

**MSM 533**  
**DESCRIPTION**

**The Catholic University of America**  
**THE TIM AND STEPH BUSCH SCHOOL OF BUSINESS AND ECONOMICS**

MSM 533 Human Resource Management and Strategy

Summer 2018, May 14 to July 28; 5:45pm to 9:10pm

*Graduate Syllabus*

**Credit Hours: 3**

**Classroom:** McMahan 318

**Add/drop:** The last day to add/drop this course without penalty is May 22, 2018. The last day to withdraw with a "W" is July 9, 2018.

**Instructor:** John Wesley Yoest, Jr., (Jack) Clinical Assistant Professor of Management

**Office:** McMahan 308

**Phone:** 202.215.2434 text only

**E-mail:** Yoest@cua.edu

**Office Hours:** By appointment or Tuesdays at 5:00 pm

**Twitter:** #AlertStudent

<https://twitter.com/JackYoest>

#365Verses

#TheMemo

***Business as a Force for Good***

The mission of the Busch School of Business and Economics is to provide thought-leading education and scholarship informed by the Catholic social principles of human dignity, solidarity, subsidiarity, and the common good.

**Course Description**

From Cardinal Station (<http://cardinalstation.cua.edu>):

*Explores the function of human resource management in an organization, addressing such critical areas as recruitment and selection, compensation and benefits, performance management, and organization development. Addresses how human resource programs and activities can be aligned with an organization's strategic goals and objectives to enhance organizational effectiveness.*

This course exposes and explores both the administrative and strategic role of human resource management, employment laws, regulations, practices, trends and competitive strategy. The course objectives are to review the core competency areas required of successful managers of human capital, whether within the Human Resource (HR) function, a support area, or as a line manager.

In today's environment, all members of the organization require a basic understanding of the role of Human Resources, an awareness of basic laws and regulations and the strategic nature of Human Resources. The purpose of this course is to study Human Resources from a strategic point of view while reviewing basic HR theories, practices, laws and regulations. Theories and concepts related to the formulation and implementation of Human Resource strategies will be examined.

The overall strategy and supportive policies of the organization, operating under competitive conditions, from the Human Resource point of view will be analyzed. Ultimately, the student will be able to make effective Human Resources decisions and plan initiatives that are linked to the organization's challenges, goals, and objectives. This course assesses Human Resource competencies for the individual professional and the organization, given the trends influencing the future of organizations.

HR professionals play a key role during times of transition; students will learn to link successful tools and strategies to fulfilling that role. This course will address ways in which HR as well as other professionals, provides competencies that help the organization achieve business objectives. Students will evaluate and build own their administrative and strategic knowledge and competencies in HR, will develop and practice expertise in the various HR domains and will apply their knowledge and critical thinking skills in real-world situations.

### **Instructional Methods**

This course requires students to complete weekly textbook readings and view presentations. Students will participate in weekly discussions, quizzes, and course projects.

This course requires independent study and classroom participation.

In addition to the textbook, other material may be assigned. Students are responsible for all assigned material. There will also be articles, websites, videos, presentations, and other learning material provided throughout the course.

### **Required Text**

Required Textbooks -- both are available in the Barnes & Noble CUA Bookstore:

Required Text: *Human Resource Management*, Eleventh Edition, McGraw-Hill ISBN 978-0-07-811279-9 (**include Connect software**) Leslie W. Rue, Nabil A. Ibrahim and Lloyd L. Byars (2016).

Required Text: *The Memo*, Published by Post Hill Press, distributed by Simon & Schuster; ISBN: 9781682613955; John Yoest (2017). Kindle available from Amazon: [https://www.amazon.com/Memo-Classified-Military-Documents-Business-ebook/dp/B073V6PRN4/ref=tmm\\_kin\\_swatch\\_0?encoding=UTF8&qid=1514938130&sr=8-2](https://www.amazon.com/Memo-Classified-Military-Documents-Business-ebook/dp/B073V6PRN4/ref=tmm_kin_swatch_0?encoding=UTF8&qid=1514938130&sr=8-2)  
(All "Memo" proceeds from this class are donated to the CUA affiliation of *Girl Talk*.)

Week

You may want to print this schedule and use it as a reference.

