Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: *SBNM 5030 – Principles of Human Resources*
Academic Year: 2012/13 **Semester/Quad:** *Summer B*
Credit Hours: 2
Prerequisites: None

Instructor: Kurt Peterson, Adjunct Professor, School of Business and Nonprofit Management

Phone: 773-244-6270 (SBNM Administrative Offices)

Email: kpeterson1@northpark.edu (preferred method of contact)

Availability:

Please contact me via email. I will reply within 24 hours during the week and within 48 hours on weekends. Office hours are by appointment. In addition, if necessary, telephone conversations can be requested (send email to request times).

Course Description:

This Principles of Human Resources course prepares students with a general business understanding of essential human resource management skills. Environmental and organizational forces have contributed toward the need for front line managers to have a strong working knowledge of human resources. These forces include: flatter organizations, globalized operations, greater diversity, increasing technology, and increasing governmental regulations.

Introductory Comments:

Creating a great workplace requires knowledge of Human Resource Principles including: Staffing, Employee Development, Compensation, Legal Context and Governance. The goal for this class is to create a collaborative learning environment, where we can explore the subject of Human Resources while applying the knowledge to our own work environments. The sharing of current events, personal experiences, and articles is encouraged to expand the content of the class and make the concepts relevant to your workplace.

Course Materials:

REQUIRED

Textbook: Gomez-Mejia, Balkin & Cardy. Managing Human Resources (2012) 7th Ed.
ISBN #978-0-13-272982-6

RESOURCES

www.shrm.org

Essential IDEA Objectives:

1. Gaining factual knowledge (terminology, classifications, methods, trends).
2. Learning fundamental principles, generalizations, or theories.
3. Learning to apply course material (to improve thinking, problem solving, and decisions).

Specific Course Objectives:

- This course exams current theory and practice of human resource management in the context of ethical strategic management.
- The human resource perspective will be one of a fully functioning, strategic partner in developing and implementing the mission and vision of the organization as well as developing human resource strategies that support the bottom line.
- As part of the practitioner model, specific tools for H.R. compliance, recruitment, selection, diversity management, performance appraisal, discipline and the global workplace will be provided throughout the text, through lecture, video clips, and team presentations.

Course Methodology:

The class emphasizes learning by reading, videos, weekly writing assignments, and online discussion forums. The class is dependent upon our dialogue with each other, therefore keeping current with the assigned readings and active online engagement is essential. I expect you to think critically, reflect the reading in your online discussion and writing assignments, and work as a group to make our learning environment practical and relevant.

It is not possible to successfully complete this course without a good understanding of the assigned readings and active participation in the discussion board forums.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements for information on computer requirements.

Technical Skills Required:

Moodle
MS Word and PowerPoint

Schedule of Weekly Assignments:

Week	Dates	Topics	Assignment(s)
1	*7/8/13*		
		1.Present and Emerging Strategic Human Resources Challenges a. HR Management Challenges b. Planning and Implementing Strategic HR Policies c. Selecting HR Strategies to Increase Firm Performance **2.Managing Work Flows and Conducting Job Analysis** a. Work: Organizational, Group, Individual Perspectives b. Designing Jobs and Conducting Job Analysis c. The Flexible Workforce d. Human Resources Information Systems ***3. Understanding Equal Opportunity and the Legal Environment*** *a. Challenges to Legal Compliance* *b. EEO Laws, Enforcement and Compliance* *c. Other important laws*	Chapters 1, 2, 3 Review / Complete Activities in Moodle Week 1 Tab Discussion Board Forums Video Quiz
2	*7/15/13*		
		4. Managing Diversity a. Challenges in Managing Employee Diversity b. Improving the Management of Diversity **5. Recruiting and Selecting Employees** a. Human Resources Supply and Demand b. Challenges in the Hiring Process c. Selection d. Legal Issues in Staffing	Chapters 4 & 5 Review / Complete Activities in Moodle Week 2 Tab Discussion Board Forums Video Quiz
3	*7/22/13*		
		6. Managing Employee Separations, Downsizing, and Outplacement a. Types of Separations b. Managing Layoffs c. Outplacement **7. Appraising and Managing Performance** a. What is Performance Appraisal?	Chapters 6, 7, 8 Review / Complete Activities in Moodle Week 3 Tab Discussion Board Forums Video Quiz

