University of North Texas
PADM 5030 Fall 2020
Managing Human Resources

Professor:  Dr. Abraham David Benavides  
Office Hours:  Tuesday afternoon from 4:00pm to 6:00pm at UNT. Since this is an online class you are welcome to visit in person or please email or call me or Zoom. If you visit in person, please follow UNT distancing regulations. My office is big enough to where you would be 6 feet away.  
Office:  Room 204F Chilton Hall  
Class Time:  Online class time varies  
Phone:  940-565-3264 UNT office  
Phone:  940-367-6063 cell  
Email:  benavides@unt.edu  
Teaching Assistant:  Young-hwan Jeon (Martin)  
Email:  martino0926@gmail.com

COURSE PURPOSE AND OBJECTIVES:

This course is a graduate level course focusing on the management of human resources in the public sector in the United States. The course provides the students with a solid foundation for understanding the various administrative processes associated with the human resource management function (i.e. recruitment and selection, compensation, evaluation, training and development, collective bargaining, planning, social equity, performance appraisals, etc). Particular attention is placed on the changing roles of human resources management in the public sector during the emergence of new methodologies and technology that influence how we do work and evaluate human resource outcomes. Additionally, students will be asked to look at how COVID-19 and the current social unrest have affected human resource operations at the local level.

The course will cover: 1) the history of human resource management, 2) the major elements of the personnel management process, 3) organizational functions of human resource systems, and 4) contemporary issues and problems facing human resource managers and policymakers in the public sector. Although most of you may never be human resource managers, the issues involved here will play key roles in your careers. In many ways human resource management is the key to organizational success since organizations are only as effective and efficient as their employees. In essence, it is “personnel management” that ensures that the right person is doing the right job and that he or she has the proper tools and is motivated to do the best job possible.

Each class will be devoted to readings and analysis of the specific topic indicated for that class on the syllabus. The course will be conducted primarily online with an occasional Zoom meeting that will be optional. All Zoom meetings will be recorded and posted in Canvas for those students that could not attend.

The course will also provide students with opportunities to develop critical thinking about contemporary workplace issues using case study methods. The course covers a broad range of
topics and is not designed to train personnel specialists but will provide an understanding of the
basic elements of public personnel management.

Course Objectives:
Upon completion of this course students should:
• understand the various components of the human resources management functions
• gain the skills necessary to design, implement, evaluate, and communicate the personnel
management process;
• have gained knowledge from experts in the field;
• ability to better understand the role of human resources in the public sector in order to
communicate and interact with a diverse and changing workforce and citizenry.
• understand how to implement adjustments to human resource policies during emergencies

REQUIRED TEXTS:

*Public Personnel Management: Contexts and Strategies*, Seventh Edition 2018, Jared Llorens,
Book ISBN: 978-1-3152-7125-5. This text will be referred to as Llorens, Klingner &
Nalbandian.

Additional readings will be posted on Canvas with a link to the reading. Other information will
include websites and YouTube videos with Ted Talks and other such informational content.

TECHNICAL REQUIREMENTS/ASSISTANCE
UIT Help Desk: [http://www.unt.edu/helpdesk/index.htm](http://www.unt.edu/helpdesk/index.htm)

The University of North Texas provides student technical support in the use of Blackboard and
supported resources. The student help desk may be reached at:

Email: helpdesk@unt.edu
Phone: 940.565-2324
In Person: Sage Hall, Room 130
Hours are:
• Monday-Thursday 8am-midnight
• Friday 8am-8pm
• Saturday 9am-5p
• Sunday 8am-midnight
• Blackboard technical requirements: [https://clear.unt.edu/supported-
technologies/blackboard/blackboard-technical-requirements](https://clear.unt.edu/supported-
technologies/blackboard/blackboard-technical-requirements)
• Other related hardware or software necessary for the course: such as headset/microphone
for synchronous chats, word processor, etc.
• Canvas technical requirements: [https://clear.unt.edu/supported-
technologies/canvas/requirements](https://clear.unt.edu/supported-
technologies/canvas/requirements)
• Other related hardware or software necessary for the course: such as headset/microphone
for synchronous chats, word processor, etc.
GENERAL COURSE POLICIES:
I expect all students to conduct themselves with professional courtesy, which includes but is not limited to the following:

(1) **A COVID Hotline** is available to help UNT community members understand and report COVID-19 symptoms, get access to testing information and/or results, receive guidance on actions they may need to take following potential exposure, and ask any other questions related to COVID-19’s impact on university operations. The hotline number is 844-366-5892 and the email address is COVID@unt.edu.