**NOTE:** Due days and times are located on assignment pages and on Navigation bar under 'Week...'

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**NOTE:** Due days and times are located on assignment pages and on Navigation bar under 'Week...'

Week	Module Topics	Learning Materials & Activities
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1	<p><b>Introductions, Overview, and Social Responsibility:</b> Introduction and Expectations Overview of Human Resource Management Ethics Social Responsibility</p>	<p><b>Week 1, Due May 15</b> <b>LEARNING MATERIAL</b> <b>Readings</b> HRM Textbook: Chapters 1 and 2. <i>The Memo</i>: Introduction <b>LEARNING ACTIVITIES</b> <b>Video case study: Ethical Violations Business Lie v Life</b> <b>Lie</b> <a href="https://www.youtube.com/watch?time_continue=7&amp;v=iLraezeCwuQ">https://www.youtube.com/watch?time_continue=7&amp;v=iLraezeCwuQ</a> <b>Google Interns; Hiring</b> <a href="https://docs.google.com/file/d/0Bxugmx4BD-mcQmV6TmFxFxV01qZ2c/edit">https://docs.google.com/file/d/0Bxugmx4BD-mcQmV6TmFxFxV01qZ2c/edit</a> <b>Week 1 Public Comment on Ethics -- Following the Rules: Training Small Business Owners</b> <b>Better</b> <a href="http://smallbiztrends.com/2015/08/breaking-the-rules-training-small-business-owners.html">http://smallbiztrends.com/2015/08/breaking-the-rules-training-small-business-owners.html</a> Post a 200-word comment at the end of the article. <b>Week 1 Quizzes</b> <b>Week 1 Learn Smart Tests</b></p>
2	<p><b>HRM: A Strategic Function; EEO: The Legal Environment</b> Describe the functions of HR Define EEO Define Equal Pay Explain the intent of FML</p>	<p><b>Week 2, Due May 22</b> <b>LEARNING MATERIAL</b> <b>Readings</b> HRM Textbook: Chapters 1 and 2 <i>The Memo</i>: Chapters 1, Anticipation; and 9 Virtue <b>LEARNING ACTIVITIES</b> <b>Video case study Lolly Wolly Doodle hires</b> <a href="http://www.viddler.com/embed/13af00ce/?f=1&amp;player=arpeggio&amp;secret=59915562&amp;make_responsive=0">http://www.viddler.com/embed/13af00ce/?f=1&amp;player=arpeggio&amp;secret=59915562&amp;make_responsive=0</a> <b>Week 2 Public Comment on Body Art</b> <a href="https://smallbiztrends.com/2006/10/job-candidates-with-body-art-hire-or-not.html">https://smallbiztrends.com/2006/10/job-candidates-with-body-art-hire-or-not.html</a> Post a 200-word comment at the end of the article. <b>Week 2 Learn Smart Tests</b> <b>Week 2 Quizzes</b></p>
3	<p><b>Equal Employment Opportunity and Job Analysis/Design</b> Explain the role of the Employer Information Report, EEO-1 Define employment parity, occupational parity Describe an affirmative action plan Define <i>essential functions</i> and <i>reasonable accommodations</i></p>	<p><b>Week 3, Due May 29</b> <b>LEARNING MATERIAL</b> <b>Readings</b> HRM Textbook: Chapters 3 and 4. <i>The Memo</i>: Chapters 5 and 6. <b>LEARNING ACTIVITIES</b> <b>Video case study ReturnShips</b> <a href="http://www.viddler.com/embed/7059875c/?f=1&amp;player=arpeggio&amp;secret=19247288&amp;make_responsive=0">http://www.viddler.com/embed/7059875c/?f=1&amp;player=arpeggio&amp;secret=19247288&amp;make_responsive=0</a> <b>Week 3 Quizzes</b> <b>Week 3 Learn Smart Tests</b> <b>Week 3 Public Comment on Hiring -- Look Deeper Than the Surface for Business Experience:</b> <a href="https://smallbiztrends.com/2015/08/business-experience.html">https://smallbiztrends.com/2015/08/business-experience.html</a> Post a 200-word comment at the end of the article.</p>
4	<p><b>Human Resource</b></p>	<p><b>Week 4, Due June 5</b></p>