Week	Dates	Topics	Assignment(s)
		b. Challenges to Effective Performance Measurement c. Managing the Causes of Problems **8. Training the Workforce** a. Training vs. Development b. Challenges in Training c. Managing the Training Process	
4	*7/29/13*		
		9. Developing Careers a. What is Career Development b. Meeting the Challenges of Effective Development c. Self-Development **10. Managing Compensation** a. Designing a Compensation System b. Job Versus Individual Pay c. Compensation Tools **11. Rewarding Performance** a. Pay for Performance: The Challenges b. Types of Pay for Performance Plans	Chapters 9, 10, 11 Review / Complete Activities in Moodle Week 4 Tab Discussion Board Forums Video Quiz Current Events Report (Due 8/17)
5	*8/5/13*		
		12. Designing and Administering Benefits a. The Benefits Strategy b. Legally Required Benefits c. Voluntary Benefits **13. Developing Employee Relations** a. Developing Employee Communication b. Employee Recognition **14. Respecting Employee Rights and Managing Discipline** a. Employee & Management Rights b. Disciplining Employees c. Preventing the Need for Discipline with HRM	Chapters 12, 13, 14 Review / Complete Activities in Moodle Week 5 Tab Discussion Board Forums
6	*8/12/13*	**15. Working with Organized Labor** a. Why do Employees Join Unions b. Labor Relations and the Legal Environment c. Labor Relations in the United States & Other Countries	Chapters 15, 16, 17 Review / Complete Activities in Moodle Week 6 Tab Discussion Board Forums Video Quiz

Week	Dates	Topics	Assignment(s)
		16. Managing Workplace Safety and Health a. Workplace Safety and the Law b. Managing Contemporary Safety, Health and Behavioral Issues **17. International HRM Challenge** a. The Challenges of Expatriate Assignments b. Developing HRM Policies in a Global Context	
7	*8/19/13*	Ethics and SHRM	Review / Complete Activities in Moodle Week 7 Tab Read posted SHRM Article Discussion Board Forums Final Paper (Due 8/24)

Grading:

Assignment	Points	Grade %
Online Discussion Forums	171	50%
Video Quizzes (5)	25	10%
Current Events Report (Team Project)	30	20%
Final Paper	40	20%
Total	*100*	100%

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (95-100%)		B- (80-82%)		F (<60%)
	A- (90-94%)		C+ (77-79%)		
	B+ (87-89%)		C (73-76%)		
	B (83-86%)		C- (70-72%)		

Assignment Grading Policies:

Grading rubrics are posted on Moodle. A final letter grade for the course will be awarded according to the existing policies of the SBNM. The final grade will be computed according to the total number of points earned.

<u>Grading Policy on Late Work</u>

I will accept late work for the discussion forums, but know that your grade will be reduced per the posted grading rubric.

Late submissions of any other assignments will not be accepted. Assignments will be considered late if they are submitted past the date and time noted (all due dates/times are based on Central Time (CT)). This policy will be strictly enforced.

I encourage you to complete assignments ahead of the due date so that sudden and/or unforeseen circumstances do not prevent you from completing and/or submitting assignments on time. If a personal situation arises that prevents you from completing work on time, please contact me via email or phone. I will consider such personal situations on a case-by-case basis.

Student Responsibilities:

1. Students are expected to log in a minimum of 3-4 times per week (at any time during the week) and are expected to fully engage in the discussion board forums and related activities. Students cannot successfully complete this course without completing the weekly readings, discussion board forums, and assignments.

2. Students are expected to use good "netiquette" for online courses (see Netiquette Expectations in the Course Information folder on Moodle). While I am available by telephone, I strongly recommend that all issues, questions, and problems be dealt with online (unless they are of a personal matter) as a matter of good netiquette.

3. Students are expected to spend approximately 10-12 hours per week on course responsibilities (e.g. reading, assignment completion, discussion board forums). All assignments are to be completed by the student during the week assigned. Students are expected to read all peer and instructor posts in a timely fashion (e.g. during the assigned week).

4. Students are expected to adhere to the course schedule and to post to the discussion board forums accordingly. The most predictable problem in an online course occurs when students are late in posting their initial and secondary forum responses and/or when submitting assignments. This is often the result of illness, business trips, overload, and/or computer glitches. Be aware that the learning of your peers will be disrupted by your lateness!

5. Students are expected to be active participants and effective contributors for all group assignments. It is unacceptable to miss group-established deadlines and/or to submit work of inferior quality. If a group member fails to fully engage and contribute, group members have the option of submitting a "Statement of Complaint" to the instructor (see specifications below).

