically the same curriculum as a MBA degree but which are offered as an MS or MA degree. Do professionals in the development function want to be clearly identified as having a different profession from the HR management professionals? What appears to be happening is that professionals from the management function want to absorb the function of development and consider it as any other specialization within the HR field. They do not seem to accept the concept that the two functions are of equal importance, as has been expressed in the HR Academic Preparation Model.

It is clear that the dichotomy that exists in the HR field between the management and development functions is also present at the academic preparation level in the universities. As was previously mentioned, there are some positive signs which suggest that the situation is changing. The adoption of integrated approaches toward having programs related to the HR field in one school with a common body of foundations knowledge is emerging but seems to be slow and complex.

RECOMMENDATIONS

Based on the findings, conclusions, and interpretations of the study, several general recommendations can be made. Recommendations are presented for three areas: for the profession as a whole, for universities, and for additional research in the HR field.

Recommendations for the profession are related to mutual understanding and recognition of the two functions of the HR field and include the following:

1. Seek coordination between the two professional associations, the ASPA and the ASTD, in relation to the scope of the HR field and the activities of both associations.
2. Seek cooperation and the avoidance of duplicated efforts in the development of members in the two professional associations.
3. Review the present terminology related to the HR field and look for standardization of terms and connotations.
4. Coordinate efforts to assist institutions of higher education to review HR programs and adapt them to the requirements of the emerging trends in HR field.
5. Present the HR field as one field of knowledge with several specialities that adapt to the multiple requirements. This should

benefit both individuals and organizations. In turn, improvements should be seen in human resource satisfaction and better productivity.

Recommendations for universities are related to the review of the existing programs and its adaptation to the present requirements, and include:

1. When the university offers more than one program in the HR field, reconsider the approach of consolidating the programs and offering them within one school versus the traditional approach of housing them in several schools.
2. Review present programs at the master's degree level in the HR field and define the core and foundation requirements needed to give a better understanding of the entire HR field and the relationship of the two major functions.

Finally, the following are the general recommendations that can be made for additional research in the HR field, including academic preparation and practice in the field.

1. Apply the HR Academic Preparation Model at other levels of higher education—such as the bachelor's degree, the certificate, and the doctoral degree.
2. Conduct a study of large, medium, and small organizations to determine the educational background of those responsible for the different specialities within the HR area of the organizations. Such a study will help to understand better the importance of the specialty areas within the HR profession.
3. Conduct a study of large, medium, and small organizations to determine the academic background of the executive in charge of the HR area within the organization. The results of such a study

will clarify whether the academic background of those leaders who are running the HR function in the organizations, have a business orientation or a developmental orientation.

4. Conduct a study of large, medium, and small organizations to find out what is the ideal blend of knowledge for candidates to enter the field of HR. A study of this type will help universities to plan the HR programs according to the most needed knowledge based on the needs of the organizations.

The recommendations and research suggested in this section will help to increase the usefulness of the HR Academic Preparation Model and will provide a better understanding of the total approach to the HR field.

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APPENDICES

APPENDIX A
ACADEMIC PROGRAMS SELECTED FROM
THE COLLEGE BLUE BOOK

APPENDIX A
ACADEMIC PROGRAMS SELECTED FROM THE COLLEGE BLUE BOOK

PROGRAM	UNIVERSITY	CODE
Industrial Labor Relations	University of New York	1
	Cornell University	1
	St. Francis College	1
Industrial Relations	University of New Haven	1
	Georgia State University	1
	Loyola University of Chicago	1
	Purdue University	1
	Iowa State University	2
	University of Minnesota	1
	Rutgers, the State University	1
	Pace University	1
	Drexel University	1
	Temple University	1
	West Virginia College	3
Industrial Relations and Management	West Virginia University	3
	Wisconsin, University of Madison	1
Industrial Relations and O.D.	Xavier University	3
Labor and Human Resources	Columbia University	1
Labor and Industrial Relations	Ohio State University	3
	Michigan State University	1
Labor Economics	University of Pennsylvania	3
	Cornell University	1
Labor Relations	Indiana University of Penn.	1
	East Tennessee State University	3
	Lynchburg College	1
Organization Development	Case Western Reserve University	1
Organizational Behavior	Univ. of Southern California	3
	Polytechnic Inst. of New York	3
	Cornell University	1
	Drexel University	1

APPENDIX A
ACADEMIC PROGRAMS SELECTED FROM THE COLLEGE BLUE BOOK

PROGRAM	UNIVERSITY	CODE
	Brigham Young University	2
Organizational Psychology	Cornell University	1
	Columbia University	1
Personnel	American University	1
	Xavier University	3
Personnel and Industrial Management	University of Oregon	1
Personnel and Industrial Relations	Indiana University	1
	Winthrop College	1
Personnel and Labor Relations	La Salle College	1
Personnel Administration	California State College	1
	De Paul University	1
	Springfield Collage	2
	Michigan State University	1
	Fairleigh Dickinson University	1
	Toledo University	2
Personnel Management	Auburn University	3
	University of San Francisco	1
	George Washington University	1
	Loyola University of Chicago	1
	Indiana Northern Graduate Sch.	3
	St. Marys University	1
	Lynchburg College	1
Personnel Services	Miami University-Oxford	2
	Bob Jones University	2
Business and Education	University of Toledo	2
Business Ad.and Industrial Relations	University of Utah	1
Human Development	Pacific Oaks College	3
	Catholic University of America	2
	University of Chicago	1
	University of Maryland	2

APPENDIX A
ACADEMIC PROGRAMS SELECTED FROM THE COLLEGE BLUE BOOK

PROGRAM	UNIVERSITY	CODE
	University of Massachusetts	2
	Northeastern University	2
	University of Vermont	1
Human Development and Education	Boston University	1
Human Relations & O.B.	University of San Francisco	1
Human Relations Work	Governors State University	1
Human Resource Education	Boston University	1
Human Resource Management	Golden Gate University	1
	Florida Institute of Technology	1
	Gonzaga University	2
Human Resources	Marymount College of Virginia	1
	University of Texas	1
Human Resources Development		
Human Resources Management	University of Alabama	1
	Northeast Missouri State Univ.	3
	Upsala College	3
	New School for Social Research	1
	La Roche College	3

CODE - Represents the following:

- 1 Information received from the University
- 2 Information received but the program has no interest for the study
- 3 Not answered by the university

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
I. Administration			
American University	MS	Human Resources Management	Government and Public Administ.
Calif. St. Coll. Stanislaus	MBA	Personnel Administration	Business
Columbia University	MBA	Management of Organizations	Business
Cornell University	MS	Personnel and HR Studies	Industrial and Labor Relations
De Paul University	MS	Personnel Administration	Management
Fairleigh Dickinson Univ.	MBA	Human Resources Administration	Business
Florida Institute of Tech.	MBA	Human Resources Management	Business
Florida Institute of Tech.	MS	Human Resources Management	Management
Florida State University	MS	*Management Science - Human Resources	Business
George Washington University	MBA	Personnel Management	Government and Business Ad.
George Williams College	MS/MBA	Human Resource Management	Management and O.B.
Golden Gate University	MBA	Human Resources Management	Graduate Program in HRM
Golden Gate University	MS	Human Relations	Graduate Program in HRM
La Salle College	MBA	Human Resources Management	Business/Management
Loyola University	M.Ad.	Personnel Management	Management