	<p><b>Planning, Recruiting, and Selection</b>  HRP vs Organizational planning  Discuss job analysis  Interval vs External recruiting  Steps in the selection process  Describe aptitude and personality tests</p>	<p><b>LEARNING MATERIAL</b>  <b>Readings</b>  HRM Textbook: Chapters 5 and 6  <i>The Memo</i>: Chapters 7 and 8.  <b>LEARNING ACTIVITIES</b>  <b>Video case study</b>  <b>Health</b> <a href="http://www.viddler.com/embed/b87b3cf4/?f=1&amp;player=arpeggio&amp;secret=96977758&amp;make_responsive=0">http://www.viddler.com/embed/b87b3cf4/?f=1&amp;player=arpeggio&amp;secret=96977758&amp;make_responsive=0</a>  <b>Global</b>  <b>Player:</b> <a href="http://www.viddler.com/embed/8983346/?f=1&amp;player=arpeggio&amp;secret=71596848&amp;make_responsive=0">http://www.viddler.com/embed/8983346/?f=1&amp;player=arpeggio&amp;secret=71596848&amp;make_responsive=0</a>  <b>Week 4 Public Comment on New Employees -- On-Boarding:</b> <a href="https://smallbiztrends.com/2015/10/onboarding-new-employees.html">https://smallbiztrends.com/2015/10/onboarding-new-employees.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Week 4 Quizzes</b>  <b>Week 4 Learn Smart Tests</b></p>
5	<p><b>Orientation and Employee Training;</b>  Define "orientation"  Steps in the HRP process  Outline three categories of training objectives</p>	<p><b>Week 5, Due June 12</b>  <b>LEARNING MATERIAL</b>  <b>Readings</b>  HRM Textbook: Chapters 7 and 8  <i>The Memo</i>: Chapters 2 and 10.  <b>LEARNING ACTIVITIES</b>  <b>Video Case Study Sysco (20 minutes):</b> <a href="http://www.viddler.com/embed/a3022797/?f=1&amp;player=arpeggio&amp;secret=67446217&amp;make_responsive=0">http://www.viddler.com/embed/a3022797/?f=1&amp;player=arpeggio&amp;secret=67446217&amp;make_responsive=0</a>  <b>Week 5 Public Comment on Rewards -- Is Bigger Better?:</b> <a href="https://smallbiztrends.com/2015/09/office-politics.html">https://smallbiztrends.com/2015/09/office-politics.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Week 5 Quizzes</b>  <b>Week 5 Learn Smart Tests</b>  <b>Mid-Term Exam</b></p>
6	<p><b>Management and Staff Development; Career Development</b>  Outline the seven principles of learning  Define the in-basket technique  Describe the four principle career categories</p>	<p><b>Week 6, Due June 19</b>  <b>LEARNING MATERIAL</b>  <b>Readings</b>  Textbook: Chapters 9 and 10  <i>The Memo</i>: Chapters 11 and 12.  <b>LEARNING ACTIVITIES</b>  <b>Video Case Studies:</b> Military Veteran  <b>Hiring:</b> <a href="http://www.viddler.com/embed/e29724bf/?f=1&amp;player=arpeggio&amp;secret=52354750&amp;make_responsive=0">http://www.viddler.com/embed/e29724bf/?f=1&amp;player=arpeggio&amp;secret=52354750&amp;make_responsive=0</a>  <b>Zappos family:</b> <a href="http://www.viddler.com/embed/700b78d9/?f=1&amp;player=arpeggio&amp;secret=57977002&amp;make_responsive=0">http://www.viddler.com/embed/700b78d9/?f=1&amp;player=arpeggio&amp;secret=57977002&amp;make_responsive=0</a>  <b>Week 6 Public Comment on training</b> <a href="https://smallbiztrends.com/2015/11/management-training.html">https://smallbiztrends.com/2015/11/management-training.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Week 6 Quizzes</b>  <b>Week 6 Learn Smart Tests</b></p>
7	<p><b>Performance</b></p>	<p><b>Week 7, Due June 26</b>  <b>LEARNING MATERIAL</b></p>