(2) **Reading Assignments:** Reading assignments should be completed in advance of responding to assignments. I know this sounds intuitive but you would be surprised. Your responses will be much more complete than if you just try and go by your own acquired wisdom.

(3) **Class attendance and participation** since this will be an online class no face to face attendance is required. However, I have included the UNT policy on COVID-19 and Face coverings below in case you decide to come to campus and use the library or for any other reason. There is some good information below. If you are feeling sick, please stay home. While attendance is not expected, it is important for all of us to be mindful of the health and safety of everyone in our community, especially given concerns about COVID-19.

**UNT Statement on Face Covering**

Face coverings are required in all UNT facilities. Students are expected to wear face coverings if visiting campus. If you are unable to wear a face covering due to a disability, please contact the Office of Disability Access to request an accommodation. UNT face covering requirements are subject to change due to community health guidelines. Any changes will be communicated via the instructor.

If you are experiencing any [symptoms of COVID-19](https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html) or [askSHWC@unt.edu](mailto:askSHWC@unt.edu) for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

**Rules of Engagement**

Rules of engagement refer to the way students are expected to interact with each other and with their instructors. Here are some general guidelines:

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
• Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
• Ask for and use the correct name and pronouns for your instructor and classmates.
• Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or other individual’s experiences.
• Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
• Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
• Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
• Avoid using “text-talk” unless explicitly permitted by your instructor.
• Proofread and fact-check your sources.
• Keep in mind that online posts can be permanent, so think first before you type.

See these Engagement Guidelines (https://clear.unt.edu/online-communication-tips) for more information.

(4) Cheating or Plagiarism: In accordance with UNT Policy 06.003, cheating or plagiarism will result in a grade of F for the course. Any work submitted for a grade should be the original work of the student. Remember, plagiarism is a violation of acceptable student conduct. Long quotations should be avoided. Text or unique ideas taken directly from an author (quoted or paraphrased) should be cited and that citation should include a page number for the text. Violations will not be treated lightly, and disciplinary action will be taken should such violations occur. Please see the professor if you have any questions about academic integrity in general or as it relates to particular requirements for this course.

(5) Late Work: Just as you would expect to turn in a work assignment in a timely manner, so also should you submit class assignments in a timely manner. Late work will be subject to a penalty of a grade-a-day deduction unless an arrangement is made well in advance of the due date of an assignment.

(6) Syllabus Changes: I reserve the right to change, modify, add to, alter, delete, and otherwise rearrange the syllabus to make the learning process accessible. If this were to occur, students will be given advanced notice of the change.

(7) Withdrawals, Students may withdraw from the course, but the student is responsible to follow university procedures. The instructor is not responsible for failure to meet withdrawal deadlines.

Course Grading

• A: 90-100% (Outstanding, excellent work. The student performs well above the minimum criteria).
• B: 80-89% (Good, impressive work. The student performs above the minimum criteria).
• C: 70-79% (Solid, college-level work. The student meets the criteria of the assignment).
- D: 60-69% (Below average work. The student fails to meet the minimum criteria).
- F: 59 and below (sub-par work. The student fails to complete the assignment).

