

HRM500 – Managing Human Resources

Credit 3
Hours:

Contact Hours: This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 10-25 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

Course Description and Outcomes



Course Description

This course begins with a graduate level discussion of the major topics and issues of Human Resources Management (HRM). The basic concepts of HRM are reviewed, but more emphasis is given to leadership and decision making for HRM. The application of HRM as it is impacted by global economies, diverse workforces, and the pursuit of organizational sustainability are explored in the discussion, reading, and additional course content. Also, learners are given the opportunity to demonstrate applied learning and critical thinking related to case analysis and research writing.

Course Overview

This course presents the six bodies of knowledge of human resource management: strategic management, human resource development (HRD), total rewards, employee and labor relations, and risk management. Strategic management emphasizes overall business operations. Students will learn how HR professionals may apply business concepts to contribute to organizational goals and how HR interrelates with other business functions. Workforce planning and employment covers activities concerned with recruiting, selecting, and hiring employees, diversity, onboarding, and retention. It also covers workforce planning—planning for future workforce needs related to additional talent, additional positions, turnover, layoffs, rightsizing, and downsizing. HRD emphasizes training, performance management, coaching, career development, and change, among others. Total Rewards is primarily associated with compensation and benefits, but also covers other non-monetary incentives such as work/life balance and advancement opportunities. Employee and labor relations address the practices for building positive employment relationships in both union and non-union environments. This includes employee relations and communications programs, workplace policies and procedures, and dispute resolution, among others. Risk management emphasizes health and safety in the workplace. Topics covered include the Occupational Safety and Health Act (OSH Act), employees' rights and responsibilities, and accident prevention programs. Students will work to understand the core principles, practices, and theories associated with human resources management's six bodies of knowledge, how each interrelate, and how each contributes to organizational performance.

Course Learning Outcomes:

1. Describe the six bodies of knowledge of HR management.
2. Identify and discuss the framework of HR functions and how each contributes to organizational performance.
3. Discuss historical perspectives, laws and regulations, theories, and applications of effective HR management practices.

Participation & Attendance



Prompt and consistent attendance in your online courses is essential for your success at CSU-Global Campus. Failure to verify your attendance within the first 7 days of this course may result in your withdrawal. If for some reason you would like to drop a course, please contact your advisor.

Online classes have deadlines, assignments, and participation requirements just like on-campus classes. Budget your time carefully and keep an open line of communication with your instructor. If you are having technical problems, problems with your assignments, or other problems that are impeding your progress, let your instructor know as soon as possible.

Course Materials



Textbook Information is located in the CSU-Global Booklist on the Student Portal.

Course Schedule



Due Dates

The Academic Week at CSU-Global begins on Monday and ends the following Sunday.

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Mastery Exercises: Students may access and retake mastery exercises through the last day of class until they achieve the scores they desire.
- Critical Thinking Activities: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none">• Chapter 2 in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i>• Wright, A. (2013, October 17). How do you manage employees	<ul style="list-style-type: none">• Discussion (25 points)

	<p>with an entrepreneurial spirit? Retrieved from http://www.shrm.org/hrdisciplines/businessleadership/articles/Pages/How-Do-You-Manage-Employees-with-an-Entrepreneurial-Spirit.aspx</p>	
2	<ul style="list-style-type: none"> • Chapter 2 in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> • Hastings, R. (2012, August 23). Leader communication could be better. <i>SHRM</i>. Retrieved from http://www.shrm.org/hrdisciplines/employeerelations/articles/Pages/Leader-Communication-Could-Be-Better.aspx • Kozica, A., & Kaiser, S. (2012). A sustainability perspective on flexible HRM: How to cope with paradoxes of contingent work. <i>Management Revue</i>, 23(3), 239-261. • Leonard, R. (2012, June 26). Spanning boundaries can give direction to leadership. <i>SHRM</i>. Retrieved from http://www.shrm.org/hrdisciplines/businessleadership/articles/Pages/GiveDirectiontoLeadership.aspx • Wisenberg Brin, D. (2013, April 2). Study identifies drivers of innovation success. Retrieved from http://www.shrm.org/hrdisciplines/businessleadership/articles/Pages/Drivers-Innovation-Success.aspx 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points)
3	<ul style="list-style-type: none"> • Chapter 4 in <i>PHR/SPHR: Professional In Human Resources Certification Study Guide (4th ed.)</i> • Gahan, P., & Abeysekera, L. (2009). What shapes an individual's work values? An integrated model of the relationship between work values, national culture and self-construal. <i>International Journal of Human Resource Management</i>, 20(1), 126-147. • Leonard, B. (2013, February 12). Don't exclude white males from diversity and inclusion programs. Retrieved from http://www.shrm.org/hrdisciplines/Diversity/Articles/Pages/WhiteMales-Diversity-Inclusion.aspx • Mitra, M. (2013, October 18). Keep reinventing, develop skills or else you'll be left behind: Benedict T Casnocha. <i>The Economic Times</i>. Retrieved from http://articles.economictimes.indiatimes.com/2013-10-18/news/43178367_1_human-resource-management-dreamliner-jobs 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical Thinking (90 points)
4	<ul style="list-style-type: none"> • Chapter 5 in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> 	<ul style="list-style-type: none"> • Discussion (25 points) • Critical

