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**TOPIC:** Towson University: Upper-Division and Post-baccalaureate Certificates in Human Capital Development

**COMMITTEE:** Education Policy

**DATE OF COMMITTEE MEETING:** January 26, 2011

**SUMMARY:** The proposed certificates are in direct response to BRAC changes in Maryland and are primarily intended to serve the Defense Intelligence Security Agency (DISA). However, it is anticipated that the certificates would be of interest to other individuals interested in developing more expertise in the specialty area of Human Capital Development.

A workforce involves a number of different kinds of people engaged in various kinds of positions. Some positions require relatively low levels of skill and are not dependent on high levels of motivation or educational background. Other positions do require high levels of skill and high levels of motivation. Moreover, to be most effective these latter kinds of positions not only require individual talents and capabilities but also strong networking connections. The concept of human capital, considered rather broadly for this proposal, focuses on the selective, high-end component of a workforce. Dealing with the human capital issues of a workforce is arguably different and distinctive from the traditional concerns of personnel management or even human resources development (employee training). Human resources development is a practice that is important for an entire workforce, while human capital development really is concerned with the most critical components of the workforce. Therefore, while other programs exist in Human Resource Development, the proposed certificates address a more focused need in the workplace.

DISA plans to support 60 of its employees in the proposed certificates. Additional interest is anticipated and estimated enrollment in both certificates is expected to average 60 students per year both on and off-campus.

**ALTERNATIVE(S):** The Regents may not approve the program or may request further information.

**FISCAL IMPACT:** No additional funding is necessary. The program will be supported through tuition.

**CHANCELLOR'S RECOMMENDATION:** That the Committee on Education Policy recommend that the Board of Regents approve the proposal from the University to offer the Upper-Division and Post-baccalaureate Certificates in Human Capital Development

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COMMITTEE RECOMMENDATION: \_\_\_\_\_ DATE: \_\_\_\_\_

BOARD ACTION: \_\_\_\_\_ DATE: \_\_\_\_\_

SUBMITTED BY: Irwin Goldstein (301) 445-1992 irv@usmd.edu

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January 11, 2011

Ms. Teri Hollander  
Associate Vice Chancellor  
University System of Maryland  
Office of Academic Affairs  
3300 Metzerott Road  
Adelphi, MD 20783-1690

Dear Teri,

Office of the Provost  
Towson University  
8000 York Road  
Towson, MD 21252-0001

Towson University is seeking the approval of the University System of Maryland, Office of Academic Affairs to offer two stand-alone certificate programs in Human Capital Development. While almost all of the courses within the proposed post-baccalaureate certificate are currently offered within our existing Human Resource Development graduate program, one new course was added. The upper-division undergraduate certificate is a stand-alone certificate at that level and new courses have been developed appropriate to the program.

The proposed certificates will be offered on-campus and at Ft. Meade. Additional locations maybe identified as interest and demand for the proposed certificates increases. Both certificates address specific workforce needs in Maryland.

Please let me know if you have any questions, or require any additional information. I can be reached at 410 704-2557 or [atrain@towson.edu](mailto:atrain@towson.edu).

Sincerely,

A handwritten signature in black ink, appearing to read "Aileen C. Trainer".

Aileen C. Trainer  
Assistant Vice President for Assessment

**UNIVERSITY SYSTEM OF MARYLAND INSTITUTION PROPOSAL FOR**

- XXX New Certificate Program
- Substantial Expansion/Major Modification
- Cooperative Degree Program
- Certificate completely within an Existing Program

**Towson University**

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Institution Submitting Proposal

**Human Capital Development**

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Title of Proposed Program

**Upper-Division Certificate  
Post-baccalaureate Certificate**

**Summer 2011**

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Degree to be Awarded

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Projected Implementation Date

**0506**

**521001**

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Proposed HEGIS Code

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Proposed CIP Code

**Human Resources Development**

**Alan Clardy**

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Department in which program will be located