Course Assignments

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage of Final Grade</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Case Study Chapter 1</td>
<td>5 Percent</td>
<td>September 4</td>
</tr>
<tr>
<td>Discussion Questions Chapter 3</td>
<td>4 Percent</td>
<td>September 11</td>
</tr>
<tr>
<td>Department of Labor News</td>
<td>2 Percent</td>
<td>September 18</td>
</tr>
<tr>
<td>Exercise Chapter 5</td>
<td>5 Percent</td>
<td>September 25</td>
</tr>
<tr>
<td>Discussion Questions Chapter 6</td>
<td>4 Percent</td>
<td>October 2</td>
</tr>
<tr>
<td>Ted Talk Review</td>
<td>4 Percent</td>
<td>October 2</td>
</tr>
<tr>
<td>Exercise Chapter 7</td>
<td>5 Percent</td>
<td>October 9</td>
</tr>
<tr>
<td>Mid-Term Examination</td>
<td>13 Percent</td>
<td>October 16</td>
</tr>
<tr>
<td>Department of Labor News</td>
<td>2 Percent</td>
<td>October 23</td>
</tr>
<tr>
<td>Discussion Questions Chapter 9</td>
<td>4 Percent</td>
<td>October 30</td>
</tr>
<tr>
<td>Ted Talk Review</td>
<td>4 Percent</td>
<td>October 30</td>
</tr>
<tr>
<td>Department of Labor News</td>
<td>2 Percent</td>
<td>November 6</td>
</tr>
<tr>
<td>Exercise Chapter 10</td>
<td>5 Percent</td>
<td>November 6</td>
</tr>
<tr>
<td>Discussion Questions Chapter 11</td>
<td>4 Percent</td>
<td>November 13</td>
</tr>
<tr>
<td>Group Case Study Chapter 12</td>
<td>5 Percent</td>
<td>November 20</td>
</tr>
<tr>
<td>Group Case Study Chapter 13</td>
<td>5 Percent</td>
<td>November 27</td>
</tr>
<tr>
<td>Original Research</td>
<td>15 Percent</td>
<td>December 4</td>
</tr>
<tr>
<td>Final Examinations</td>
<td>12 Percent</td>
<td>December 9</td>
</tr>
</tbody>
</table>

Descriptions:

Examinations: Students will be required to complete two examinations. They will be essay, and will cover the readings, lectures, and Zoom presentations. A good essay answers all parts of the question, uses good spelling and grammar, develops an idea or theme, gives specific examples, and reaches a conclusion. The exams are based on the future HR portion of the comprehensive exam that you will need to take. Please view them as practice exams and take them seriously. I will do my best to provide you feedback on how you can improve your response. Exams will be take-home and students will be on the honor system to simulate the comprehensive exam.
**Department of Labor News:** Students are required to go to the DOL website and or other sites with human resource information and write a one page MEMO on the news article of their choice. The first paragraph will summarize the article and the second will include analysis and applicability to class work and or the field in general (3 total). Whole page 1 inch margins.

**Book Chapter Group Case Studies:** Students will be assigned to complete 3 case studies. This assignment will be completed in your apportioned teams. Each member of your team will read the case study and then you will discuss it via Zoom or phone or email and confer about responses to the case at the end of the case study. Team members will all participate in responding to the questions and a team member will summarize the responses. The team lead position will rotate. For Canvas purposes each team members will turn in a copy of the group work. The team will need to work together to accomplish this task.

**Book Discussion Questions:** Students will need to respond to the questions at the end of the chapter in written form. In essence, this exercise takes the place of a quiz. Upon reading the chapter, please respond to each of the questions assigned. It is not necessary to write a dissertation on each question but it is important to capture the essence of an appropriate response. These detailed notes will help you later as you study for the comprehensive exam.

**Book Exercises:** At the end of each book chapter are included several exercises. Students will be responsible for completing at least three. These should be done individually; however, students may confer with other class members if they have questions or comments. Responses will be typed-up and turned in on Canvas.

**Ted Talk Review:** Students will be asked to review two *Ted Talks* on YouTube and provide a one page summary of what was learned, insights, or any other items that you felt were interesting. I have found that some of these presentations are excellent and provide new knowledge or a different way of looking at things.

**Original Research:** Students will be appointed to a team of four students. Please see teams below. Teams will meet and select a Human resource topic from the list below or a related topic and write a paper. The teams will research the topic and will write a 16 page paper on the subject and its relationship to local government and the new COVID-19 realities. How did this public health emergency affect your topic? With four members on your team that means that each student only really needs to do four pages. This is doable and not overly taxing. However, the paper needs to be seamless and not four sections. This might be one of the last opportunities you have to engage in academic research. The purpose for this assignment is to give the student the opportunity to research and study one HR topic in depth. This is not the type of paper you can leave for the least minute. The professor will meet with each of the teams to provide guidance and follow-up via Zoom.