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Lynchburg College	MBA	Personnel Management	Business
Marymount Coll. of Virginia	MA	HRD Generalist Emphasis	Graduate Studies
Marymount Coll. of Virginia	MA	HRD Business Emphasis	Graduate Studies
Michigan State University	MBA	Personnel Human Relations	Business
New Sch. for Social Research	MA	*Human Resources General Management	Management, Urban Professions
New Sch. for Social Research	MA	HR Planning, Staffing and Recruitment	Management, Urban Professions
New Sch. for Social Research	MA	Compensation Management	Management, Urban Professions
New York Institute of Tech.	MBA	Personnel and Industrial Relations	Business
New York University	MBA	Management and Organization Behavior	Business
Nova University	MS	*Human Resource Management	Management
Pace University	MBA	Human Resources Management	Business
Purdue University	MS	Management Manpower/Org. Behavior	Management
Rochester Institute of Tech.	MBA	Personnel/Human Resource Management	Business
Rochester Institute of Tech.	MS	Human Services Management-Curriculum	Business
Saint Mary's University	MBA	Human Resources	Business
University of Alabama	MS/MA	Human Resources Management	Business
University of New Haven	MBA	Human Resources Management	Business
University of Oregon	MBA	Management HRM Organization Studies	Management

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
University of Utah	MS	*Human Resource Management	Business
University of Utah	MS	*Economics/Human Resource	Economics
II. <u>Industrial Relation</u>			
American University	MBA	Personnel and Industrial Relations	Business
American University	MS	Personnel and Industrial Relations	Business
Cornell University	MILR	Industrial Labor Relations	Industrial and Labor Relations
Drexel University	MBA	Manpower Management	Business
Georgia State University	MBA/MS	Industrial Relations	Business/Institute of I.R.
Indiana University	MBA	Personnel and Industrial Relations	Business
Loyola University	MS	Industrial Relations	Institute of Ind. Relations
Michigan State University	MA	Labor Economics and Ind. Relations	Business/Managemnt
Michigan State University	MLIR	Labor and Industrial Relations	Labor and Industrial Relations
New York Institute of Tech.	MS	*Labor and Industrial Relations	Center for Labor and I.R.
New York University	MA	Labor Relations	Arts and Sciences/Economics
Purdue University	MS	Industrial Relations	Management
Rutgers, The State Univ.	MS	Industrial Relations and Human Resources	Graduate School

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Saint Francis Coll. of Penn.	MA	Industrial Labor Relations	Industrial Relations
Temple University	MBA	Industrial Relations and O.B.	Business
University of Chicago	MA	Industrial Relations	Social Sciences
University of Minnesota	MA	Industrial Relations	Industrial Relations Center
University of New Haven	MS	Industrial Relations	Industrial Relations
University of Oregon	MS/MA	Industrial Relations	Management
University of San Francisco	MBA	Industrial Relations	Business
University of Wisconsin	MI	Industrial Relations	Ind. Relations Research Institute
Winthrop College	MS	Personnel and Industrial Relations	Business
 III. <u>Training</u>			
Alaska Pacific University	MA	Teaching	Education
American University	MS	*Human Resources Development	Government and Public Administ.
American University	MA	*Training and Career Development	Education
Arizona State University	M.Ed.	*Higher and Adult Education	Education
Boston University	M.Ed.	*Human Resource Education	Education
Claremont Graduate School	MA	*Education	Education

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Clemson University	M.Ed.	*Industrial Education	Industrial Education
Cleveland State University	M.Ed.	*Post-Secondary Education	Education
East Texas State University	M	*Counseling and Guidance: HRD Emphasis	Student Personnel and Guidance
Fairleigh Dickinson Univ.	MA	Human Development	Education
Florida Atlantic University	MA	*Adult Education	Education
George Washington University	MA	*Human Resource Development	Education and Human Develop.
George Williams College	MS/MBA	Human Resource Development	Management and O. B.
Georgia State University	M.Ed.	*Career Development	Vocational and Career Develop.
Goddard Grad. Vermont Coll.	MA	*Interdisciplinary	Alternative Education
Indiana University	MA	Adult Education	Education
Indiana Univ. of Pennsylvania	MA	*Adult and Community Education	Adult Education
Johns Hopkins University	MBA	Human Resource Development	Business
Marymount Coll. of Virginia	MA	HRD Education Emphasis	Graduate Studies
National Coll. of Education	MS	*Adult Education	Applied Behavioral Sciences
National Coll. of Education	MS	*Human Resource Development	Arts and Sciences
National Coll. of Education	MS	*Management and Development of H.R.	Applied Behavioral Sciences
New Sch. for Social Research	MA	Training and Development	Management, Urban Professions
North Carolina State Univ.	MS/M.Ed.	*Education	Adult and Community Coll. Ed.

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Norther Illinois University	MS	*Adult Education	Leadership and Ed. Policy Studies
Ohio State University	MA	*Education	Education
Oklahoma State University	MS	*Occupational and Adult Education	Occupation and Adult Education
Rochester Institute of Tech.	MS	*Career and HRD	Applied Science and Technology
Rutgers, The State Univ.	MS	Human Resources	Graduate School
Suffolk University	M.Ed.	*Foundations of Education	Education
Syracuse University	MS	*Adult Education	Adult Education
Temple University	M.Ed.	*Adult Education	Education
Temple University	M.Ad	*Psychoeducational Process	Education
Texas A & M University	MS/M.Ed.	*Adult and Extension Education	Education
Texas A & M University	MS/M.Ed.	*Industrial Education	Education
Trenton State College	MA	*Business: Office Systems Administration	Business
University Associates Inc.	MHRD	*Human Resource Development	MHRD Program
University of Bridgeport	MS	*Counseling and Human Resources	Human and Community Services
Univ. of British Columbia	MA/M.Ed.	*Adult Education	Adult Education
Univ. of Illinois at Urbana	MS/M.Ed.	*Education	HRD Program
University of Maryland	MA/M.Ed.	*Educational Communications	Education
University of Minnesota	MA/M.Ed.	*Education, Vocational and Tech. Education	Vocational and Technical Educ.