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Department Contact

**410-704-3069**

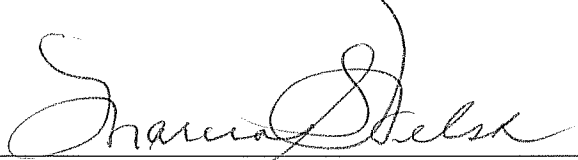
**aclardy@towson.edu**

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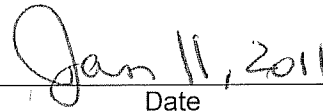
Contact Phone Number

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Contact E-Mail Address



Signature of President or Designee



Date

I. Towson University is seeking approval of two certificate programs in human capital development: 1) a post-baccalaureate certificate and 2) an upper division certificate. With the exception of one special topics course, the courses for the proposed post-baccalaureate program are already in place as a part of the existing master's program in human resources development. Similar courses have been created at the undergraduate upper-division level to address the needs of students enrolled in the upper-division program. The proposed certificates are intended to provide specialized study in the key principles and practices in human capital development. The certificates have been developed in response to BRAC changes in Maryland and are intended to serve the Defense Intelligence Security Agency (DISA) in particular. However, the proposed certificates are of interests to other individuals interested in developing more expertise in the specialty area. The certificates will be available to students' on-campus and at Ft. Mead in the offices of the Defense Intelligence Security Agency (DISA). Additional locations may be pursued as need and demand are determined.

A workforce (either at the national, macro-level or as the specific set of employees that work for an employer at the micro-level) involves a number of different kinds of people doing various different kinds of jobs. Some jobs require relatively low levels of skill and are not dependent on high levels of motivation or educational background. Other jobs, increasingly the case in our society, do require high levels of skill and high levels of motivation. Moreover, to be most effect, these latter kinds of jobs not only require individual talents and capabilities but also strong networking connections. The concept of human capital, considered rather broadly for this proposal, focuses on the selective, high-end component of a workforce. Dealing with the human capital issues of a workforce is arguably different and distinctive than the traditional concerns of personnel management or even human resources development (in its classical meaning of employee training). For example, in a human resources development context, it would be appropriate to consider training most any employee, no matter how simple the job. Human capital development requires a different and more specialized focus on maintaining the exceptional talents and capabilities of the key performers in a workforce. In other words, human resources development is a practice which is important for an entire workforce, while human capital development really is concerned with the most valuable and critical components of the workforce.

The mission statement of Towson University continues to endorse "programs that represent emerging disciplines, *address economic and workforce needs*, and serve the metropolitan region." The mission and strategic plan endorses the *expansion of applied interdisciplinary programs that support regional economic development* and the professional development needs of employees in local school districts, health care fields, *government agencies*, and business organizations. This mission is reflected in campus priorities, as mentioned in President Caret's most recent address to the campus, that include workforce programs for niches where Towson can excel, including emphasis (in part) on certificate programs. The proposed human capital development certificates are an important specialized focus of the university's mission and priorities, and would be a logical and compelling application and extension of these criteria in the context of the existing graduate program. In addition, the proposed programs address specific workforce needs of the citizens of Maryland as well as its employers.

As addressed above, *human capital* refers to the distinctive high-level and mission-critical components of a workforce. Human capital includes the high-levels of advanced education, training, experience and know-how possessed by the key performers in an organization. Enabled by advanced education but forged through years of experience in a specific organizational context and supported by extensive networks of cooperative relationships, an organization's human capital is to organizations today what massive plant and equipment investments were to the organizations of the industrial era: the real source of value creation.

It is a demographic fact that the accumulated levels of human capital found in the Baby Boom generation is now nearing retirement. Many organizations face the possibility that 25 percent or more of their workforce will be retiring in the next five years – and most of those retiring will be those possessing critical human capital skills. This impending loss of human capital presents a severe and potential crisis-like probability for many organizations. This is perhaps nowhere more apparent than in the federal government, where the Government Accountability Office (GOA) has,

for the past few years, regularly assessed the threats of human capital loss in the various federal agencies. Developing special talents for dealing with this impending loss is a critical need facing many organizations, particularly in Maryland with its large number of federal installations that will be augmented in the next few years with BRAC relocations.