6. Students are expected to read the syllabus in its entirety and are responsible for its content.

<u>Statement of Complaint (Group Work)</u>

Group projects require the active engagement of all group members. I encourage you to briefly discuss group roles and expectations with your group members at the start of the course so as to proactively avoid any misunderstandings during subsequent weeks. If a situation arises where a member of your group fails to meet important deadlines or otherwise underperforms in a significant manner, your group may submit a statement of complaint to the course instructor. The statement will be shared with the underperforming member for comment and a grade penalty may be assessed to the underperforming member. Regardless of the outcome, the other members of the group will be awarded a grade based on the quality of the work submitted.

Instructor Responsibilities:

1. The course facilitator will design the course and learning modules in such a way that students have every opportunity to achieve the learning objectives.

2. While the course facilitator will not lead the online discussion, he will provide reactions to student responses and discussion as appropriate in order to clarify important ideas and concepts and/or to re-direct the dialogue.

3. The course instructor will provide updated information on relevant resources for the various topics of interest.

4. The course facilitator will read and critically assess students' written assignments and provide feedback within an appropriate timeframe (approximately one week).

5. The course facilitator will respond to all student e-mails within 24-48 hours of receipt.
6. The course facilitator will respond to all student phone calls within 24-48 hours.
7. The course facilitator will evaluate student progress in the class and provide a final evaluation for each student.

ASSIGNMENT SPECIFICATIONS

Overview:

Visit the online webpage in Moodle for student learning objectives, required reading, and assignments due for each week of the course.

Visit the Discussion Board tab for forum prompts and to interact with your peers and course instructor. Forum questions will be posted by the Saturday prior to the start of each week.

WEEKLY ONLINE DISCUSSION FORUMS

The weekly forums are a key component of an online course. Discussion forums have been created to stimulate discussion on the assigned reading and to provide a forum for interacting with your peers and the course instructor. The forums provide students the opportunity to demonstrate what they have learned and how course concepts are applicable to their professional and personal lives. **Your posts should demonstrate a complex understanding of the course concepts by integrating perspectives gained from the assigned reading and by making appropriate connections, synthesizing material, and analyzing varying perspectives.** The discussion forums should not be construed as a social meeting place but rather as an academic meeting place where ideas are offered, connections are made, and critiques are presented.

In general, there will be three discussion forums per week. One forum will be a large group discussion (all class members) whereas the other two will be limited to small groups so as to enable a deeper discussion. The small group discussions will typically be related to a video clip or case study.

Even though I will not be responding to each and every post, rest assured that I will be reading your posts and making posts on a regular basis. I will jump into discussions when I feel that an important point needs to be emphasized, if the discussion needs to be redirected, and/or to comment on posted content. More often than not, however, I will rely upon you to share important learning and observations. I expect in this regard that you will take active responsibility for your own learning throughout this course.

Course Schedule

Each week of this course will start on Monday and finish on Saturday. I strongly recommend that you complete your assigned readings for each week as early as possible (by no later than Tuesday evening), so that you have adequate time to reflect and write a meaningful and substantive post to the discussion board forums. Your initial substantive posts to each forum should be posted no later than midnight (CT) on Wednesday evening. Your secondary posts, in dialogue with the initial postings of other students, must be made no later than midnight (CT) on Saturday evening. See the Discussion Board section above for detailed information.

Initial Substantive Posts Due weekly by midnight CT on Wednesday evening

For each of the discussion forums, you are expected to post one meaningful and substantive initial post of approximately 250-300 words in response to the forum prompt. Please keep this word range in mind; be succinct yet thorough!

Your initial substantive posts should: be responsive to the question(s) posed; incorporate ideas from the reading and/or other applicable sources; demonstrate a complex and comprehensive understanding of the week's topic(s). The initial substantive posts should be crafted carefully to succinctly express your thoughts. Please do not cite long passages from the reading and/or other sources. If you want to interact with a specific section of the reading, direct our attention to the passage by an author and page number reference (e.g. Gomez-Mejia, 55). Please write and submit your initial substantive posts before reading other peer posts to help ensure originality of thought.

Secondary Posts Due weekly by midnight CT on Saturday evening

After Wednesday evening of each week, you are expected to read all initial substantive posts of your peers. You are then expected to **interact with at least two peer posts** by posting a thoughtful response, comment, and/or question **in response to the initial substantive post made by another student.** Simply stating "I agree/disagree" or "good perspectives" is not considered a thoughtful response. Your responses to peer posts must further the conversation, challenge peer assumptions, and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. You are welcome to respond to more than two peer posts if you choose, but please ensure that all secondary responses are thoughtful and of high quality as described above. I do not give "extra credit" for additional posts.