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Univ. of Missouri-Kansas City	MA	*Adult and Continuing Education	Education
University of Pittsburgh	M.Ed.	*Educational Communications and Tech.	Education
University of Rochester	MS	Adult Learning	Education
University of San Francisco	MHRD	*Human Resources and Org. Development	Professional Studies
Univ. of Souther California	MPA	*Public Administration	Academic Development
University of Southern Maine	MS	Adult Education	Human Resources Development
Univ. of Texas at Austin	MS/MA	Human Resource Development	Education
University of Wisconsin	MS	*Administrative Leadership and Sup. in Ed.	Education
Vanderbilt University	M.Ed.	*Human Resource Development	Institute for Advance Study
Virginia Commonwealth Univ.	M.Ed.	*Adult Education HRD	Education
Virginia Polytechnic Inst.	MS	*Adult and Continuing Education	Education
Washington State University	M	*Adult and Continuing Education	Adult and Continuing Education
Worcester State College	M.Ed.	*Adult Education	Adult Education
IV. <u>Instructional Technology</u>			
Arizona State University	M.Ed.	*Educational Technology or Ed. Media	Education
Boston College	M.Ed.	*Educational Technology	Arts and Sciences Education

APPENDIX B

ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Boston University	M.Ed.	*Educational Media and Technology	Education
Brigham Young University	MS	*Instructional Science	Instructional Science
Calif. St. Coll. Stanislaus	MA	Curriculum and Instruction	Education
Calif. St. Univ. Chico	MA	*Instructional Technology	Information and Comercial Studies
Calif. St. Univ. L.B.	MA	*Education/Instructional Media	Instructional Media
Calif. St. Univ. L.B.	MA	*Instructional Design and Communications	Instructional Media
Catholic Univ. of America	MA	*Curriculum, Instruction and Technology	Education
Columbia Univ. Teachers Coll.	Ma/M.Ed.	Instructional Technology and Media	Technolgy in Media
Florida State University	MS	*Instructional Systems	Education
Governors State University	MA	*Instructional and Training Technology	Arts and Sciences
Indiana University	MS	*Instructional Systems Technology	Education
Louisiana State University	MA	*Educational Media	Inst. Support and Development
Loyola University	M.Ed./MA	*Adult Instructional Management	Education
New York Institute of Tech.	MS	Training and Learning Technology	Graduate Division
North Carolina Agric/Tech.	MS	*Education: Educational Media	Educational Media
North Carolina Central Univ.	MA	*Educational Media Technology	Education
Norther Illinois University	MS	*Instructional Technology	Instructional Technology
Ohio University	M.Ed.	*Media Design Development and Production	Education

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Pennsylvania State Univ.	MS	*Curriculum and Instruction	Instructional Systems Program
Purdue University	MS	*Instructional Research and Development	Education
Rochester Institute of Tech.	MS	*Instructional Technology	Applied Science and Technology
Saint Cloud State University	MS	*Information Media: Training HRD	Learning Resources Services
San Diego State University	MA	*Educational Technology	Instructional Technology
Southern Illinois University	MS	Curriculum and Instruction	Curriculum, Inst. and Media
Southern Illinois University	MS	*Instructional Technology	Education
State University of New York	M.Ed./MS	*Instructional Tech. and Media Management	Professional Studies
Suffolk University	Ed.M	*Administration and Supervision	Education
Syracuse University	MS	*Instructional Design, Dev. and Evaluation	Curriculum, Education and Media
Texas A & M University	M.Ed.	*Educational Technology	Education
Towson State University	MS	*Instructional Development	Instructional Technology
University of Alabama	MA	*Instructional Leadership	Education
University of Arkansas	M.Ed.	*Instructional Resources	Education
Univ. of Central Florida	MA	*Instructional Technology	Education
University of Colorado	MS	*Educational Technology	Education
University of Iowa	MA	*Instructional Design and Technology	Education
University of Marylandd	MA/M.Ed.	*Curriculum and Instruction	Education

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
University of Miami	MS	*Instructional Technology: Org. Training	Education
University of Minnesota	MA	*Curricular and Instructional Systems	Education
University of North Carolina	M.Ed.	*Educational Media and Inst. Design	Education
University of Oklahoma	M.Ed.	*Educational Technology	Education
University of Oregon	MA/MS	*Curriculum and Instruction: Inst. Tech.	Education
Univ. of Souther California	M	Educational Psychology and Technology	Inst. Psychology and Tech.
University of Toledo	M.Ed.	*Educational Technology: T.D. Specialist	Education
University of Wisconsin	MS	*Media Technology	Media Technology
Utah State University	MS/M.Ed.	*Education	Instructional Techology
 V. <u>Organization Behavior</u>			
Cornell University	MS	Organizational Behavior	Industrial and Labor Relations
Drexel University	MBA	Organization Behavior	Business
George Washington University	MBA	Organization Behavior and Development	Government and Business Ad.
George Williams College	MS/MBA	*Management and Organization Behavior	Management and O. B.
Pace University	MBA	Organization Behavior	Business
Polytechnic Institute of NY	MS	*Organizational Behavior	Management

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
University of Hartford	MS	*Organizational Behavior	Business
VI. <u>Organization Development</u>			
Bowling Green State Univ.	MOD	*Organization Development	Business
Case Western Reserve Univ.	MS	*Organization Development and Analysis	Management
Fielding Institute	MA	*Human and Organization Development	Mid Career Studies in HOD
George Williams College	MS/MBA	Organizational Development	Management and O. B.
Kean College of New Jersey	MA	*Organization Development	Education
New Sch. for Social Research	MA	Organizational Development	Management, Urban Professions
New York University	MS	HRM and Organizational Development	Organizational and Ad. Studies
Pepperdine University	MS	*Organizational Development	Business and Management
VII. <u>Other, Behavioral Sciences</u>			
Appalachian State Univ.	MA	*Industrial/Organizational Psychology	Psychology
Columbia Univ. Teachers Coll.	MA	*Organizational Psychology	Psychology
Cornell University	MS	Organizational Psychology	Industrial and Labor Relations

APPENDIX B
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY SPECIALIZATION

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
De Paul University	MA	Industrial Psychology	Psychology
Fairleigh Dickinson Univ.	MS	Industrial Psychology	Arts and Sciences
Johns Hopkins University	MS	*Applied Behavioral Sciences	Arts and Sciences
Kean College of New Jersey	MA	*Human Behavior/Org. Psychology	Arts and Sciences
New York University	MA	Personnel Psychology	Arts and Sciences/Psychology
Saint Mary's University	MA/MS	Industrial Psychology	Arts and Sciences
University of New Haven	MA	Industrial/Organizational Psychology	Graduate School
University of Tennessee	MS	*Industrial/Organizational Psychology	Psychology and Business
VIII. <u>Communications</u>			
Brigham Young University	MA	Communications: HRD	Communications
Ithaca College	MS	*Communications	Communications
Oklahoma State University	MA	*Speech Communication	Speech Communication
University of Arkansas	MA	*Interpersonal/Organizational Commun.	Communications

* Listed in the ASTD Directory of Academic Programs in HR/HRD

APPENDIX C
PROGRAMS PROFILE

APPENDIX C

PROGRAM PROFILE

Program: Human Resources Management

Degree: MBA

University: Pace University

Credits Required: 36-58

School: Business

Department: Management

Objective: To develop professional managers with a balanced knowledge of management and structured so that the student emphasizes on the human assets of the organization. It focuses on the achievement of organizational objectives through the development and optimum utilization of the people in the organization.