The Defense Information Security Agency (DISA) will be relocating to Ft. Meade in the next year under the BRAC framework. An agency of approximately 7,000 employees who play a vital role in national defense, DISA must face its human capital issues soon and directly. The Agency's plan indicates a need to train approximately 60 of its staff (both those with and without baccalaureate degrees) in the methods and techniques of dealing with human capital issues. Note that, unlike some licensed professions (such as nursing or accounting), people working in human resource positions of various kinds do not need some minimum level formal education or licensure to be selected for these HR positions. This may be particularly evident in selective governmental agencies relating to defense where military or operation field experience may be the most important entry factor. In addition, individuals in such positions would have shown a history of strong, if not exceptional job performance and would have a very clear capability for successfully undertaking academic work. The proposed certificates are designed to address this need.

DISA plans to support 60 of its employees in the proposed certificates. Additional interest is anticipated and estimated enrollment in both certificates is expected to average 60 students per year both on and off-campus.

A search of the MHEC Degree/Certificate database was made in September, 2009, using these key words: human capital, human resources, employee development, and workforce development. This search identified nine programs in the state.

- Five programs were for Human Resource Management (HRM) (two were lower division certificates, one was an upper-division certificate, one was a bachelor's degree, and one was a post-baccalaureate certificate). The focus of HRM is on what used to be referred to as personnel management and includes such issues as compensation administration, hiring and selection, safety, and labor relations. While these are important concerns for administering employees, they are really the foundation on which human capital development programs are built. That is, human capital development really begins where HRM stops.
- There are four programs in Human Resource Development (HRD, broadly conceived), all at the masters Level. As noted above, HRD is concerned in an inclusive manner with training and organizational development practices applicable to an entire workforce. Human capital initiatives focus on issues of preserving and enhancing the high-end, value-creating segment of a workforce.

There are no certificate programs in the state, either for upper-level undergraduates or for post-baccalaureates, in the emerging and specialized domain of human capital development.

## **II. The course of study leading to the proposed certificates**

The educational objectives of the programs are to prepare students to address and resolve human capital issues in their organization. Specifically, they will focus on educating students on:

- Organizational dynamics and processes as they relate to human capital issues in organizations;
- How to diagnose and assess organizational dynamics and processes in terms of human capital and organizational performance issues;
- How to plan and carry out interventions to address human capital and organizational performance issues;
- Skills and methods for consulting with organizational decision-makers and others when addressing human capital and organizational performance issues; and
- Methods and techniques for managing and improving human capital.

The programs as they will appear in the catalogs:

### **Undergraduate catalog:**

#### **Human Capital Development**

The Human Capital Development Certificate program provides a specialized focus on the issues and techniques involved in dealing with human capital issues. By using specially designed courses in organization behavior, training and change management, students learn the principles and practices necessary to understand and address the special challenges presented in dealing with human capital issues. Courses draw upon a wide variety of interdisciplinary backgrounds, including industrial psychology, human resources, education, management, communications and the social sciences.

Students are able to benefit from a set of courses focusing on real-world issues involved in acquiring, maintaining and upgrading human capital. The program is designed for working professionals' intent on expanding their knowledge and skills in the increasingly vital area of human capital. This program can normally be completed in one to two years.

#### **Admission Requirements**

- A high school diploma or GED equivalent
- Completion of the application process as posted on the Certificate webpage.

#### **Certificate Requirements (15 units)**

HRD 406	Organization Behavior (3)
HRD 407	Managing Organizational Change (3)
HRD 427	Training and Development (3)
HRD 479	Special Topics: Human Capital Development: Coaching, Career Development, and Knowledge Management (3)
HRD 499	Capstone in HRD (3)

### **Graduate catalog: Human Capital Development**

The Human Capital Development Certificate program provides a specialized focus on the issues and techniques involved in dealing with human capital issues. By using specially designed courses in organization behavior, training and change management, students learn the principles and practices necessary to understand and address the special challenges presented in dealing with human capital issues. Courses draw upon a wide variety of interdisciplinary backgrounds, including industrial psychology, human resources, education, management, communications and the social sciences.