	<ul style="list-style-type: none"> De Luzuriage, J. (2009, August). Ensuring business continuity for business process outsourcing companies. <i>Continuity & Emergency Planning</i>, 3(4), 312-316. Leonard, B. (2014, March). Long-term unemployed find jobs through hope, perseverance. Retrieved from http://www.shrm.org/hrdisciplines/staffingmanagement/Articles/Pages/LongTerm-Unemployed-Find-Jobs.aspx Toledo Business Journal. (2013, December 1). Many workers question college education applicability to work. 29(12), 10. 	Thinking (90 points)
5	<ul style="list-style-type: none"> Chapter 6 in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (90 points)
6	<ul style="list-style-type: none"> Chapter 7, (pp. 383 – 418) in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> Wilkie, D. (2014, January 27). Spotting the, HR experts reveal tips for interviewing, investigating. Retrieved from http://www.shrm.org/hrdisciplines/employeerelations/articles/Pages/Deception-Lying-Employees.aspx Wilke, D. (2013, September 24). Forbidden love: Workplace-romance policies now stricter. Retrieved from http://www.shrm.org/hrdisciplines/employeerelations/articles/Pages/Forbidden-Love-Workplace-Romance-Policies-Stricter.aspx Wilke, D. (2013, August 4). When ceos refuse sexual harassment training. Retrieved from http://www.shrm.org/hrdisciplines/Diversity/Articles/Pages/ceos-refuse-sexual-harassment-training.aspx 	<ul style="list-style-type: none"> Discussion (25 points) Critical Thinking (90 points)
7	<ul style="list-style-type: none"> Chapter 7, (pp. 418- 442) in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> Borden, S. (2014, February 5). College athletes to unionize? More on the Northwestern University football players NLRB petition. <i>Labor Relations Today</i>. Retrieved from http://www.laborrelationstoday.com/2014/02/articles/bush-board-reversal/college-athletes-to-unionize-more-on-the-northwestern-university-football-players-nlrbs-petition/ Borden, S. (2014, April 10). navigating the overlap between President Obama’s “equal pay” orders for federal contractors and the NLRA. <i>Labor Relations Today</i>. Retrieved from http://www.laborrelationstoday.com/2014/04/articles/senate/navigating-the-overlap-between-president-obamas-equal- 	<ul style="list-style-type: none"> Discussion (25 points)

	<p>pay-orders-for-federal-contractors-and-the-nlra/</p> <ul style="list-style-type: none"> Gurchiek, K. (2008, January 22). Decades-long suit nets workers \$6.2 million in back pay. Retrieved from http://www.shrm.org/Publications/HRNews/Pages/DecadesLongSuitNets.aspx 	
8	<ul style="list-style-type: none"> Chapter 8 in <i>PHR/SPHR: Professional in Human Resources Certification Study Guide (4th ed.)</i> Meyer, M., Roddt, G., & Robbins, M. (2011, March). Human resources risk management: Governing people risks for improved performance. <i>South African Journal of Human Resource Management, 9</i>(1), 310-321. 	<ul style="list-style-type: none"> Discussion (25 points) Portfolio (350 points)

Assignment Details



This course includes the following assignments/projects:

Module 2 – Critical Thinking

There are two options to complete the Critical Thinking assignment. Choose *only one* (1) option.

Critical Thinking Assignment Option #1 Strategic HRM (90 Points)

In a 3- to 4-page paper, please address the following:

1. Describe what strategic planning is and the associated steps in the planning process.
2. How does HR planning fit into the overall strategic planning process?
3. What components must HR consider when developing a strategic plan?
4. Select two (2) motivational concepts. Compare and contrast how these motivational concepts support or distract from an HR strategic plan.