**Suggested Human Resource Policy Topics – COVID-19 Impact**

<table>
<thead>
<tr>
<th>Compensation</th>
<th>Productivity</th>
<th>Diversity in the Workplace</th>
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<tbody>
<tr>
<td>Travel</td>
<td>Nepotism</td>
<td>Public Employee Liability</td>
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<tr>
<td>Attendance and Tardiness</td>
<td>Corrective Action</td>
<td>General Benefits</td>
</tr>
<tr>
<td>Performance Appraisals</td>
<td>Grievances</td>
<td>Substance Use/Abuse</td>
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</tbody>
</table>
Teams: Part of the structure of this course will require students to be assigned or appointed to a team. Each team will consist of four students. Each team member will be responsible to assure that the group assignments are completed and turned in on time. I understand that sometimes it is difficult to work in teams; however, part of your learning is experiencing how to work with others and accomplish tasks that are partially dependent on others. If a team member is not pulling their own weight I first expect the other members of the team to try and solve the challenge. If numerous efforts have been made and still no result, then please come to me. Please be respectful of your fellow student. The majority of the students are working, have family responsibilities, school, social and other responsibilities therefore, it is incumbent upon us to each do our share of the work. See below for Team assignments.

Team Assignments

<table>
<thead>
<tr>
<th>Team 1</th>
<th>Team 2</th>
<th>Team 3</th>
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</thead>
<tbody>
<tr>
<td>Jason Adams</td>
<td>Kevin Becker</td>
<td>James Clapp</td>
</tr>
<tr>
<td>Karen Ballesteros</td>
<td>Monica Benavides</td>
<td>Stephanie Clayton</td>
</tr>
<tr>
<td>Daniel Batey</td>
<td>Christina Cantu</td>
<td>Kathryn Conrad</td>
</tr>
<tr>
<td>Eric Beal</td>
<td>Jacqueline Chairez</td>
<td>Wyatt Covarrubias</td>
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<thead>
<tr>
<th>Team 4</th>
<th>Team 5</th>
<th>Team 6</th>
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<tbody>
<tr>
<td>Emma Crotty</td>
<td>Nate Dears</td>
<td>Richard Faulkner</td>
</tr>
<tr>
<td>Matthew Cry</td>
<td>Jared Devries</td>
<td>Marina Feliciano</td>
</tr>
<tr>
<td>Yvonne Dadson</td>
<td>Boyd Mykala</td>
<td>Kumar Gali</td>
</tr>
<tr>
<td>Reagan David</td>
<td>Marvin Estes</td>
<td>Rhett Gum</td>
</tr>
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<tr>
<th>Team 7</th>
<th>Team 8</th>
<th>Team 9</th>
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</thead>
<tbody>
<tr>
<td>Joo-Young Huh</td>
<td>Lexi Leavoy</td>
<td>Mary Meier</td>
</tr>
<tr>
<td>Bryant Jackson</td>
<td>Jungwon Lee</td>
<td>Clint Minshew</td>
</tr>
<tr>
<td>David Klein</td>
<td>Kaaza Lightbourne</td>
<td>Missy Moak</td>
</tr>
<tr>
<td>Greg Kowalski</td>
<td>Andrea Lindsay</td>
<td>Kelsey Moreno</td>
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<thead>
<tr>
<th>Team 10</th>
<th>Team 11</th>
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<tbody>
<tr>
<td>Gabrielle Nguyen</td>
<td>Tylar Phillips</td>
<td>Victor Salazar</td>
</tr>
<tr>
<td>Ayubu Niyongabo</td>
<td>Amal Rahhal</td>
<td>Miguel Silva</td>
</tr>
<tr>
<td>Christopher Orozco</td>
<td>Sandra Rangel</td>
<td>Misty Simmons</td>
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<tr>
<td>Kevin Pantoja</td>
<td>Katie Rose</td>
<td>Johnathan Smith</td>
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<thead>
<tr>
<th>Team 13</th>
<th>Team 14</th>
<th>Team 15</th>
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<tbody>
<tr>
<td>Peter Smith</td>
<td>Logan Thatcher</td>
<td>Kaleen Washington</td>
</tr>
<tr>
<td>Alexis Snyder</td>
<td>Jayne Lawler</td>
<td>Emily Watts</td>
</tr>
<tr>
<td>Joshua Stevenson</td>
<td>Susana Victor</td>
<td>Victoria Williams</td>
</tr>
<tr>
<td>Michael Talley</td>
<td>Miles Walker</td>
<td>Arvonna Wolfenbarger</td>
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<tr>
<th>Team 16</th>
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</thead>
<tbody>
<tr>
<td>Lancine Bentley</td>
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</table>
ASSIGNMENTS:
Although this is an online class and students can work at their own pace, dates are provided to help students pace themselves as they work through the material. Certain dates are locked-in. For instance, even though the students might work through all the modules quickly, the midterm and final exams have fixed dates. This applies to other assignments as well.