	<p><b>Management Systems; Organizational Reward System;</b>  Explain management by objectives  Describe multi-rater assessment  Distinguish between intrinsic and extrinsic rewards  Explain equity theory of motivation  Discuss the four basic methods of job evaluation</p>	<p><b>Readings</b>  HRM Textbook: Chapters 11 and 12.  <i>The Memo</i>: Chapters 3  <b>LEARNING ACTIVITIES</b>  <b>Guest Speaker: Gil Barndollar, PhD, promotion and retention Video Case Studies, Job</b>  <b>Training:</b> <a href="http://www.viddler.com/embed/b5e18aea/?f=1&amp;player=full&amp;secret=45431467&amp;make_responsive=0">http://www.viddler.com/embed/b5e18aea/?f=1&amp;player=full&amp;secret=45431467&amp;make_responsive=0</a>  <b>Learning</b>  <b>English:</b> <a href="http://www.viddler.com/embed/73e3832c/?f=1&amp;player=arpeggio&amp;secret=59978783&amp;make_responsive=0">http://www.viddler.com/embed/73e3832c/?f=1&amp;player=arpeggio&amp;secret=59978783&amp;make_responsive=0</a>  <b>Week 7 Public Comment on Bureaucracies -- The First Rule:</b> <a href="https://smallbiztrends.com/2006/06/the-management-of-bureaucrats-1-rule-3-options.html">https://smallbiztrends.com/2006/06/the-management-of-bureaucrats-1-rule-3-options.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Week 7 Quizzes</b>  <b>Week 7 Learn Smart Tests</b></p>
8	<p><b>Base Wage and Salary Systems; Incentive pay</b>  Describe the two basic requirements of an effective incentive system  Differentiate among types of stock option plans</p>	<p><b>Week 8, Due July 3</b>  <b>LEARNING MATERIAL</b>  <b>Readings</b>  HRM Textbook: Chapters 13 and 14  <i>The Memo</i>: Chapter 17  <b>LEARNING ACTIVITIES</b>  <b>Week 8 Public Comment</b>  <b>on</b> <a href="https://smallbiztrends.com/2016/04/going-off-shore-to-outside-consultants.html">https://smallbiztrends.com/2016/04/going-off-shore-to-outside-consultants.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Video Case Studies, Punishing Employees:</b> <a href="http://www.viddler.com/embed/2b24039c/?f=1&amp;player=full&amp;secret=22732360&amp;make_responsive=0">http://www.viddler.com/embed/2b24039c/?f=1&amp;player=full&amp;secret=22732360&amp;make_responsive=0</a>  <b>Good Hands:</b> <a href="http://www.viddler.com/embed/2947a710/?f=1&amp;player=arpeggio&amp;secret=77291064&amp;make_responsive=0">http://www.viddler.com/embed/2947a710/?f=1&amp;player=arpeggio&amp;secret=77291064&amp;make_responsive=0</a>  <b>Week 8 Quizzes</b>  <b>Week 8 Learn Smart Tests</b></p>
9	<p><b>Employee Benefits, Safety and Health, Employee Relations</b>  Explain employee at will  Explain arbitration  Describe progressive discipline  State the purpose of OSHA  Review stress and burnout  Describe 401(k)  Describe HMO</p>	<p><b>Week 9, Due July 10</b>  <b>LEARNING MATERIAL</b>  <b>Readings</b>  HRM Textbook: Chapters 15 and 16  <b>LEARNING ACTIVITIES</b>  <b>Video case studies: Rush Hour</b> <a href="http://www.viddler.com/embed/b662edd1/?f=1&amp;player=arpeggio&amp;secret=83019064&amp;make_responsive=0">http://www.viddler.com/embed/b662edd1/?f=1&amp;player=arpeggio&amp;secret=83019064&amp;make_responsive=0</a>  <b>Cut Benefits:</b> <a href="http://www.viddler.com/embed/dece0278/?f=1&amp;player=arpeggio&amp;secret=108586776&amp;make_responsive=0">http://www.viddler.com/embed/dece0278/?f=1&amp;player=arpeggio&amp;secret=108586776&amp;make_responsive=0</a>  <b>Week 9 Public Comment on Health -- Rest to Get Your Best:</b> <a href="https://smallbiztrends.com/2006/09/rest-to-get-the-best-from-your-small-business.html">https://smallbiztrends.com/2006/09/rest-to-get-the-best-from-your-small-business.html</a> <b>Post a 200-word comment at the end of the article.</b>  <b>Week 9 Quizzes</b></p>