Use three scholarly and/or SHRM articles to support the strategic planning process proposed as well as the components that must be considered when developing a strategic plan. The CSU-Global Library is a good place to find these sources.

For this assignment, refer to the handout – [Writing an Effective Essay](#). You may also want to view the sample paper, [Does Your Paper Look Like This?](#)

You can download and save the [APA Template Paper](#) as your own paper and replace the placeholders with your own information. This template is already formatted in APA style according to the *CSU-Global Guide to Writing and APA Requirements*.

Be sure your paper follows APA style according to the [CSU-Global Guide to Writing and APA Requirements](#).

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

- A scholarly or peer-reviewed journal article
- A newspaper article

- A government-based website or publication
- Trade or industry journal article, publication, or website, including those from trade organizations.

Critical Thinking Assignment Option #2

HR Ethics and Professional Standards (90 Points)

You have been asked to give a presentation at the local SHRM chapter. You have been asked to provide examples how three (3) of the six (6) core principles and standard in the SHRM Code of Ethical and Professional Standards in HR Management are relevant in today's work environment. In your PowerPoint presentation consisting of 12 to 15 content slides, address the following:

1. Definition of each principle
2. A practical example of the principle applied in a given situation
3. An example of a time when the principle was not applied and the outcome of that on the organization
4. Recommendations how to rectify the situation in Point #3
5. Cite a scholarly or SHRM article to support your recommendation in Point #4

Each slide must contain notes explaining the slide's content. In addition to the content slides, include a title slide and a reference slide.

Use three scholarly and/or SHRM articles to support the recommendations you made in point #4. The CSU-Global Library is a good place to find these sources. You may also want to see the example of a PowerPoint cited in APA in the Library under the "APA Guide & Resources" link.

Be sure your presentation follows APA style according to the [CSU-Global Guide to Writing and APA Requirements](#).

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
- A government-based website or publication
- Trade or industry journal article, publication, or website, including those from trade organizations.
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Module 3 – Critical Thinking

There are two (2) Critical Thinking assignment options presented here. Select only one (1) option to complete this week's assignment.

Assignment Option #1

Workforce Planning (90 Points)

The basic function of managers is planning. This assignment gives the learner an opportunity to discuss workforce planning utilizing a substantive approach.

In a 3- or 4-page paper:

1. Describe how effective selection procedures help to ensure that candidates selected for the organization meet all the job requirements and are the best fit for the position.
2. Discuss how interviewing, testing, realistic job previews, and assessment centers help organizations determine whether the candidate is the right fit for the job.
3. Explain how reference checks can assess the risk of adding new employees to the organization's culture.

4. Analyze two (2) legislative acts that have impacted the workforce selection process, including a description of how each has affected both employer and employee.

Use two scholarly references about how HRM professionals use workforce planning to their advantage. The CSU-Global Library is a good place to find these sources.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

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Workforce Planning (90 Points) Assignment Option #2

In a PowerPoint Presentation of 10 to 15 content slides summarize the following:

1. Describe how effective selection procedures help to ensure that candidates selected for the organization meet all the job requirements and are the best fit for the position.
2. Discuss how interviewing, testing, realistic job previews, and assessment centers help organizations determine whether the candidate is the right fit for the job.
3. Explain how reference checks can assess the risk of adding new employees to the organization's culture.

Analyze two (2) legislative acts that have impacted the workforce selection process, including a description of how each has affected both employer and employee.

Each slide must contain notes explaining the content outline on the slide.

Use two scholarly references about how HRM professionals use workforce planning to their advantage. The CSU-Global Library is a good place to find these sources. You may also want to see the example of a PowerPoint cited in APA in the Library under the "APA Guide & Resources" link. Requirements. Be sure your presentation follows APA style according to the *CSU-Global Guide to Writing and APA Requirements*.

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 4 – Critical Thinking

There are two options to complete your Critical Thinking assignment. Choose only one (1) option to complete the assignment.

Option 1: Human Resources Development (90 Points)

The trend in the 21st century is to develop and staff jobs that are specialized and highly technical. The training, skills competence, and performance appraisal systems that are in place need to fit the specificity of these technical jobs.

In a 3- to 4-page paper, address the following:

1. Discuss how continuous feedback provided by effective performance-management programs encourages and assists employees.
2. Describe how feedback helps to enhance the performance appraisal process that leads to improvement, promotions, or terminations.
3. Evaluate how human resources development programs that address the unique needs of some employees can be implemented to increase goodwill, attract, and retain quality employees.