Friday August 28 (Optional Zoom Meeting)

Welcome and Introduction

Overview of the course, including modules, assignments, and responding to student questions.
Lecture: Overview and History of Human Resources – Public administration, public personnel administration, and civil service history.

Friday September 4

The World of Public Personnel Management

Llorens, Klingner and Nalbandian Chapter 1

HR Basics: Human Resources Management – YouTube Video

https://www.youtube.com/watch?v=A2HFusWQIeE

Book Chapter Group Case Study - Chapter 1. Due

Doing Human Resource Management in the United States

Llorens, Klingner and Nalbandian Chapter 2

Is Human Resource Management the right career for you? – YouTube Video

https://www.youtube.com/watch?v=Jp7oM9mAIXQ

Friday September 11

Thinking Strategically About Human Resource Management

Llorens, Klingner and Nalbandian Chapter 3

HR Basics: Human Resource Strategy and Planning – YouTube Video
HR Basics: Workforce Planning – YouTube Video
https://www.youtube.com/watch?v=8mwCiDKgNd4

5 Steps to Successful Workforce Planning – YouTube Video
https://www.youtube.com/watch?v=BGNlcPxFptQ

Book Discussion Questions Chapter 3 Due

Friday September 18

The HR Role in Policy, Budgeting, Performance Measurement, and Program Evaluation

Llorens, Klingner and Nalbandian Chapters 4


https://managementhelp.org/evaluation/program-evaluation-guide.htm

HR Basics: Human Resource Planning – YouTube Video
https://www.youtube.com/watch?v=2fhXWIHubpA

Department of Labor News Memo Due

Friday September 25

Defining and Organizing Work

Llorens, Klingner and Nalbandian Chapters 5

HR Basics: Job Analysis – YouTube Video
https://www.youtube.com/watch?v=qy09Ls6NqEo

HR Basics: Job Descriptions – YouTube Video
https://www.youtube.com/watch?v=5ml7NX81ijg

HR Basics: Job Evaluation – YouTube Video
https://www.youtube.com/watch?v=Jgy67XI4V0

Book Exercise Due *Who’s most qualified to be a minority recruitment director?*

**Friday October 2**

**Rewarding Work: Pay and Benefits**
Llorens, Klingner and Nalbandian Chapter 6

HR Basics: Compensation – YouTube Video
https://www.youtube.com/watch?v=wZoRJd6ADuo

HR Basics: Employee Benefits 2e – YouTube Video
https://www.youtube.com/watch?v=_B4rlWU5xxQ

HR Basics: Workers Compensation – YouTube Video
https://www.youtube.com/watch?v=Qem8wSvlQas

Social Security Administration – Information for Human Resources Professional – Retirements and Social Security
https://www.ssa.gov/thirdparty/hrm.html

Book Discussion Questions Chapter 6 Due

Ted Talk Review, Dan Pink, *The Puzzle of Motivation*

**Friday October 9**

**Social Equity and Diversity Management**
Llorens, Klingner and Nalbandian Chapter 7

HR Basics: Equal Employment Opportunity – YouTube Video
https://www.youtube.com/watch?v=3lRjzlnR1i0

HR Basics: Diversity in the Workforce – YouTube Video
https://www.youtube.com/watch?v=lsqivTymrY0

HR Basics: Protected Classes 2e – YouTube Video
Mellody Hobson, *Color Blind or Color Brave*


Book Exercise Due *From EEO and AA to Diversity Management*

**Friday October 16**

*Midterm Exam* on all information up to this point in the class.