		<b>Week 9 Learn Smart Tests</b>
<b>10</b>	<p><b>Legal Environment of Labor Unions</b></p> <p>Explain a yellow-dog contract</p> <p>Define the Wagner Act (1935)</p> <p>Describe right-to-work laws.</p> <p>Explain the Landrum–Griffin Act (1959)</p> <p>Describe the AFL–CIO</p> <p>Define collective bargaining</p> <p>Explain mediation</p>	<p><b>Week 10, Due July 17</b>  <b>LEARNING MATERIAL</b></p> <p><b>Readings</b>  Chapters 17, 18 and 19  <i>The Memo</i>: Chapter 26</p> <p><b>LEARNING ACTIVITIES</b></p> <p><b>Week 10 Public Comment Amazon; Post a 100-word review of <i>The Memo</i> and what you learned:</b> <a href="https://www.amazon.com/Memo-Classified-Military-Document-Business/dp/168261395X/ref=sr_1_2?ie=UTF8&amp;qid=1513434455&amp;sr=8-2&amp;keywords=the+memo">https://www.amazon.com/Memo-Classified-Military-Document-Business/dp/168261395X/ref=sr_1_2?ie=UTF8&amp;qid=1513434455&amp;sr=8-2&amp;keywords=the+memo</a></p> <p><b>Video Case Studies; Pay for Performance</b> <a href="http://www.viddler.com/embed/65425087/?f=1&amp;player=full&amp;secret=31384180&amp;make_responsive=0">http://www.viddler.com/embed/65425087/?f=1&amp;player=full&amp;secret=31384180&amp;make_responsive=0</a></p> <p><b>Unions:</b> <a href="http://www.viddler.com/embed/614f19bd/?f=1&amp;player=arpeggio&amp;secret=81798423&amp;make_responsive=0">http://www.viddler.com/embed/614f19bd/?f=1&amp;player=arpeggio&amp;secret=81798423&amp;make_responsive=0</a></p> <p><b>Google Campus:</b> <a href="http://www.viddler.com/embed/af22777/?f=1&amp;player=arpeggio&amp;secret=21553199&amp;make_responsive=0">http://www.viddler.com/embed/af22777/?f=1&amp;player=arpeggio&amp;secret=21553199&amp;make_responsive=0</a></p> <p>Unions</p> <p><b>Week 10 Quizzes</b>  <b>Week 10 Learn Smart Tests</b></p>
<b>11</b>		<p><b>Week 11, Due July 24</b>  <b>LEARNING MATERIAL</b></p> <p><b>Readings --</b>  <b>LEARNING ACTIVITIES</b></p> <p>-</p> <p><b>Final Exam</b></p>

**Libraries** The CUA Libraries' wide range of resources and services, including databases, online journals, and FAQs are on the [main web site](#). For assistance on papers and assignments, consult the [research guides](#) or schedule an appointment with a [subject librarian](#).

**Goals for Student Learning**

- To introduce students to the process of developing and implementing human resource strategies.
- To examine how human resource strategy fits as part of overall strategic management.
- To examine the role of workforce planning, staffing, employee development, performance, total rewards, and employee/labor relations in the process of implementing strategic human resource management.
- To apply effective problem solving/decision-making techniques in strategic human resource management.

**Objectives for Student Learning**

Upon completion of this course, the student will have gained experience and knowledge of core HR principles and competencies. Students will be able to:

- Identify how the key functional components associated with human resources in organizations are integral to executing strategy.
- Describe the strategies, structures, and processes associated with human resource efforts in organizations.

- Discuss the implications associated with integrating human resource management efforts and strategy in organizations.
- Identify factors that act as facilitators of, and barriers to, effectively integrating human resources management and strategy in organizations.
- Demonstrate critical thinking, effective writing, analytical and presentation skills.

### **Course Requirements**

Your mastery of the subject matter will be determined by your performance on quizzes, Learn Smart tests, exams, and topics as assigned. The final exam may be comprehensive. The exams will cover textbook readings, class lecture material, and case studies.