Tertiary Posts Due weekly by midnight CT on the following Monday evening

Tertiary posts are your responses to peer questions. These could be questions about your initial substantive post or one of your secondary posts. It is expected that you will respond to all peer questions about your initial and/or secondary posts in a timely fashion so as to maintain a robust and meaningful dialogue. Make sure that your tertiary responses are thorough and that they address the question(s) being asked; if you disagree with a peer's line of questioning, that is fine as long as you appropriately support your position.

The following grading rubric will be utilized to assess your participation in the forums each week:

Criteria	*3 points EXCELLENT*	*2 points GOOD*	*1 point BASIC*	*0 points BELOW EXPECTATIONS*
Initial Substantive Post (3 possible points)	Post is responsive to the question(s) posed; incorporates ideas from the reading, and/or other sources; demonstrates a complex and comprehensive understanding of the week's topic. Originality of thought	Post is responsive to the question(s) posed, but one of the following is problematic: • Ideas from the reading and/or other sources are not present or minimally inform post. • Post does not demonstrate a	Post is responsive to the question(s) posed, but two or more of the following are problematic: • Ideas from the reading and/or other sources are not present or minimally	Post is either not made or is rudimentary and/or superficial. Little to no analysis, insight, and/or synthesis is present.

Criteria	*3 points EXCELLENT*	*2 points GOOD*	*1 point BASIC*	*0 points BELOW EXPECTATIONS*
	is evident. Post is within the specified word range (approx. 250-300 words)	complex and comprehensive understanding of the week's topic. • Thought lacks clarity and/or concepts are inaccurate and/or minimally supported. • Originality of thought is lacking; post repeats perspectives' of author or peers. • Post is not within the specified word range (approx. 250-300 words)	inform post. • Post does not demonstrate a complex and comprehensive understanding of the week's topic, • Thought lacks clarity and/or concepts are inaccurate and/or minimally supported. • Originality of thought is lacking; post repeats perspectives' of author or peers. • Post is not within the specified word range (approx. 250-300 words)	
Secondary Posts (3 possible points)	Posts (min. 2/forum) are thoughtful and further the conversation by challenging peer assumptions and/or in some manner contribute to the discussion by adding new or related information in a meaningful fashion. Student responds to all peer questions regarding their own initial post and/or secondary posts.	Posts elaborate on the topic(s) presented by the peer post, but do not challenge peer assumptions and/or further the discussion by adding new or related information in a meaningful fashion. Student may not have responded to peer questions regarding their own posts.	Posts are made, but contribution is minimal and does little to advance the discussion (e.g. agrees or disagrees) or simply repeats the peer's perspective. Student may not have responded to peer questions regarding their own posts.	Posts are either not made or are rudimentary and/or superficial. Little to no analysis, insight, and/or synthesis is present. Posts do not further the discussion.

Criteria	*3 points EXCELLENT*	*2 points GOOD*	*1 point BASIC*	*0 points BELOW EXPECTATIONS*
Timeliness (3 possible points)	Initial post is submitted by midnight Wednesday and secondary posts (minimum of two peer responses/forum) by midnight Saturday. Student responds to all peer questions concerning his/her initial substantive post and/or secondary posts by midnight Saturday.	Initial and secondary posts are posted, but not on time. Posts were made in time for others to read and respond (e.g. missed deadline by a few hours).	Initial and secondary posts are posted, but not on time. Posts were not made in time for others to read and respond (e.g. missed deadline by more than a few hours).	Posts are not made.

VIDEO QUIZZES

In select weeks, we will watch short (approximately 5-10 minutes) video clips related to the week's learning objectives. The content will be discussed in one of the small group discussion forums and you will be quizzed on the content. The quizzes are designed to encourage active listening and learning. Each quiz will be composed of five multiple choice questions. You may re-take the quiz ONE TIME if you do not like your first grade. The final grade will be an average of the two attempts.

CURRENT EVENTS REPORT (TEAM PRESENTATION)

The Current Events Report is a GROUP PROJECT which requires collaboration and active participation of all group members. A group discussion forum has been established in this week's folder to aid your planning and work on this project (you are expected to utilize this meeting place for your discussions and planning).