**Friday October 23**

**Recruitment, Selection, and Promotion**

Llorens, Klingner and Nalbandian Chapter 8

HR Basics: Onboarding – YouTube Video

[https://www.youtube.com/watch?v=kWcHPKNjuFU](https://www.youtube.com/watch?v=kWcHPKNjuFU)

HR Basics: Recruitment – YouTube Video

[https://www.youtube.com/watch?v=CNU2ZMOOnfI](https://www.youtube.com/watch?v=CNU2ZMOOnfI)

HR Basics: Selection – YouTube Video

[https://www.youtube.com/watch?v=1RTeEPyktKY](https://www.youtube.com/watch?v=1RTeEPyktKY)

HR Basics: Reference Checks – YouTube Video

[https://www.youtube.com/watch?v=R7Td_YVXEkg](https://www.youtube.com/watch?v=R7Td_YVXEkg)

HR Basics: Background Checks – YouTube Video

[https://www.youtube.com/watch?v=44vTSIPMuLw](https://www.youtube.com/watch?v=44vTSIPMuLw)

Regina Hartley, *Why the best hire might not have the perfect resume*

[https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume?referrer=playlist-talks_on_human_resources](https://www.ted.com/talks/regina_hartley_why_the_best_hire_might_not_have_the_perfect_resume?referrer=playlist-talks_on_human_resources)
Friday October 30

Leadership and Employee Performance
Llorens, Klingner and Nalbandian Chapter 9

Book Discussion Questions Chapter 9 Due

Ted Talk Review, Simon Sinek, *Start with why – how great leaders inspire action*

https://www.youtube.com/watch?v=u4ZoJKF_VuA

Friday November 6

Training, Education, and Staff Development
Llorens, Klingner and Nalbandian Chapter 10

HR Basics: Training and Development 2e– YouTube Video

https://www.youtube.com/watch?v=0hwxSoGKHWo

HR Basics: Strengths Based Organizations– YouTube Video

https://www.youtube.com/watch?v=vHg-J55t36M

HR Basics: Organizational Culture – YouTube Video

https://www.youtube.com/watch?v=jW2RDOAv7k&t=73s

Book Exercise 2: Training Vignettes

Department of Labor News Memo Due

Friday November 13

Performance Management
Llorens, Klingner and Nalbandian Chapter 11

HR Basics: Performance Management – YouTube Video

https://www.youtube.com/watch?v=SyOZ_4rWWiY

HR Basics: Performance Appraisals – YouTube Video
https://www.youtube.com/watch?v=o2mi8znhYM
HR Basics: Giving Employee Feedback 2e – YouTube Video

https://www.youtube.com/watch?v=3-mv33vqrBs

Book Discussion Questions Chapter 11 Due

**Friday November 20**

**Safety and Health**

Llorens, Klingner and Nalbandian Chapter 12

HR Basics: Reasonable Accommodation – YouTube Video
https://www.youtube.com/watch?v=tf8PUPY1yl4

HR Basics: Workplace Conflict 2e – YouTube Video
https://www.youtube.com/watch?v=ayRryjqFxRA

HR Basics: Employee Discipline – YouTube Video
https://www.youtube.com/watch?v=qv2nxVXXD8I

HR Basics: Occupational Safety and health Act – YouTube Video
https://www.youtube.com/watch?v=ssLQ7sLnIJ8

HR Basics: Employee Safety and Health – YouTube Video
https://www.youtube.com/watch?v=HzdWs3mprA

Book Chapter Group Case Study - Chapter 12: Workplace Violence – “In Hindsight, We Could See It Coming”