The #AlertStudent is expected to understand computer software. If there are any questions, please consult with your primary study group, then your secondary study group, then CUA support and finally the manufacturer's customer IT support. Internet or software or hardware failure will not be accepted as an excuse.

Although time will not permit us to address all topics during 'class,' the #AlertStudent is responsible for all material presented in the text.

Class Participation is expected. Class attendance is mandatory. Failure for the class will be recorded after two unexcused absences.

Class members are expected to participate actively in class discussions. Class participation includes being thoroughly prepared for each session, through completion of each week's reading assignments, as well as engagement in-group discussions.

Listening and integrating information are as important as speaking, however; quality of input is valued over quantity of words. The goal is to create an intellectually challenging but collegial group dynamic, facilitated but not dominated by the instructor. Ideally, participants will leave each week with at least one new concept or idea applicable to his/her organization. Scores for this grade component will be based on the instructor's assessment of:

- Points or observations that integrate concepts and experience
- Relevant examples or anecdotes
- Thought-provoking questions
- Professional critiques (versus criticism)
- Ability to see/explore all sides of a concept, issue or practice

### **Student Performance Assessment:**

Class participation/Follow Directions 50 points; for example: no late assignments, no unexcused absences; at the discretion of Your Management Professor

Written comment to web article: 10 points; each of 10 weeks; (100)

Quiz 19 @ 10 points; (190)

Learn Smart test: 19 @ 10 points; (190)

Mid-term exam: 210 points

Final Exam: 260 points

Total Points 1000

The classroom should be treated as a [place of business](#).

Respond promptly to e-mail communications from your instructor. Always include your full name and course and section number in your e-mail messages. Emails may not be processed without the class and section number.

### **Expectations and policies**

Assignments will be completed prior to each class. Students will be prepared to contribute to discussions on the session's topic and ask relevant questions. Due to the highly interactive and participative nature of this class, assignments must be completed on time and will adversely affect the participation portion of the grade.

In addition, students are expected to complete all assignments on the required date given in the syllabus. Late assignments are allowed only at the discretion of the instructor and will be assigned a minimum of one grade deduction. Late assignments will not be accepted after 7 days after the due date.

There are no re-dos in graduate school so hand in your BEST work the first time.



You will be required to demonstrate knowledge and capabilities at an individual level based on multiple assignments for a grade. Graduate students are required to demonstrate not only a familiarity with basic terms/concepts of course content but also an ability to synthesize and apply the concepts to more complex situations.

Your Business Professor is looking for analysis, depth, inclusion of multiple perspectives/ideas, and a high level of understanding of a topic. *Every comment at the college graduate level should have depth and show critical thought on the topic(s) presented.* Critical thinking is an *active* thought process. When thinking critically about a topic, you are not thinking passively and accepting everything you read/hear at face value. Rather, you are asking questions, evaluating, categorizing, and looking for correlations between ideas.

**Academic Integrity** It is expected that all materials submitted as part of any class exercise, assignment, and/or course requirement, in or out of class, is the actual work of the student(s) whose name(s) appear on the material or is properly documented otherwise. In addition, no assistance is to be obtained from commercial organizations, which sell or lease help or written papers.

The student will not lie, cheat or steal and will not tolerate anyone who does.

<http://policies.cua.edu/academicundergrad/integrity.cfm> and <http://policies.cua.edu/academicundergrad/integrity.cfm>.

The following sanctions are presented in the University procedures related to Student Academic Dishonesty:

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. There may be circumstances, however, where, perhaps because of an undergraduate student’s past record, a more serious sanction, such as suspension or expulsion, would be appropriate. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

or

*“The presumed sanction for undergraduate students for academic dishonesty will be failure for the course. In the context of graduate studies, the expectations for academic honesty are greater, and therefore the presumed sanction for dishonesty is likely to be more severe, e.g., expulsion. ...In the more unusual case, mitigating circumstances may exist that would warrant a lesser sanction than the presumed sanction.”*

There is no group work in the class; therefore, you should not collaborate with classmates on work that is to be submitted for an individual grade.

For more information about what academic integrity means at CUA, including your responsibilities and rights, visit <http://integrity.cua.edu>.