Use two reputable HRM sources for references on how HRM professionals can use feedback systems to enhance employee performance. The CSU-Global Library is a good place to find these sources.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

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Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
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Option 2: Human Resources Development – PowerPoint Presentation (90 Points)

The trend in the 21st century is to develop and staff jobs that are specialized and highly technical. The training, skills competence, and performance appraisal systems that are in place need to fit the specificity of these technical jobs.

In a PowerPoint Presentation of 10 to 15 content slides, summarize the following:

1. Discuss how continuous feedback provided by effective performance-management programs encourages and assists employees.
2. Describe how feedback helps to enhance the performance appraisal process that leads to improvement, promotions, or terminations.
3. Evaluate how human resources development programs that address the unique needs of some employees can be implemented to increase goodwill and attract and retain quality employees.

Each slide contains notes detailing the points on the slide.

Use two HRM professional references to support how HRM professionals can use feedback systems to enhance employee performance. Cite the scholarly articles following APA format, *CSU-Global Guide to Writing and APA Requirements*. The CSU-Global Library is a good place to find these sources. You may also want to see the example of a PowerPoint cited in APA in the Library under the “APA Guide & Resources” link.

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 5 – Critical Thinking

Case Analysis (1992) *Electromation, Inc. v. NLRB*, pp. 560-561 in your Textbook – A paper (90 points)

For this Case Analysis assignment, review the summary information in your textbook (Appendix C, Additional Cases).

Write a three to four page paper addressing the following:

- Discuss the main issues of the case
- Summarize the analysis
- Provide a concise assessment of the outcomes
- Provide your own recommendations.

Supplement your discussion with three additional scholarly references that can provide content and depth to the main issues and assessment of the case. The CSU-Global Library is a good place to find these sources.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

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Be sure your paper follows APA style according to the *CSU-Global Guide to Writing and APA Requirements*.

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 6—Critical Thinking

There are two (2) presentation options for the Critical Thinking assignment. Choose one (1) option only to complete the assignment.

Option 1: Employee Relations – A Paper (90 Points)

The life of an organization is directly influenced by the culture that makes up the organization. HRM professionals need to understand the nuances of working with, and developing, all aspects of employees within the culture of their organization.

Write a 3- to 4-page paper. Include the following:

1. Evaluate the concepts of employee rights and responsibilities, to include due process, duty of diligence, duty of obedience, duty of loyalty, and employment-at-will.
2. Compare at least four employee involvement strategies and describe how each contributes to organizational performance.
3. Contrast arbitration and mediation. Assess which employment situations are best served by each.

Use two scholarly references to explain how HRM management of employee rights influences the culture of an organization. The CSU-Global Library is a good place to find these sources.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

You can download and save the APA Template Paper as your own paper and replace the placeholders with your own information. This template is already formatted in APA style according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure your paper follows APA style according to the *CSU-Global Guide to Writing and APA Requirements*.

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
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Option 2: Organizational Climate – Acquisition Interventions (90 points)

You are the newly appointed HR manager in an organization that has recently acquired another company. The corporate culture of these organizations is very different. The acquired company has a relaxed culture with the average age of employees much younger than the acquiring company. You have been asked by the VP of People Talent to design a program to create a unified corporate culture.

In a 3- to 4-page paper, do the following:

1. Select three interventions to support the creation of a unified corporate culture.
2. Analyze how each intervention would support creating a unified corporate culture.
3. Explain what metrics you would use to evaluate the effectiveness of the intervention program.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

You can download and save the APA Template Paper as your own paper and replace the placeholders with your own information. This template is already formatted in APA style according to the *CSU-Global Guide to Writing and APA Requirements*. Be sure your paper follows APA style according to the *CSU-Global Guide to Writing and APA Requirements*.

Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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Module 8

Project Portfolio (350 points)

There are two (2) case analysis options to complete the Project Portfolio. Choose only one (1) option to complete the Portfolio assignment.

Option #1: Case Analysis: 1995: McKennon v. Nashville Banner Publishing Co. (350 Points)

Read the overview of this case located in Appendix C of your textbook. Using online resources (not Wikipedia), read the details of the case. The CSU-Global Library is a good resource. Other resources include the *NY Times*, *Wall Street Journal* and other reputable newspaper publications.