**Friday November 27**

**Organizational Justice**

Llorens, Klingner and Nalbandian Chapter 13

HR Basics: Employee Rights – YouTube Video
https://www.youtube.com/watch?v=mKflvO_dktE
HR Basics: Employment Law 2e – YouTube Video

https://www.youtube.com/watch?v=z5sBgkbjB7g
HR Basics: Sexual Harassment – YouTube Video

https://www.youtube.com/watch?v=MsTsHewb0II
HR Basics: Human Resource Ethics 2e – YouTube Video

https://www.youtube.com/watch?v=pvtFRY4H1ok

Book Chapter Group Case Study - Chapter 13: Juan Hernandez v. The County

Friday December 4

Llorens, Klingner and Nalbandian Chapter 14

HR Basics: Labor Relations – YouTube Video

https://www.youtube.com/watch?v=1LjKhE3mvMM

HR Basics: Collective Bargaining – YouTube Video

https://www.youtube.com/watch?v=le-2ebek8Lk

Original Research Due

Wednesday December 9

Final Exam Due on Wednesday December 9, 11:59pm

SPOT Student Evaluation Administration Dates
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13, 14 and 15 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the SPOT website (http://spot.unt.edu/) or email spot@unt.edu.
UNT Policies

Academic Integrity Policy
Academic Integrity Standards and Consequences. According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

ADA Policy
UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one’s specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website (https://disability.unt.edu/).

Prohibition of Discrimination, Harassment, and Retaliation (Policy 16.004)
The University of North Texas (UNT) prohibits discrimination and harassment because of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law in its application and admission processes; educational programs and activities; employment policies, procedures, and processes; and university facilities. The University takes active measures to prevent such conduct and investigates and takes remedial action when appropriate.

Emergency Notification & Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about student’s records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy. See UNT Policy 10.10, Records Management and Retention for additional information.
**Acceptable Student Behavior**
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. Visit UNT’s [Code of Student Conduct](https://deanofstudents.unt.edu/conduct) to learn more.

**Access to Information - Eagle Connect**
Students’ access point for business and academic services at UNT is located at: [my.unt.edu](http://my.unt.edu). All official communication from the University will be delivered to a student’s Eagle Connect account. For more information, please visit the website that explains Eagle Connect and how to forward e-mail [Eagle Connect](https://it.unt.edu/eagleconnect).

**Sexual Assault Prevention**
UNT is committed to providing a safe learning environment free of all forms of sexual misconduct, including sexual harassment sexual assault, domestic violence, dating violence, and stalking. Federal laws (Title IX and the Violence Against Women Act) and UNT policies prohibit discrimination on the basis of sex, and therefore prohibit sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking, and/or sexual assault, there are campus resources available to provide support and assistance. UNT’s Survivor Advocates can assist a student who has been impacted by violence by filing protective orders, completing crime victim’s compensation applications, contacting professors for absences related to an assault, working with housing to facilitate a room change where appropriate, and connecting students to other resources available both on and off campus. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648. Additionally, alleged sexual misconduct can be non-confidentially reported to the Title IX Coordinator at [oeo@unt.edu](mailto:oeo@unt.edu) or at (940) 565 2759.

**Important Notice for F-1 Students taking Distance Education Courses**

**Federal Regulation**
To read detailed Immigration and Customs Enforcement regulations for F-1 students taking online courses, please go to the [Electronic Code of Federal Regulations website](http://www.ecfr.gov/). The specific portion concerning distance education courses is located at Title 8 CFR 214.2 Paragraph (f)(6)(i)(G).

The paragraph reads:
(G) For F-1 students enrolled in classes for credit or classroom hours, no more than the equivalent of one class or three credits per session, term, semester, trimester, or quarter may be counted toward the full course of study requirement if the class is taken on-line or through distance education and does not require the student's physical attendance for classes, examination or other purposes integral to completion of the class. An on-line or distance education course is a course that is offered principally through the use of television, audio, or computer transmission including open broadcast, closed circuit, cable, microwave, or satellite, audio conferencing, or computer conferencing. If the F-1 student's course of study is in a language study program, no
on-line or distance education classes may be considered to count toward a student's full course of study requirement.

**University of North Texas Compliance**
To comply with immigration regulations, an F-1 visa holder within the United States may need to engage in an on-campus experiential component for this course. This component (which must be approved in advance by the instructor) can include activities such as taking an on-campus exam, participating in an on-campus lecture or lab activity, or other on-campus experience integral to the completion of this course.

