Essential Functions and Technical Requirements

The essential functions required by the curriculum are in the following areas: motor, sensory, communication, and intellectual (conceptual, integrative, quantitative abilities for problem solving, and the behavioral and social aspects that impact the performance).* Technical requirements, as distinguished from academic standards, refer to those physical, cognitive, and behavioral abilities required for satisfactory completion of all aspects of the curriculum and the development of professional attributes required of all students at completion of their program. These essential functions and technical requirements are referred to as the "Essential Functions."

These Essential Functions are not conditions of admission to the College or the program. The Essential Functions provide information regarding continued eligibility in this program. A student may be qualified for and admitted to the program, but later be redirected due to a failure to develop and exhibit the Essential Functions. Persons interested in applying for admission to the program should review this information to develop a better understanding of the physical abilities and behavioral characteristics necessary to successfully complete the program.

By initialing each line below, I acknowledge and understand I am expected to possess the following Essential Functions:

_____ Cognitive abilities necessary to master relevant content in courses at a level deemed appropriate by the College. These skills may be described as the ability to comprehend, memorize, analyze, and synthesize material in a timely manner. The student must maintain the minimum grade point average (GPA) determined by each program in order to continue with coursework to complete a chosen degree. Students must have a cumulative GPA of at least 2.0 to graduate from any program; however, please note that some programs require a higher GPA in order to continue with coursework.

_____ Ability to assess all information. The student must be capable of responsive and empathetic listening to establish rapport in a way that promotes openness on issues of concern and sensitivity to potential cultural differences.

_____ Emotional stability to function effectively under stress and to adapt to an environment, which may change rapidly without warning, and/or in unpredictable ways.

_____ Ability to master information presented in coursework in the form of lectures, written material, and projected images, and the ability to seek and synthesize information from appropriate and varied sources.

_____ Ability to recognize one's own limits, both personally and professionally, as related to one's skill and knowledge.

_____ Ability to effectively communicate in English, both verbally and in writing, using accurate and appropriate terminology with classmates, faculty, and individuals of all ages, races, genders, socioeconomic and cultural backgrounds.

_____ Ability to use computers and related technology.

_____ Ability to prioritize, organize, and utilize time management skills.

_____ Ability to identify, recognize, maintain, and disseminate accurate information.

_____ Ability to correctly interpret, and/or clarify, verbal and written communications.
Ability to conduct oneself in a professional manner including use of appropriate verbal and nonverbal responses in social interactions. Interactions may include physical contact with all people regardless of age, race, gender, socioeconomic, and cultural backgrounds.

Ability to think critically and demonstrate problem-solving skills.

Ability to perform all essential functions related to my program of study in a safe and effective manner minimizing risk to self, patient and others.

Ability to fulfill requirements of productivity and varying workloads.

Ability to demonstrate appropriate professional and procedural judgment decisions.

Ability to adhere to professional standards and Baker College professional conduct guidelines, policies, and procedures. These include but are not limited to:

- Disclosure of any new felony charges, after the initial enrollment process at Baker College, to program officials.
- Failure to disclose any felony charge to program officials will result in immediate dismissal from Baker College.

I have reviewed and acknowledge that I am expected to possess the program-specific Essential Functions located on the Program Information document.

The faculty content expert, program official, clinical coordinator, or employment supervisor is qualified and competent to assess the student’s ability to perform the Essential Functions.

*The College complies with the requirements and spirit of Section 504 of the Rehabilitation Act of 1973 as amended, and the Americans with Disabilities Act of 1990 (ADA), as amended by the Americans with Disabilities Act Amendments Act of 2008 (ADAAA). Therefore, the College will endeavor to make reasonable accommodations for participants with disabilities who are otherwise qualified.

**Student Responsibilities:**

I am responsible to contact my campus’ College of Business Program Director or the Dean of the College of Business with any questions regarding program entry, reentry, retention, or completion.

I may be required to sign an additional waiver upon entrance to my program.

Student Name (Print)_________________________________________ Student UIN__________________

Student Signature_________________________________________ Date________________________

Baker College Representative Signature_______________________ Date________________________
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Student Name (Print)_________________________________________ Student UIN_______________

Student Signature___________________________________________ Date_______________________

Baker College Representative Signature_________________________ Date_______________________
Program Description
This program offers an opportunity for students to acquire a career-focused Human Resource Management undergraduate degree with an integrative approach to understanding various human resource management functions. This program provides an intensive strategic understanding of workforce planning and development, compensation and benefits; global human resource management; and employee health and safety.

The Society for Human Resource Management (SHRM) acknowledged the Baker College Bachelor of Business Administration Human Resource Management program has renewed its alignment with SHRM’s *HR Curriculum Guidebook and Templates*.

Throughout the world, 453 programs in 342 educational institutions have been acknowledged by SHRM as being in alignment with its suggested guides and templates. The *HR Curriculum Guidebook and Templates* were developed by SHRM to define the minimum HR content areas for study by students at the undergraduate and graduate levels. The guidelines, created in 2006 and re-validated in 2010 and 2013, are part of SHRM’s Academic Initiative to define HR education standards taught in university business schools and to help universities develop degree programs that follow these standards.

Program Status: Open Enrollment

Accreditation Status
Baker College has received specialized accreditation for its business programs through the International Assembly for Collegiate Business Education (IACBE) located at 11374 Strang Line Road in Lenexa, Kansas. Web address: [http://www.iacbe.org/](http://www.iacbe.org/).

Intended Student Learning Outcomes (ISLOs)

1. Students will be able to analyze, plan, and support activities and programs for sourcing, recruiting, hiring, onboarding, orientation, and retention.
2. Students will be able to compare, develop, and recommend strategies to address appropriate expectations for performance and behavior from employees including performance standards and measures.
3. Students will be able to identify and create learning opportunities that increase employee capability and organizational knowledge.
4. Students will be able to describe and recommend compensation systems and programs (e.g., base pay, benefits, incentive pay, leave, perquisites, retirement) that support recruitment and retention efforts.
5. Students will be able to evaluate and consider workplace issues related to workforce management, employee relations, technology and data, the global context, diversity and inclusion, risk management, corporate social responsibility, and employment law and regulations.
6. Students will be able to interpret and apply organizational strategy, mission, vision, and values in developing an HR strategy and tactical plan that addresses stakeholder needs, considers the impact of decisions on the overall workforce, and enhances organizational effectiveness and performance.