Your 10- to 12-page paper should include the following:

1. Write a brief summary of the case from District Court through the Supreme Court ruling.
2. Identify the main issues of the case.
3. Describe the pertinent variables of the analyses used by the U.S. Supreme Court.
4. Justice Kennedy, in writing the opinion for the unanimous decision by the Court, cited the Civil Rights Act of 1964 juxtaposition to the age discrimination legislation of 1967. Analyze the reasoning used by the Court to overturn the ruling issued by the District Court. Compare and contrast the rulings issued by the U.S. Supreme Court and the District Court.
5. Analyze the reasoning used by the Court to overturn the ruling issued by the District Court.
6. In light of the Supreme Court ruling, what recommendations would you make to executive management if an employee like Christine McKennon claimed age discrimination after being terminated under similar circumstances?
7. Support your discussion with 3 to 4 scholarly references.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

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Use credible sources. You may not use Wikipedia for any CSU-Global assignment. For this assignment, a credible source is defined as:

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- A newspaper article
- A government-based website or publication
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Option 2: Case Analysis: (1993) St. Mary's Honor Center v. Hicks, p. 562 in your textbook (350 points)

Read the overview of this case located in Appendix C of your textbook. Using online resources (not Wikipedia), read the details of the case. The CSU-Global Library is a good resource. Other resources include the *NY Times*, *Wall Street Journal* and other reputable newspaper publications. Write a 10 – 12 page paper. Include the following:

Read the overview of this case located in Appendix C of your textbook. Using online resources (not Wikipedia), read the details of the case. CSU-G Library is a good resource. Other resources include NY Times, WSJ and other reputable newspaper publications. Write a 10 – 12 page paper. Include the following:

1. Research the original case content in the Library
 - a. Discuss the main issues of the case
 - b. Describe the pertinent variables of the analyses
 - c. Provide a concise and thorough assessment of the outcomes
 - d. Provide your own recommendations.
2. Supplement your discussion with 3 -4 scholarly references that can provide content and depth to the main issues and assessment of the case.

For this assignment, refer to the handout – Writing an Effective Essay. You may also want to view the sample paper, Does Your Paper Look Like This?

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Course Grading



20% Discussion Participation
45% Critical Thinking Activities
35% Final Portfolio Paper

Grading Scale and Policies

A	95.0 – 100
A-	90.0 – 94.9
B+	86.7 – 89.9
B	83.3 – 86.6
B-	80.0 – 83.2
C+	75.0 – 79.9
C	70.0 – 74.9
D	60.0 – 69.9
F	59.9 or below

In-Classroom Policies

For information on late work and incomplete grade policies, please refer to our [In-Classroom Student Policies and Guidelines](#) or the Academic Catalog for comprehensive documentation of CSU-Global institutional policies.

Academic Integrity

Students must assume responsibility for maintaining honesty in all work submitted for credit and in any other work designated by the instructor of the course. Academic dishonesty includes cheating, fabrication, facilitating academic dishonesty, plagiarism, reusing /re-purposing your own work (see *CSU-Global Guide to Writing and APA Requirements* for percentage of repurposed work that can be used in an assignment), unauthorized possession of academic materials, and unauthorized collaboration. The CSU-Global Library provides information on how students can avoid plagiarism by understanding what it is and how to use the Library and Internet resources.

Citing Sources with APA Style

All students are expected to follow the *CSU-Global Guide to Writing and APA Requirements* when citing in APA (based on the APA Style Manual, 6th edition) for all assignments. For details on CSU-Global APA style, please review the APA resources within the CSU-Global Library under the “APA Guide & Resources” link. A link to this document should also be provided within most assignment descriptions on your course’s Assignments page.

Disability Services Statement

CSU-Global is committed to providing reasonable accommodations for all persons with disabilities. Any student with a documented disability requesting academic accommodations should contact the Disability Resource Coordinator at [720-279-0650](tel:720-279-0650) and/or email ada@CSUGlobal.edu for additional information to coordinate reasonable accommodations for students with documented disabilities.

Netiquette

Respect the diversity of opinions among the instructor and classmates and engage with them in a courteous, respectful, and professional manner. All posts and classroom communication must be conducted in accordance with the student code of conduct. Think before you push the Send button. Did you say just what you meant? How will the person on the other end read the words?

Maintain an environment free of harassment, stalking, threats, abuse, insults or humiliation toward the instructor and classmates. This includes, but is not limited to, demeaning written or oral comments of an ethnic, religious, age, disability, sexist (or sexual orientation), or racist nature; and the unwanted sexual advances or intimidations by email, or on discussion boards and other postings within or connected to the online classroom.

If you have concerns about something that has been said, please let your instructor know.