If such an on-campus activity is required, it is the student's responsibility to do the following:
1. Submit a written request to the instructor for an on-campus experiential component within one week of the start of the course.
2. Ensure that the activity on campus takes place and the instructor documents it in writing with a notice sent to the International Student and Scholar Services Office. ISSS has a form available that you may use for this purpose.

Because the decision may have serious immigration consequences, if an F-1 student is unsure about his or her need to participate in an on-campus experiential component for this course, s/he should contact the UNT International Student and Scholar Services Office (telephone 940-565-2195 or email internationaladvising@unt.edu) to get clarification before the one-week deadline.

**Student Verification**
UNT takes measures to protect the integrity of educational credentials awarded to students enrolled in distance education courses by verifying student identity, protecting student privacy, and notifying students of any special meeting times/locations or additional charges associated with student identity verification in distance education courses.

See **UNT Policy 07-002 Student Identity Verification, Privacy, and Notification and Distance Education Courses** (https://policy.unt.edu/policy/07-002).

**Use of Student Work**
A student owns the copyright for all work (e.g. software, photographs, reports, presentations, and email postings) he or she creates within a class and the University is not entitled to use any student work without the student’s permission unless all of the following criteria are met:

- The work is used only once.
- The work is not used in its entirety.
- Use of the work does not affect any potential profits from the work.
- The student is not identified.
- The work is identified as student work.

If the use of the work does not meet all of the above criteria, then the University office or department using the work must obtain the student’s written permission.

Download the UNT System Permission, Waiver and Release Form

**Transmission and Recording of Student Images in Electronically-Delivered Courses**
1. No permission is needed from a student for his or her image or voice to be transmitted live via videoconference or streaming media, but all students should be informed when courses are to be conducted using either method of delivery.
2. In the event an instructor records student presentations, he or she must obtain permission from the student using a signed release in order to use the recording for future classes in accordance with the Use of Student-Created Work guidelines above.

3. Instructors who video-record their class lectures with the intention of re-using some or all of recordings for future class offerings must notify students on the course syllabus if students' images may appear on video. Instructors are also advised to provide accommodation for students who do not wish to appear in class recordings.

Example: This course employs lecture capture technology to record class sessions. Students may occasionally appear on video. The lecture recordings will be available to you for study purposes and may also be reused in future course offerings. No notification is needed if only audio and slide capture is used or if the video only records the instructor's image. However, the instructor is encouraged to let students know the recordings will be available to them for study purposes.

Class Recordings & Student Likenesses
Synchronous (live) sessions in this course will be recorded for students enrolled in this class section to refer to throughout the semester. Class recordings are the intellectual property of the university or instructor and are reserved for use only by students in this class and only for educational purposes. Students may not post or otherwise share the recordings outside the class, or outside the Canvas Learning Management System, in any form. Failing to follow this restriction is a violation of the UNT Code of Student Conduct and could lead to disciplinary action.

Academic Support & Student Services
Student Support Services

Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- [Student Health and Wellness Center](https://studentaffairs.unt.edu/student-health-and-wellness-center)
- [Counseling and Testing Services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- [UNT Care Team](https://studentaffairs.unt.edu/care)
- [UNT Psychiatric Services](https://studentaffairs.unt.edu/student-health-and-wellness-center/services/psychiatry)
- [Individual Counseling](https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in
class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name

*UNT euIDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

**Pronouns**

Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

**Additional Student Support Services**

- Registrar (https://registrar.unt.edu/registration)
- Financial Aid (https://financialaid.unt.edu/)
- Student Legal Services (https://studentaffairs.unt.edu/student-legal-services)
- Career Center (https://studentaffairs.unt.edu/career-center)
- Multicultural Center (https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance (https://edo.unt.edu/pridealliance)
- UNT Food Pantry (https://deanofstudents.unt.edu/resources/food-pantry)

**Academic Support Services**

- Academic Resource Center (https://clear.unt.edu/canvas/student-resources)
- Academic Success Center (https://success.unt.edu/asc)
- UNT Libraries (https://library.unt.edu/)
- Writing Lab (http://writingcenter.unt.edu/)