It is highly recommended that you spend some time at the start of this project establishing a "group covenant" that will govern how you wish to collaborate, the division of responsibilities, and agreed upon expectations for work quality and timeliness. **All members of the group will receive the same grade for this project which equates to 20% of the final course grade**. The same small group members (for the discussion forums) will work on this project together. You will have a total of three weeks to work on the project.

Instructions

Teams will choose an instructor approved “hot topic” in Human Resources (i.e. Social Media at Work, Health Care Reform, Violence/Bullying in the Workplace, etc.). A hot topic is one that is controversial or emerging as a trend that has yet to be fully explored from an organizational, ethical, and/or HR perspective. **The selected topic must be submitted via email to the instructor for approval by no later than Saturday, August 3.**

Teams will then develop a PowerPoint presentation on the topic that includes an in-depth analysis of the subject from an HR perspective including a review of varying stakeholder perspectives, relevant laws, related workplace challenges and specific recommendations that organizations should consider before implementation. The presentation should make good use of relevant concepts studied in the course and be supplemented by a modest amount of external research. Your presentation should be suitable for presenting at a conference for HR executives.

- Your report must be delivered via a PowerPoint presentation with 15-20 slides (not including title page and/or references). References should be in APA format, but the presentation itself does not need to be in any prescribed format. You may wish to consult some online sites for tips and strategies for creating engaging and professional slides.
- The PowerPoint slides must include annotations (in the notes section) that equate to the verbal script should the presentation be delivered to a live audience. Please write your script EXACTLY as you would deliver your verbal presentation to a live audience; be sure to include some engaging and "interactive" opportunities and avoid the temptation to go overboard on speaking points (be succinct and engaging!). You may wish to actually read the script aloud and time yourself to ensure that the end product is actually a solid, professional, and interesting presentation.
- The North Park Brandel Library's collection can be accessed via www.northpark.edu/library.
- The posted rubric will be utilized for assigning a grade to the completed presentation. **Be sure to review the posted grading rubric carefully.**

The completed annotated presentation is due on or before August 17, midnight. Only one member of the group needs to submit the presentation.

The rubric below will be utilized for assigning a grade to the completed presentation.

Criteria	6 POINTS	3 POINTS	0 POINTS
1	Slides succinctly and concisely present selected HR Topic components related to organizational workplaces, controversial elements, ethical dimensions, and an explanation of why the topic is "hot" from an HR perspective.	Slides present some of the relevant components of topic, ethical dimensions and/or controversial elements, but presentation is incomplete on one or more of the required elements.	Slide content is unclear or repetitive and/or does not address the required components in a sufficient manner.
2	Slides provide an in-depth analysis of all sides of the "hot topic" including major stakeholder perspectives, relevant laws and multiple workplace challenges that organizations should consider prior to implementing practice or policy.	Slides analyze sides of the topic, stakeholder perspectives, relevant laws, and/or workplace challenges but information is incomplete and/or analysis is underdeveloped.	Slide content is unclear or repetitive and/or does not address the required components in a sufficient manner.

Criteria	6 POINTS	3 POINTS	0 POINTS
3	Slides provide a minimum of five specific and well-researched/supported recommendations that organizations should consider prior to implementation. The recommendations provide organizations with "best practices."	Slides report on three or four recommendations, but clarity is lacking or recommendations aren't sufficiently supported by research, theory or best practices.	Slide content is unclear or repetitive and/or does not address the required components in a sufficient manner.
4	Slide content is clearly derived from the learning materials, and eight to ten group-identified (verifiable & correctly annotated) academic or media sources. Wikipedia and popular magazines are not acceptable sources.	Slide content is clearly derived from the learning materials, and five to seven student-identified (verifiable and correctly annotated) academic or media sources	Slides contain vague, confusing, and/or conflicting information or content does not make good use of learning materials or less than five external sources were utilized.
5	Presentation script is coherent and internally consistent; slides are engaging, professional, and interaction is created with the audience.	Presentation script is coherent, but there may be voice inconsistencies and/or script or slides are overly wordy and interaction with audience limited or average.	Presentation script is incoherent in several places and/or lacks internal consistency. Slides and/or script are boring and fail to engage the audience with the information being presented.

FINAL PAPER (INDIVIDUAL)

Define a current HR practice or trend that could effectively be used at your organization (select a practice or trend that is **not** currently part of the organization, or at minimum, one that is only partially implemented). This 8-10 page, APA-formatted, final paper (excluding title page, abstract, and references page) must contain the following elements:

I. Brief, general overview of the organization

II. An overview of the organizations' vision and mission

III. The selected HR practice or trend that you are recommending for implementation (or a more thorough implementation if already minimally present)
- **The selected trend or practice must have been covered in this course**
- Provide a description of the trend itself, its major components, and the potential benefits such a practice or trend would provide to the organization

IV. Analyze the organization's internal and external environment via a SWOT analysis. The SWOT should provide a contextual framework for the implementation of the trend or practice.