Core: 0-7 courses (0 to 22 credits, depending on student educational background)- Financial and Managerial Accounting; Economic Analysis and Policy; Managerial Finance; Managerial Marketing; Statistical Analysis for Business; Organizational Behavior; and Management Information Systems.

Foundations: 5 courses (15 credits)- Managerial Economics; Business and Its Environment; International Business Operations; Quantitative Analysis for Business Decisions; and Operations Management.

Specialization: 7 courses (21 credits)- Including: Managing Human Resources; Research Methods in Management; Advanced Topics in Human Resources Management; and Research Project. One course from the following: Independent Study in Management; Interpersonal Competence and Group Dynamics, Training and Development; and Organizational Communications; and two courses from the following: Economics of Labor; Fundamentals of Collective Bargaining; Labor Relations Law and Legislation; and Productivity, Technology, and Work.

Summary comments: This is a comprehensive business-oriented program that is complete in the management area but limited in the area of human resource development.

Information obtained from: The Lubin Graduate School of Business, Catalog 1983-1984

APPENDIX C

PROGRAM PROFILE

Program: Human Resource Management

Degree: M.S.

University: Florida Institute of Technology

Credits Required: 48

School: Management and Humanities

Department: HR Management

Objective: The program has been developed to meet the professional needs of individuals who currently hold, or aspire to, general management positions and need to further develop their skills in personnel administration, labor relations, organizational development, communications, and general management.

Core: None mentioned, although some are included in the foundations courses.

Foundations: 11 courses (33 credits)- Financial Accounting; Financial Management and Control; Economic Environment of Management I; Managerial Statistics I; Management Theory and Thought; Behavioral Sciences and Management; Organizational Planning and Development; Labor Relations; Organization and Management of Marketing; Business Law; Personnel Management and Industrial Relations.

Specialization: 5 courses (15 credits)- To be selected from the following: Program Management; Interpersonal Relations and Conflict Resolution; Organizational Communications; Seminar in Organizational Behavior; Organizational Theory and Design; Seminar in Contemporary Issues in Human Resources Management; Organizational Development in Health Care Organizations; Organizational Psychology; and Group Process.

Summary comments: This program is heavily based on the management area of the HR function. It includes courses, primarily from management, industrial relations and the behavioral sciences. The program does not have any course related to area of HR development and training.

Information obtained from: Florida Institute of Technology, The Graduate School Catalog, 1984-85.

APPENDIX C

PROGRAM PROFILE

Program: Industrial Relations

Degree: M.S.

University: Loyola University of Chicago

Credits Required: 42

School: Institute of Industrial Relations

Department: Not Identified

Objective: To advance the professionalism of those actively engaged in personnel management and industrial relations, as well as those preparing to enter the field, by offering a specialized program in human resources which includes Personnel Administration and Industrial Relations.

Core: None required.

Foundations: 7 courses (21 credits)- Labor Economics; Ethics of Human Resource Management; Organizational Behavior; History of America Labor Law; Labor Law I; Labor Law II; and Research Seminar.

Specialization: 7 courses (21 credits)- From the following: Organization Planning and Development; Cost Analysis for Personnel and Industrial Relations; Human Resource Planning; Compensation Management; Labor Law in the Public Sector; Industrial Counseling; Comparative Labor Systems; Health; Welfare and Pension Plans; Seminar in Public Sector Labor Management Relations; Training and Developing Human Resource; Arbitration Process, Personnel Practices; Computer Applications in Human Resource Administration; EEO and Affirmative Action: Problems and Programs; Public Sector Labor Relations; Labor Management Relations; Employment: Selection and Testing; Industrial and Organizational Psychology; Collective Bargaining Systems; Collective Bargaining and Dispute Resolution; and Seminar in Contemporary Problems.

Summary comments: This program is mainly oriented to the labor relations and management area of the HR function. The large number of courses offered permits specialization within the two mentioned areas of Labor Relations and Personnel Management. Only one course in Development is available.

Information obtained from: LUC, Institute of Industrial Relations, Catalog 84-85.

APPENDIX C

PROGRAM PROFILE

Program: Industrial Relations

Degree: M.S.

University: University of Minnesota

Credits Required: 64 (QH)

School: Industrial Relations Center

Department: Not Identified

Objective: To prepare the student for professional practice in industrial relations or to serve as an intermediate step to further graduate work in Industrial Relations or both.

Core: 4 courses (16 credits)- Introduction to Macroeconomics; Introduction to Microeconomics; General Psychology; and Introduction to Statistics. (These courses are prerequisite.)

Foundations: 12 courses (48 credits)- Quantitative Methods in Industrial Relations; An Introduction to Industrial Relations; Staffing, Training, and Development; Organizational Theory and Analysis; Employee Compensation and Reward; Labor Market Analysis; Collective Bargaining; Industrial Relation; Statistical Analysis; and four courses from the related field.

Specialization: 4 courses (16 credits)- A selection of four courses from Advanced Industrial Relations.

Summary comments: This represents a very comprehensive program for Industrial Labor Relations. The flexibility of the program and the many options available permits the personalization of the program according to the interest of the students. Although mainly oriented to Labor Relations and HR Management, it also provides the opportunity to cover the area of HR Development.

Information obtained from: University of Minnesota, Industrial Relations Center, Bulletin, December 1983.

APPENDIX C

PROGRAM PROFILE

Program: Human Resources Development

Degree: M.A./M.Ed.

University: University of Texas at Austin

Credits Required: 33

School: Education

Department: Curriculum and Instruction

Objective: The program has been designed to provide the student with knowledge and skills to work in a business, governmental or industrial human resource operations, in areas such as: management and supervisory development; design, production, and use of media, managing training departments; career development, training skill, communications, etc., and individual, group and organization development.

Core: None mentioned.

Foundations: 6 courses (18 credits)- Adult Learning and Development; Instructional Strategies for the Adult Learner; Seminar: Implementing Change; Educational Research & Statistics for Master's; Human Resource Development; and Organizational Behavior.

Specialization: 5 courses (18 credits), internship required- The courses must be selected, a minimum of two, from outside the Department and the remainder from the offerings of the Department.

Summary comments: This is a program specifically designed for the area of HR development, very specific and providing little opportunity to relate the development function with the other areas of the HR function.

Information obtained from: The University of Texas at Austin, Memorandum from the College of Education, Department of Curriculum and Instruction, 11/83.

APPENDIX C

PROGRAM PROFILE

Program: Human Resources Development

Degree: M.S.