Students are able to benefit from a set of courses focusing on real-world issues involved in acquiring, maintaining and upgrading human capital. The program is designed for working professionals' intent on expanding their knowledge and skills in the increasingly vital area of human capital. This program can normally be completed in one to two years.

#### **Admission Requirements**

- A baccalaureate degree
- A minimum undergraduate GPA of 3.0 (2.5 condition admission based on the last 60 credits of undergraduate and post-baccalaureate study). An admission exception policy is in place for eligible candidates with undergraduate degrees obtained at least 10 years ago.
- Completion of the application process as posted on the Certificate webpage.

#### **Certificate Requirements (15 units)**

HRD 606	Organization Behavior (3)
HRD 607	Managing Organizational Change (3)
HRD 627	Training and Development (3)
HRD 679	Special Topics: Human Capital Development: Coaching, Career Development, and Knowledge Management (3)
HRD 699	Capstone in HRD (3)

See attachment for list of courses as they appear in the catalogs.

Program graduates should be prepared to address and resolve skillfully human capital and organizational performance issues in their organization. Specifically, when they complete the proposed certificates, graduates should be able to:

1. Describe and recognize the important organizational dynamics and processes that relate to human capital issues in organizations;
2. Diagnose and assess organizational dynamics and processes in terms of human capital and organizational performance issues;
3. Plan and carry out interventions to address human capital and organizational performance issues;
4. Demonstrate the skills and methods of consulting with organizational decision-makers and others when addressing human capital and organizational performance issues; and
5. Create and apply methods and techniques for managing and improving human capital.

### **III. Faculty**

Three existing faculty will support the proposed certificates with a 1.0 FTE. They are appropriately credentialed in their areas of teaching and have expertise in the following: faculty member #1 (human resource development, human capital and strategy, HR and performance management systems), faculty member #2 (leadership, organizational change and coaching), and faculty member #3 (organizational behavior and management). No additional faculty resources will be necessary to support the proposed certificates, although adjunct faculty may be utilized to support courses depending on their expertise if the need arises.

### **IV. Finance**

The proposed certificates are viewed as a single program for administrative and budgeting purposes. No additional funding is required to support the proposed certificates. All costs will be offset with tuition revenues.

**TABLE 1: RESOURCES**

<b>Resources Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
<b>1. Reallocated Funds</b>					
<b>2. Tuition/Fee Revenue</b>	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00
(c+g below)					
<b>a. #F.T Students</b>					
<b>b. Annual Tuition/Fee</b>					
Rate/unit					
Number units					
Subtotal Tuition	0	0	0	0	0
Fees					
Total Tuition/Fees	0	0	0	0	0
<b>c. Annual Full Time Revenue</b>	0	0	0	0	0
(a x b)					
<b>d. # Part Time Students</b>	60	60	60	60	60
<b>e. Credit Hour Rate</b>	\$ 321.00	\$ 321.00	\$ 321.00	\$ 321.00	\$ 321.00
<b>f. Annual Credit Hours for one student</b>	9	9	9	9	9
<b>g. Total Part Time Revenue</b>	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00	\$ 173,340.00
(d x e x f)					
<b>3. Grants, Contracts, &amp; Other</b>					
External Sources					
<b>4. Other Sources</b>					
<b>TOTAL (Add 1 - 4)</b>	\$173,340	\$173,340	\$173,340	\$173,340	\$173,340