V. Identify HR-specific objectives and/or strategies that would support implementation of the practice or trend. In other words, make a clear value-proposition to the organization's management team that demonstrates why implementation should be endorsed.

VI. Propose an implementation plan for the organizations' HR department.
- The plan should provide a step-by-step process for implementation that considers all levels and systems within the organization that would be impacted by the new practice or trend.

VII. Recommend measurements/metrics to assess the effectiveness of the practice or trend post-implementation (e.g. 6-months; 1-year; 5-years).

VIII. Closing remarks

The final paper should make good use of the textbooks and concepts studied in the course. You should consult 2-3 relevant and verifiable academic and/or media sources that support adoption of the trend or practice being recommended for implementation. Be sure to review the posted grading rubric carefully, noting that full credit requires going beyond the minimum requirements stated above. Please use section headings in your paper that mirror the outline above.

The rubric below will be utilized for grading this assignment.

Criteria	*5 POINTS*	*3 POINTS*	*0 POINTS*
1	Paper is formatted according to APA standards and includes the following elements: title page, abstract, running head, third page title, in-text citations, references page.	Paper is formatted according to APA standards but some of the following elements are absent or improperly formatted: title page, abstract, running head, third page title, in-text citations, references.	Paper does not comply with APA style or utilizes another style guide or free-writing method.
2	Paper provides a clear and concise overview of the organization including its vision and mission that assists in forming a contextual framework for the individual paper.	Paper provides a general or generic overview of the organization including vision and mission which may or could have been gleaned by simply review a website.	Paper incorrectly or inadequately provides an overview of the organization and its vision/mission. Information provided does not provide a working context for the paper.
3	Selected trend or practice was covered in the course; trend or practice was accurately described; potential benefits were stated.	Selected trend or practice was covered in the course; trend or practice was described, potential benefits were stated, but more detail is required.	Selected trend or practice was not covered in the course and/or trend or practice was not accurately described and/or potential benefits were not

Criteria	*5 POINTS*	*3 POINTS*	*0 POINTS*
			stated.
4	Paper contains a clear SWOT analysis which assists in forming a contextual framework for the individual paper.	Paper contains a SWOT analysis which addresses some of the major internal (strengths/weaknesses) and external (opportunities/threats) forming the contextual framework for the assignment.	Paper incorrectly or inadequately identifies the strengths/weaknesses or opportunities /threats that would form a contextual framework for the individual paper.
5	Paper identifies HR-specific objectives and/or strategies that would support implementation of the trend or practice.	Paper identifies objectives and/or strategies that are somewhat related to HR but on the whole are more general in orientation.	Paper does not mention or does not adequately identify HR-related objectives and/or strategies that would support implementation
6	Paper provides a step-by-step process for implementation that includes all levels and systems that would be impacted.	Paper provides a step-by-step process for implementation but is it somewhat general, vague, and/or not representative of the entire scope	Paper does not provide a step-by-step process or provides only a minimally-developed plan.
7	Paper provides a robust method to assess the effectiveness of the practice or trend post-implementation. Specific metrics are recommended.	Paper provides a general method to assess the effectiveness of the practice or trend post-implementation. Metrics are recommended.	Paper does not provide a reliable means of measuring the ongoing effectiveness of the practice or trend post-implementation.
8	Paper makes good use of the textbook and concepts studied in the course and student consults 3 relevant and verifiable academic and/or media sources.	Paper makes good use of the textbook and concepts studied in the course and student consults 2 relevant and verifiable academic and/or media sources.	Paper does not make good use of the textbook and concepts studied and/or does not adequately consult external sources

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another's work as one's own without giving credit to the individual. This includes using materials from the internet.
2. Copying another's answers on an examination.
3. Deliberately allowing another to copy one's answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University's online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University policy outlined in the University Catalog (found on the NPU website).

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

1) Improving student's writing skills.
2) Standardizing the required format of all written assignments in all SBNM courses.
3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program's office (Business: 773-244-6270). Please do so as soon as possible to better ensure that such accommodations are implemented in a timely manner. For further information please

review the following website: http://www.northpark.edu/Campus-Life-and-Services/Disability-Resources