**Accommodations for students with disabilities:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact the Office of Disability Support Services. Please contact Disability Support Services by email at [dss.cua.edu](mailto:dss.cua.edu), or call 202-319-5211 to make an appointment to discuss reasonable accommodations. DSS is located in PRYZ 127.

#### **Academic Support Services**

The university’s primary academic support resources are located on the 2<sup>nd</sup> floor of Mullen Library, McMahon Hall, and at the Pryzbyla Center. These affiliated offices and services include:

**The Undergraduate Advising Center (UAC)** offers guidance to all undergraduates, especially first-year students, as they move toward their academic goals. The UAC is located in B 10 McMahon Hall. Office hours are Monday through Friday from 9:00am to 5:00pm.

**Phone:** (202) 319-5545 **Email:** [cua-advising@cua.edu](mailto:cua-advising@cua.edu) **Web:** [advising.cua.edu](http://advising.cua.edu)



**The Center for Academic Success (CAS)** provides academic support services for all students through a broad base of programs and services, including Tutoring Services, Workshops, Individual Skills Meetings, Peer Mentoring, and more. CAS is located at Mullen Library Second Floor.

**Phone:** (202) 319-5655 **Email:** [cua-academicsuccess@cua.edu](mailto:cua-academicsuccess@cua.edu) **Web:** [success.cua.edu](http://success.cua.edu)

**The Writing Center** is an excellent resource for any student. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. If, at any point in the semester, you feel that you are struggling to draft, revise, or properly reference sources in a writing assignment, make an appointment at <http://english.cua.edu/wc>; we also welcome walk-in appointments at the Writing Center, which is located in 219 Mullen Library.

**Phone:** (202) 319-4286 **Email:** [cua-writingcenter@cua.edu](mailto:cua-writingcenter@cua.edu) **Web:** [english.cua.edu/wc/](http://english.cua.edu/wc/)

**The Math Center** is staffed with Math Faculty and Tutors who are trained to assist students struggling in areas ranging from the basics to complex problems in calculus and statistics. Any student who feels he or she may need assistance in this or any other math class is welcome to visit the Math Center on Monday through Thursday between the hours of 4:00 and 10:00pm. No appointment is necessary and services are absolutely free. The Math Center is located at Mullen Library Second Floor.

**Phone:** (202) 319-5655 **Email:** [cua-academicsuccess@cua.edu](mailto:cua-academicsuccess@cua.edu)

**The Office of Disability Support Services** provides reasonable accommodations for the classroom and testing environment for students with documented disabilities. DSS is located in Pryz 127. Office hours are Monday, Wednesday, and Friday 8:00am-5:00pm, and Tuesday and Thursday 8:00 am -6:30 pm. **Phone:** (202) 319-5211 **Email:** [cua-dss@cua.edu](mailto:cua-dss@cua.edu) **Web:** [dss.cua.edu](http://dss.cua.edu)

**The Counseling Center** provides free individual and group counseling services, psychiatric consultation, alternative testing, and emergency services to CUA students. In addition, we provide consultation services and outreach programs to the CUA community. Appointments can be scheduled in person in 127 O'Boyle Hall, or by phone.

**Phone:** (202) 319-5765. **Web:** [counseling.cua.edu](http://counseling.cua.edu)

### Assessment

Reports of grades in courses are available at the end of each term on <http://cardinalstation.cua.edu>. The grade range of Cardinal Station could reflect a minus "-" or a "+" suffix after a letter grade depending on the number of points scored. There is no "A+" at CUA.

### Grading Scale

The grading scale for Graduate Classes is

Grade	Meaning	Scale
A	Excellent	93-100
A-		90-92
B+		87-89
B	Satisfactory	83-86
B-		80-82

C	Passing but Marginal	70-79
F	Failure – student failed to demonstrate an adequate understanding of course concepts	< 70
F*	Failure – student ceased to participate in or attend the class	

Notes and suggestions and hints: Check the course catalog first for questions. Be sure to log onto Blackboard to follow assignments and current grade. Expect to be asked to contribute to each class session.

The Alert Student will include the class number in every email to Your Management Professor.

NOTE: This syllabus is subject to change by the instructor without notification. It may be changed at any time for any reason without notice by Your Management Professor. The class schedule, course content or tests or evaluations may be amended or “guest speakers” may be added without any prior notification.

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