**TABLE 2: EXPENDITURES**

<b>Expenditure Categories</b>	<b>(Year 1)</b>	<b>(Year 2)</b>	<b>(Year 3)</b>	<b>(Year 4)</b>	<b>(Year 5)</b>
<b>1. Total Faculty Expenses</b>					
(b + c below)	<b>\$27,000</b>	<b>\$27,000</b>	<b>\$27,000</b>	<b>\$27,000</b>	<b>\$27,000</b>
<b>a. #FTE</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
<b>b. Total Salary</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>	<b>25,000</b>
<b>c. Total Benefits</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>	<b>2,000</b>
<b>2. Total Administrative Staff Expenses</b>					
(b + c below)	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>
<b>a. #FTE</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
<b>b. Total Salary</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>c. Total Benefits</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>
<b>3. Total Support Staff Expenses</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>
(b + c below)	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>	<b>21,600</b>
<b>a. #FTE</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>	<b>1.0</b>
<b>b. Total Salary</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>	<b>20,000</b>
<b>c. Total Benefits</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>	<b>1,600</b>
<b>4. Equipment</b>					
<b>5. Library</b>					
<b>6. New or Renovated Space</b>					
<b>7. Other Expenses</b>	<b>42,500</b>	<b>42,500</b>	<b>42,500</b>	<b>42,500</b>	<b>42,500</b>
<b>TOTAL (1-7)</b>	<b>\$112,700</b>	<b>\$112,700</b>	<b>\$112,700</b>	<b>\$112,700</b>	<b>\$112,700</b>

Attachment 1: Course listings

Undergraduate catalog:

**HRD 406 ORGANIZATIONAL BEHAVIOR (3.00 units)**

Theoretical and applied aspects of organizational behavior through the use of psychological concepts. Individual, group, technological and structural theories are examined in the context of organizational effectiveness.

**HRD 407 MANAGING ORGANIZATIONAL CHANGE (3.00 units)**

An interdisciplinary study of workplace changes. Topics to be covered are: international competition, work force demographics, information technology, changing nature of work and the learning organization.

**HRD 427 TRAINING AND DEVELOPMENT (3.00 units)**

Study of current trends in training and human resource development applied to various types of organizational environments.

**HRD 479 SPECIAL TOPICS: HUMAN CAPITAL DEVELOPMENT: COACHING, CAREER DEVELOPMENT, AND KNOWLEDGE MANAGEMENT (3.00 units)**

Reviews human capital theory and its management in organizations. Explores methods and techniques of increasing human capital through coaching, mentoring, career development systems, succession planning, and knowledge management.

**HRD 499 CAPSTONE IN HUMAN RESOURCE DEVELOPMENT (3.00 units)**

Applies previous learning (both knowledge and skills) to a wide variety of projects and case studies of problems and issues found in the realm of human resource development practice. Emphasizes analysis and interventions to improve and change organizational performance. Challenges students to integrate skills, knowledge and techniques from multiple course domains into effective solutions.

Graduate Catalog:

**HRD 606 ORGANIZATIONAL BEHAVIOR (3.00 units)**

Theoretical and applied aspects of organizational behavior through the use of psychological concepts. Individual, group, technological and structural theories are examined in the context of organizational effectiveness.

**HRD 607 MANAGING ORGANIZATIONAL CHANGE (3.00 units)**

An interdisciplinary study of workplace changes. Topics to be covered are: international competition, work force demographics, information technology, changing nature of work and the learning organization.

**HRD 627 TRAINING AND DEVELOPMENT (3.00 units)**

Study of current trends in training and human resource development applied to various types of organizational environments.

**HRD 679 SPECIAL TOPICS: HUMAN CAPITAL DEVELOPMENT: COACHING, CAREER DEVELOPMENT, AND KNOWLEDGE MANAGEMENT (3.00 units)**

Reviews human capital theory and its management in organizations. Explores methods and techniques of increasing human capital through coaching, mentoring, career development systems, succession planning, and knowledge management.

**HRD 699 CAPSTONE IN HUMAN RESOURCE DEVELOPMENT (3.00 units)**

Applies previous learning (both knowledge and skills) to a wide variety of projects and case studies of problems and issues found in the realm of human resource development practice. Emphasizes analysis and interventions to improve and change organizational performance. Challenges students to integrate skills, knowledge and techniques from multiple course domains into effective solutions.