University: Rochester Inst. of Technology

Credits Required: 52 (QH)

School: Applied Science and Technology

Department: Career and HRD

Objective: To provide graduates with the necessary background to help organizations better utilize human resources, to plan and implement career education programs, and to help individuals make career choices. The program combines elements of business guidance, adult learning, statistics, and automated information systems to meet the demands of the emerging human resource field.

Core: Prerequisite courses include: Basic Statistics; Basic Sociology; Basic Psychology; Basic Economics.

Foundations: 9 courses (30 credits)- Management of Learning; Career Decision-Making Concepts; Career Concepts: Production or Commerce or Services (one of the three); Information Retrieval Systems in Career Planning; Manpower Forecasting Fundamentals; Career Counseling Skills; Career Development Project; Organizational Behavior; and Fundamentals of Statistics II.

Specialization: 8 courses (22 credits)- Education/Business/Industry Interrelationships; Career Concepts; Group Dynamics for Career Development; and five electives from the following: Occupational/Industrial Environments; Career Education in College and Special Settings; Human Resource Topics; Career Education Seminar; Techniques of Work Analysis; Interpersonal Communications; Management and Career Development; and Reward Systems.

Summary comments: This program focuses on the development area of the HR function, and in this respect is very comprehensive, but it does not provide a basic foundation in the area of management function.

Information obtained from: RIT Official Bulletin, No. 3 July 27, 1984.

APPENDIX C

PROGRAM PROFILE

Program: Instructional and Training Technology

Degree: M.A.

University: Governors State University

Credits Required: 36

School: Arts and Sciences

Department: Inst. and Training Technol.

Objective: To provide skills in designing and developing training courses and materials, developing human resources, or producing the media components of training courses and materials.

Core: None mentioned. An undergraduate major in one of the following fields is recommended: business, education, media, audiovisual, communications, English, psychology, or liberal arts.

Foundations: 7 courses, 2 master's degree projects and internship (22 credits)- Introduction to Instructional and Training Technology; Training Product Design; Training Techniques; Research/Cost Benefit Analysis in Instructional and Training Technology; Consulting and Teamwork in Instructional and Training Technology; Seminar: Instructional and Training Technology in Business.

Specialization: 5 courses (14 credits) selected from the following: Training Course Development; Principles of Message Design; Solving Performance Problems; Computers in Training and Education; Organizational Communication, Change and Development; Television for Training and Instruction; Project Management in Instructional and Training Technology; Evaluating HRD Systems; Managing HRD Systems; Photography for Instructional Support; Advanced Color Television Production; Television: Remote Control Techniques; Television Directing; Career Development.

Summary comments: This program is very specific, oriented to the specialization of course development, using all the available technologies. On the other hand, it does not have any courses to relate the instructional technology specialization to the other areas of the HR function.

Information obtained from: Governors State University, Catalog 1984-1985.

APPENDIX C

PROGRAM PROFILE

Program: Media Design, Development and Production Degree: M.Ed.
University: Ohio University Credits Required: 54 (QH)
School: Education Department: Curriculum and Instruction

Objective: To prepare media specialists. For those wishing to pursue instructional development in business/industry, who can design and develop training materials, who can plan media program activities and integrate them with other programs of the business or agency, and who can collaborate with instructors and staff to define training problems and work toward their solution.

Core: None.

Foundations: Included in the specialization.

Specialization: 54 credits, including thesis and internship— Radio and TV in Education; Instructional Methods in Educational Radio and TV; Graduate Study in Photographic Arts; Advanced Study in Photographic Arts; Communication in Organizations; Theories of Communication; Introduction to Digital Computer Programs for Business; Engineering and Physical Science; Introduction to Digital Computer Programs for Behavioral; Educational and Biological Sciences; Psychology of Communication; Programmed and Computer-Assisted Instruction; Future of Information Management; Management of Human Technological Information Systems.

Summary comments: Very specialized program. The lack of core and foundation courses makes it very specific. No relation is provided to the other areas of the HR function.

Information obtained from: ASTD Academic Programs in Training and Human Resource Development, 1983-1984.

APPENDIX C

PROGRAM PROFILE

Program: Organizational Behavior

Degree: M.S.

University: University of Hartford

Credits Required: 36

School: Business and Public Ad.

Department: Organizational Behavior

Objective: Designed for those who want to learn about the effective management of people in organizations; to enhance the ability to manage in functional or technical fields; to advance careers in personnel, training, or human resource management.

Core: None

Foundations: 4 courses (12 credits)- Human Factors in Management; Dynamics of Group Decision Making; Complex Organizations; and Managing Organizational Behavior.

Specialization: 8 courses (24 credits)- Methods of Organizational Analysis; Comparative Diagnosis of Organizations; Process of Organization Development; Seminar in Organizational Behavior; and 4 courses from the following: Self Assessment and Career Management; Conflict Resolution; Career Issues of Women in Managerial Roles; Organizational Intervention; Employee Benefits; Personnel Psychology; Labor Economics; Public Personnel Management; Public Sector Collective Bargaining.

Summary comments: This program covers the two related areas of Organization Behavior and Organization Development. It is management oriented and lacks the overview of the HR development area.

Information obtained from: University of Hartford, Graduate bulletin, 1984-85.

APPENDIX C

PROGRAM PROFILE

Program: Human Behavior and Org. Psychology

Degree: M.A.

University: Kean College of New Jersey

Credits Required: 33

School: Arts and Science

Department: Psychology

Objective: Designed for individuals pursuing careers in the helping professions allied with professional psychology who wish to upgrade their competence in areas of the behavioral sciences. It has particular value to those whose present or prospective work calls for extensive contact with individuals and groups, human relations skills and the understanding and modification of behavior.

Core: 12 credits-- In Experimental Psychology and Tests and Measurements.

Foundations: 4 courses (12 credits)-- Research Methods in the Behavioral Sciences or Statistical Methods for Analyzing Data; Readings in the Behavioral Sciences; Contemporary Issues in Social Psychology or Advanced Social Psychology; and Analysis of Small Group Process.

Specialization: 7 courses (21 credits)-- Advanced Seminar: Field research in the Behavioral Sciences I & II or Thesis option. Five courses to select from the following: Individual Process; Learning Theory and Applications; Behavioral Modification; Theories of personality; Problems of Individual Behavior; Socio-Psychological Process; Social Psychology of Adolescence; Advanced Social Psychology; Laboratory in Small Group Processes; The Sociology of Community; Aging in Contemporary Society; Organizational Behavior; Psychological Dimensions of Human Resource Development; Industrial/Organizational Psychology; Organizational Behavior; Organizational Psychology; Individual and Organization Development; and Introduction to Organizational Theory.

Summary comments: This is a comprehensive program oriented to the organization analysis and development, but it lacks the relation to the areas of management and development of the HR function.

Information obtained from: Kean College of N.J., Graduate Catalog, 1983-85.

APPENDIX C

PROGRAM PROFILE

Program: Organization Development

Degree: Master

University: Bowling Green State University

Credits Required: 30

School: Business Administration

Department: Management

Objective: To provide organization executives with a clearer understanding of how to systematically manage their human resources in order to achieve greater employee job satisfaction and productivity.

Core: Calculus and Principles of Economics

Foundations: Demonstration of proficiency is required in the following areas: Intermediate Micro-economics; Intermediate Macro-economics; Probability and Statistics; Accounting; Production; Marketing; Finance; Computer Programming; and Business Law.

Specialization: 8 courses plus thesis (30 Credits)- Introduction to Organization Development; Self-Awareness and Personal Impact; Organizational Behavior and Application; Organization Development Technology and Theory of Intervention; Change Strategies in Organizations; Techniques of Organization Analysis and Research; Organizational Systems and Analysis of Behavior; Organizational Diagnosis and Intervention Design.

Summary comments: With the prerequisite requirements of the core and foundations knowledge, this is a very comprehensive program. On the other hand, it lacks the area of HR development, although part of it is covered within Organization Development.

Information obtained from: Bowling Green State University, Master Organization Development, Brochure.

APPENDIX C

PROGRAM PROFILE

Program: Communications: HRD

Degree: M.A.

University: Brigham Young University

Credits Required: 40

School: Communications

Department: Communications

Objective: To prepare students for careers in employee training and development and for upward mobility in the HRD field. Courses are multidisciplinary but are grounded in the theory of organizational communications.

Core: Communication Theory and Research

Foundations: Design Training Programs; Management and Organization Development; Basic Instructional Design and Development, Interventions in Organizational Change; and Organizational Psychology.

Specialization: Organizational Communication; Dyadic Communication; Diagnosing Human Resources and Communication Systems; Improving Human Resources and Communication Systems.

Summary comments: With the courses required at the core level plus the interdisciplinary courses at the foundations level. This program provides a specialized program in Communications with a basic preparation in the areas of the HR function.

Information obtained from: ASTD Directory of Academic Programs in Training and Development/Human Resource Development.

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Alaska Pacific University	MA	Teaching	Education
American University	MS	Human Resources Management	Government and Public Administr.
	MBA	Personnel and Industrial Relations	Business
	MS	Personnel and Industrial Relations	Business
	MS	*Human Resources Development	Government and Public Administr.
	MA	*Training and Career Development	Education
Appalachian State Univ.	MA	*Industrial/Organizational Psychology	Psychology
Arizona State University	M.Ed.	*Higher and Adult Education	Education
	M.Ed.	*Educational Technology or Ed. Media	Education
Boston College	M.Ed.	*Educational Technology	Arts and Sciences Education
Boston University	M.Ed.	*Human Resource Education	Education
	M.Ed.	*Educational Media and Technology	Education
Bowling Green State Univ.	MOD	*Organization Development	Business
Brigham Young University	MS	*Instructional Science	Instructional Science
	MA	*Communications: HRD	Communications
Calif. St. Coll. Stanislaus	MBA	Personnel Administration	Business
	MA	Curriculum and Instruction	Education

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Calif. St. Univ. Chico	MA	*Instructional Technology	Information and Comercial Studies
Calif. St. Univ. L.B.	MA	*Education/Instructional Media	Instructional Media
	MA	*Instructional Design and Communications	Instructional Media
Case Western Reserve Univ.	MS	*Organization Development and Analysis	Management
Catholic Univ. of America	MA	*Curriculum, Instruction and Technology	Education
Claremont Graduate School	MA	*Education	Education
Clemson University	M.Ed.	*Industrial Education	Industrial Education
Cleveland State University	M.Ed.	*Post-Secondary Education	Education
Columbia University	MBA	Management of Organizations	Business
Columbia Univ. Teachers Coll.	MA/M.Ed.	Instructional Technology and Media	Technology in Education
	MA	*Organizational Psychology	Psychology
Cornell University	MS	Personnel and HR Studies	Industrial and Labor Relations
	MILR	Industrial Labor Relations	Industrial and Labor Relations
	MS	Organizational Behavior	Industrial and Labor Relations
	MS	Organizational Psychology	Industrial and Labor Relations
De Paul University	MS	Personnel Administration	Management
	MA	Industrial Psychology	Psychology
Drexel University	MBA	Manpower Management	Business

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MBA	Organization Behavior	Business
East Texas State University	M	*Counseling and Guidance: HRD Emphasis	Student Personnel and Guidance
Fairleigh Dickinson Univ.	MBA	Human Resources Administration	Business
	MA	Human Development	Education
	MS	Industrial Psychology	Arts and Sciences
Fielding Institute	MA	*Human and Organization Development	Mid Career Studies in HOD
Florida Atlantic University	MA	*Adult Education	Education
Florida Institute of Tech.	MBA	Human Resources Management	Business
	MS	Human Resources Management	Management
Florida State University	MS	*Management Science - Human Resources	Business
	MS	*Instructional Systems	Education
George Washington University	MBA	Personnel Management	Government and Business Ad.
	MA	*Human Resource Development	Education and Human Develop.
	MBA	Organization Behavior and Development	Government and Business Ad.
George Williams College	MS/MBA	Human Resource Management	Management and O.B.
	MS/MBA	Human Resource Development	Management and O. B.
	MS/MBA	*Management and Organizational Behavior	Management and O. B.
	MS/MBA	Organizational Development	Management and O. B.

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ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Georgia State University	MBA/MS	Industrial Relations	Business/Institute of I.R.
	M.Ed.	*Career Development	Vocational and Career Develop.
Goddard Grad. Vermont Coll.	MA	*Interdisciplinary	Alternative Education
Golden Gate University	MBA	Human Resources Management	Graduate Program in HRM
	MS	Human Relations	Graduate Program in HRM
Governors State University	MA	*Instructional and Training Technology	Arts and Sciences
Indiana University	MBA	Personnel and Industrial Relations	Business
	MA	Adult Education	Education
	MS	*Instructional Systems Technology	Education
Indiana Univ. of Pennsylvania	MA	*Adult and Community Education	Adult Education
Ithaca College	MS	*Communications	Communications
Johns Hopkins University	MBA	Human Resource Development	Business
	MS	*Applied Behavioral Sciences	Arts and Sciences
Kean College of New Jersey	MA	*Organization Development	Education
	MA	*Human Behavior/Org. Psychology	Arts and Sciences
La Salle College	MBA	Human Resources Management	Business/Management
Louisiana State University	MA	*Educational Media	Inst. Support and Development
Loyola University	M.Ad.	Personnel Management	Management

APPENDIX D

ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MS	Industrial Relations	Institute of Ind. Relations
	M.Ed./MA	*Adult Instructional Management	Education
Lynchburg College	MBA	Personnel Management	Business
Marymount Coll. of Virginia	MA	HRD Generalist Emphasis	Graduate Studies
	MA	HRD Business Emphasis	Graduate Studies
	MA	HRD Education Emphasis	Graduate Studies
Michigan State University	MBA	Personnel Human Relations	Business
	MA	Labor Economics and Ind. Relations	Business/Managemnt
	MLIR	Labor and Industrial Relations	Labor and Industrial Relations
National Coll. of Education	MS	*Adult Education	Applied Behavioral Sciences
	MS	*Human Resource Development	Arts and Sciences
	MS	*Management and Development of H.R.	Applied Behavioral Sciences
New Sch. for Social Research	MA	*Human Resources General Management	Management, Urban Professions
	MA	HR Planning, Staffing and Recruitment	Management, Urban Professions
	MA	Compensation Management	Management, Urban Professions
	MA	Training and Development	Management, Urban Professions
	MA	Organizational Development	Management, Urban Professions
New York Institute of Tech.	MBA	Personnel and Industrial Relations	Business

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MS	*Labor and Industrial Relations	Center for Labor and I.R.
	MS	Training and Learning Technology	Graduate Division
New York University	MBA	Management and Organization Behavior	Business
	MA	Labor Relations	Arts and Sciences/Economics
	MS	HRM and Organizational Development	Organizational and Ad. Studies
	MA	Personnel Psychology	Arts and Sciences/Psychology
North Carolina Agric/Tech.	MS	*Education: Educational Media	Educational Media
North Carolina Central Univ.	MA	*Educational Media Technology	Education
North Carolina State Univ.	MS/M.Ed.	*Education	Adult and Community Coll. Ed.
Norther Illinois University	MS	*Adult Education	Leadership and Ed. Policy Studies
	MS	*Instructional Technology	Instructional Technology
Nova University	MS	*Human Resource Management	Management
Ohio State University	MA	*Education	Education
Ohio University	M.Ed.	*Media Design Development Productio	Education
Oklahoma State University	MS	*Occupational and Adult Education	Occupation and Adult Education
	MA	*Speech Communication	Speech Communication
Pace University	MBA	Human Resources Management	Business
	MBA	Organization Behavior	Business

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
Pennsylvania State Univ.	MS	*Curriculum and Instruction	Instructional Systems Program
Pepperdine University	MS	*Organizational Development	Business and Management
Polytechnic Institute of NY	MS	*Organizational Behavior	Management
Purdue University	MS	Management Manpower Org. Behavior	Management
	MS	Industrial Relations	Management
	MS	*Instructional Research and Development	Education
Rochester Institute of Tech.	MBA	Personnel/Human Resource Management	Business
	MS	Human Services Management - Curriculum	Business
	MS	*Career and HRD	Applied Science and Technology
	MS	*Instructional Technology	Applied Science and Technology
Rutgers, The State Univ.	MS	Industrial Relations and Human Resources	Graduate School
	MS	Human Resources	Graduate School
Saint Cloud State University	MS	*Information Media: Training HRD	Learning Resources Services
Saint Francis Coll. of Penn.	MA	Industrial Labor Relations	Industrial Relations
Saint Mary's University	MBA	Human Resources	Business
Saint Mary's University	MA/MS	Industrial Psychology	Arts and Sciences
San Diego State University	MA	*Educational Technology	Instructional Technology
Southern Illinois University	MS	Curriculum and Instruction	Curriculum, Inst. and Media

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MS	*Instructional Technology	Education
State University of New York	M.Ed./MS	*Instructional Technology and Media Manag.	Professional Studies
Suffolk University	M.Ed.	*Foundations of Education	Education
	Ed.M	*Administration and Supervision	Education
Syracuse University	MS	*Adult Education	Adult Education
	MS	*Instructional Design, Dev. and Evaluation	Curriculum, Education and Media
Temple University	MBA	Industrial Relations and O.B.	Business
	M.Ed.	*Adult Education	Education
	M.Ad	*Psychoeducational Process	Education
Texas A & M University	MS/M.Ed.	*Adult and Extension Education	Education
	MS/M.Ed.	*Industrial Education	Education
	M.Ed.	*Educational Technology	Education
Towson State University	MS	*Instructional Development	Instructional Technology
Trenton State College	MA	*Business: Office Systems Administration	Business
University Associates Inc.	MHRD	*Human Resource Development	MHRD Program
University of Alabama	MS/MA	Human Resources Management	Business
	MA	*Instructional Leadership	Education
University of Arkansas	M.Ed.	*Instructional Resources	Education

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MA	*Interpersonal/Organizational Communic.	Communications
University of Bridgeport	MS	*Counseling and Human Resources	Human and Community Services
Univ. of British Columbia	MA/M.Ed.	*Adult Education	Adult Education
Univ. of Central Florida	MA	*Instructional Technology	Education
University of Chicago	MA	Industrial Relations	Social Sciences
University of Colorado	MS	*Educational Technology	Education
University of Hartford	MS	*Organizational Behavior	Business
Univ. of Illinois at Urbana	MS/M.Ed.	*Education	HRD Program
University of Iowa	MA	*Instructional Design and Technology	Education
University of Maryland	MA/M.Ed.	*Educational Communications	Education
	MA/M.Ed.	*Curriculum and Instruction	Education
University of Miami	MS	*Instructional Technology: Org. Training	Education
University of Minnesota	MA	Industrial Relations	Industrial Relations Center
	MA/M.Ed.	*Education, Vocational and Technical Ed.	Vocational and Technical Educ.
	MA	*Curricular and Instructional Systems	Education
Univ. of Missouri-Kansas City	MA	*Adult and Continuing Education	Education
University of New Haven	MBA	Human Resources Management	Business
	MS	Industrial Relations	Industrial Relations

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
	MA	Industrial/Organizational Psychology	Graduate School
University of North Carolina	M.Ed.	*Educational Media and Inst. Design	Education
University of Oklahoma	M.Ed.	*Educational Technology	Education
University of Oregon	MBA	Management HRM Organization Studies	Management
	MS/MA	Industrial Relations	Management
	MA/MS	*Curriculum and Instruction: Inst. Tech.	Education
University of Pittsburgh	M.Ed.	*Educational Communications and Tech.	Education
University of Rochester	MS	Adult Learning	Education
University of San Francisco.	MBA	Industrial Relations	Business
	MHROD	*Human Resources and Org. Development	Professional Studies
Univ. of Souther California	MPA	*Public Administration	Academic Development
	M	Educational Psychology and Technology	Inst. Psychology and Tech.
University of Southern Maine	MS	Adult Education	Human Resources Development
University of Tennessee	MS	*Industrial/Organizational Psychology	Psychology and Business
Univ. of Texas at Austin	MS/MA	Human Resource Development	Education
University of Toledo	M.Ed.	*Educational Technology: T.D. Specialist	Education
University of Utah	MS	*Human Resource Management	Business
	MS	*Economics/Human Resource	Economics

APPENDIX D
ACADEMIC PROGRAMS IN THE FIELD OF HR
CLASSIFIED BY UNIVERSITY

UNIVERSITY	DEGREE	PROGRAM	SCHOOL/DEPARTMENT
University of Wisconsin	MI	Industrial Relations	Ind. Relations Research Institute
	MS	*Administrative Leadership and Sup. in Ed.	Education
	MS	*Media Technology	Media Technology
Utah State University	MS/M.Ed.	*Education	Instructional Technology
Vanderbilt University	M.Ed.	*Human Resource Development	Institute for Advance Study
Virginia Commonwealth Univ.	M.Ed.	*Adult Education HRD	Education
Virginia Polytechnic Inst.	MS	*Adult and Continuing Education	Education
Washington State University	M	*Adult and Continuing Education	Adult and Continuing Education
Winthrop College	MS	Personnel and Industrial Relations	Business
Worcester State College	M.Ed.	*Adult Education	Adult Education

* Listed in the ASTD Directory of Academic Programs in HR/HRD

APPENDIX E
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

APPENDIX D
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

UNIVERSITY: Fairleigh Dickinson University

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
Human Resource Administration	MBA	60	Business Administration	No
Human Development	MA	36	Education	No
Industrial Psychology	MA	32	Arts and Sciences	No

Comments: These represent three traditional programs, which cover most of the HR function, from three different schools with no relation among the school or the programs. All three programs are comprehensive and can be related to the three schools areas of the HR Academic Preparation Model.

Information obtained from: Fairleigh Dickinson University, Graduate Studies Bulletin, 1984-1985.

APPENDIX D
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

UNIVERSITY: American University

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
Personnel and Industrial Relations	MBA	60	Business	Yes
Personnel and Industrial Relations	MS	36	"	Yes
Training and Career Development	MS	36	Education	No
Human Resource Management	MS	42	Government and Public Administration	Yes
Human Resource Development	MS	42	"	Yes

Comments: The first two programs represent the traditional MBA and MS from the School of Business, with business/management emphasis and some courses in the development function. The third program, Training and Career Development, represents the traditional programs in HR development from the School of Education. The last two programs represent more modern concepts of HR management and development.

Information obtained from: The American University, 1984-85 Catalog.

APPENDIX D
 CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

UNIVERSITY: American University

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
Human Resource Management	M.S.	44	Government and Public Administration	Yes
Human Resource Development	M.S.	44	"	Yes
Personnel and Industrial Relations	M.B.A.	60	Business	No
Training and Career Development	M.S.	36	Education	No

Comments: The first two programs represent two majors from the program Human Resources. The HRM major emphasizes the application of applied behavioral science to the effective management of people, while the HRD emphasizes training and executive development, organizational research and consultation, career development, affirmative action and the management of the HRD function. Both programs have the same core courses.

The Personnel and Industrial Relations program represents the traditional MBA program in Industrial Relations or Personnel Administration.

The Training and Career Development program covers the development function of HR. This program is similar to the HRD program mentioned above.

Information obtained from: The American University, 1984-1985 Catalog.

APPENDIX D
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY
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UNIVERSITY: New School For Social research

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
Human Resources Management and Development Human Resources General Management Compensation Management Organization Development HR Planning, Staffing, and Recruitment Training and Development	M.A.	48-60	Management and Urban Professions	Yes

Comments: The Human Resource Management and Development program includes five concentration programs. Additionally the University offers one master's program in HRM and Development in the Public/Not-for-Profit-Sector and two certificates in Labor Relations and Occupational Gerontology. Which all these programs, the University covers most of the areas in the HR Field. There are 42 required credits for entry students and 30 credits for mid career students, which represents the basic common knowledge for all the programs. This is the most comprehensive approach to the study of the HR function. It has been designed to enable students, first, to gain an understanding of the different components of human resource management and, second, to master the skills of human resource development. Both dimensions rest on a core of basic management courses--an overall structure that provides students with the in-depth preparation needed to assume managerial and executive responsibility in human resources in a broad range of organizational settings.

Information obtained from: New School for Social Research, Management and Urban Professions, 1984-1985.

APPENDIX D
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

UNIVERSITY: George Williams College

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
Management/Organizational behavior	MBA/MS	(QH) 88	Management and Organizational Behavior	Yes
Institutional Management	MBS/MS	(QH) 88	"	Yes
Human Resource Development	MBA/MS	(QH) 88	"	Yes
Organizational Development	MBA/MS	(QH) 88	"	Yes

Comments: With a common business/management base, these four programs represent a coordinated effort to cover most of the activities of the HR function. The core courses of management and research are similar in all four programs. Each program has a specific professional education objective: Management/Organizational Behavior is most appropriate for students preparing for management positions; Institutional Management is recommended for students preparing for administration in health care, social services community organizations; Human Resource Development is for students preparing for working Personnel Management; and Organizational Development is recommended for students preparing for roles as internal or external consultants.

Information obtained from: George Williams College, Graduate School of Management and Organization Behavior Bulletin.

APPENDIX D
CONCEPTUAL REVIEW OF PROGRAMS BY UNIVERSITY

UNIVERSITY: Marymount College of Virginia

PROGRAM	DEGREE	CREDITS	SCHOOL	COMMON CORE
HRD Generalist Emphasis	MA	36	Graduate Studies	Yes
HRM Business Emphasis	MA	36	"	Yes
HRM Education Emphasis	MA	36	"	Yes

Comments:

These programs represent three emphases on the Master of Arts of Human Resource Development. Six courses represent the core courses required for the three programs, and they are basically courses related to the HR development function. The Business emphasis requires six courses from business, while the Education emphasis requires one course from business, two courses from education and three courses from psychology. This is the only identified program which, building from the function of development, extends to cover for the management function through the emphasis on business program.

Information obtained from: Marymount College of Virginia, Graduate Studies Bulletin, Sept, 1983.

VITA

Luis I. Argumosa was born in Oviedo, Spain on February 29, 1940. His parents are Jose Angel Argumosa and Carmen Ugarte Argumosa. He received his elementary and secondary education in Colegio Santo Domingo de Guzman, Oviedo, Spain. In September 1957, he entered the Universidad Catolica Andres Bello, Caracas, Venezuela, from which he was graduated with the Public Accountant degree in June 1961. In September 1963, he entered the Wharton School of Finance and Commerce - University of Pennsylvania, from which he obtained the M.B.A. in June 1964.

In August 1961, he started to work for Arthur Andersen & Co., in the Caracas office. In 1973 he was admitted to the partnership of Arthur Andersen & Co., and was in charge of the Management Consulting Division. In 1982 he resigned to pursue additional studies.

In August 1982 he was admitted to the Graduate School of the Florida International University, where in December 1983 he was granted the Master of Sciences degree in Adult Education.

In January 1983 he was admitted to the Graduate School of the University of Miami and in December 1985 he was granted the Doctor of Philosophy degree by the University of Miami, Coral Gables, Florida.

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