

## HRM481: Capstone – Human Resource Management

**Credit Hours:** 3

**Contact Hours:** This is a 3-credit course, offered in accelerated format. This means that 16 weeks of material is covered in 8 weeks. The exact number of hours per week that you can expect to spend on each course will vary based upon the weekly coursework, as well as your study style and preferences. You should plan to spend 14-20 hours per week in each course reading material, interacting on the discussion boards, writing papers, completing projects, and doing research.

### Course Description and Outcomes



#### Course Description:

The capstone course is a culminating educational experience in which students apply the knowledge and skills obtained throughout the human resources program to address real-world business and organizational challenges. This course is centered around six key human resource areas: leadership, legal and ethical responsibilities, policy and strategy, employment and compensation, conflict management and negotiations, and staff training and development to improve organizational performance.

#### Course Overview:

In this capstone course, you will complete capstone assignments that address the program outcomes for the Bachelor of Science in Human Resource Management. The course begins with an exploration of resume building and career planning. In Modules 2-7, you will have the opportunity to demonstrate what you learned throughout the human resource management program by applying leadership, critical thinking, problem-solving, and creativity skills to real-world situations. In the last module of the course, you will complete a resume and career plan.

#### Course Learning Outcomes:

1. Develop a resume and career plan.
2. Navigate the CSU-Global career center.
3. Enhance organizational performance and create effective traditional and virtual teams through motivation, organizational culture, and change management.
4. Address the legal and ethical implications of human resources and administration in an organizational setting.
5. Analyze business policy and strategy in relationship to competitors.
6. Resolve conflict by utilizing various management styles and best practices.
7. Understand employment and compensation requirements including insurance, salary, labor, health, and safety.
8. Cultivate training and staff development programs to promote a learning organization focused on systems thinking and continuous improvement.

### Participation & Attendance



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

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

## Course Materials



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

## Course Schedule



### Due Dates

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

- Discussion Boards: The original post must be completed by Thursday at 11:59 p.m. MT and Peer Responses posted by Sunday 11:59 p.m. MT. Late posts may not be awarded points.
- Capstone Assignments: Assignments are due Sunday at 11:59 p.m. MT.

Week #	Readings	Assignments
1	<ul style="list-style-type: none"> <li>• Module 1 Content</li> <li>• Diaz, C. S. (2013). Updating best practices: Applying on-screen reading strategies to résumé writing. <i>Business Communication Quarterly</i>, 76(4), 427-445.</li> <li>• Macaulay, J. C. (2012). So you think you can plan your career? <i>Strategic Finance</i>, 94(2), 6 &amp; 61.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> </ul>
2	<ul style="list-style-type: none"> <li>• Module 2 Content</li> <li>• Giauque, D., Anderfuhren-Biget, S., &amp; Varone, F. (2013). HRM practices, intrinsic motivators, and organizational performance in the public sector. <i>Public Personnel Management</i>, 42(2), 123-150.</li> <li>• Sokro, E. (2012). Analysis of the relationship that exists between organisational culture, motivation and performance. <i>Problems of Management in the 21st Century</i>, 3, 106-119.</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone Assignment (75 points)</li> </ul>
3	<ul style="list-style-type: none"> <li>• Module 3 Content</li> <li>• Calvasina, G. E., Calvasina, R. V., &amp; Calvasina, E. J. (2012). The virtual office: HRM legal, policy, and practice issues. <i>Business Studies Journal</i>, 4(2), 37-46.</li> <li>• Mainiero, L. A., &amp; Jones, K. J. (2013). Sexual harassment versus workplace romance: Social media spillover and textual harassment in the workplace. <i>Academy of Management Perspectives</i>, 27(3), 187-203.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Capstone Assignment (75 points)</li> </ul>
4	<ul style="list-style-type: none"> <li>• Module 4 Content</li> <li>• Muduli, A. (2012). Business strategy, SHRM, HR outcome and organizational performance: Evidence from an Indian industry. <i>Global Management Journal</i>, 4(1/2), 111-125.</li> <li>• Takeuchi, N. (2009). How Japanese manufacturing firms align their human resource policies with business strategies: Testing a contingency performance prediction in a Japanese context. <i>International Journal of Human Resource Management</i>, 20(1), 34-56.</li> </ul>	<ul style="list-style-type: none"> <li>• Capstone Assignment (100 points)</li> </ul>
5	<ul style="list-style-type: none"> <li>• Module 5 Content</li> <li>• Patterson, K. (2010). Effects of unresolved conflict on organizational health and performance and conflict resolution training for developing leaders and improving business success. <i>Proceedings of the Northeast Business &amp; Economics Association</i>, 542-546.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion (25 points)</li> <li>• Capstone Assignment (125 points)</li> </ul>

	<ul style="list-style-type: none"> <li>Römer, M., Rispens, S., Giebels, E., &amp; Euwema, M. C. (2012). A helping hand? The moderating role of leaders' conflict management behavior on the conflict-stress relationship of employees. <i>Negotiation Journal</i>, 28(3), 253-277.</li> </ul>	
6	<ul style="list-style-type: none"> <li>Module 6 Content</li> <li>Ho, J. L. Y., Ling-Chu, L., &amp; Wu, A. (2009). How changes in compensation plans affect employee performance, recruitment, and retention: An empirical study of a car dealership. <i>Contemporary Accounting Research</i>, 26(1), 167-199.</li> <li>Howe, N. (2014). How the millennial generation is transforming employee benefits. <i>Benefits Quarterly</i>, 30(2), 8-14.</li> </ul>	<ul style="list-style-type: none"> <li>Capstone Assignment (125 points)</li> </ul>
7	<ul style="list-style-type: none"> <li>Module 7 Content</li> <li>Milhem, W., Abushamsieh, K, &amp; Pérez Aróstegui, M. N. (2014). Training strategies, theories and types. <i>Journal of Accounting, Business &amp; Management</i>, 21(1), 12-26.</li> <li>Úbeda-García, M. (2012). There is an interrelationship between human resource management, training &amp; knowledge management? Empirical evidence. <i>Human Systems Management</i>, 31(3/4), 231-240.</li> </ul>	<ul style="list-style-type: none"> <li>Capstone Assignment (125 points)</li> <li>ETS Proficiency Profile (50 points)</li> <li>Program Completer Survey (25 points)</li> <li>CPC-based Comprehensive Exam (50 points)</li> </ul>
8	<ul style="list-style-type: none"> <li>Module 8 Content</li> <li>Akpan, J., &amp; Notar, C. E. (2012). How to write a professional knockout resume to differentiate yourself. <i>College Student Journal</i>, 46(4), 880-891.</li> <li>Elmore, B. (2012). A résumé that reflects the real you. <i>Baylor Business Review</i>, 31(1), 56-57.</li> </ul>	<ul style="list-style-type: none"> <li>Discussion (25 points)</li> <li>Resume and Career Plan (150 points)</li> </ul>

## Assignment Details



This course includes the following assignments/projects:

### Module 1

#### **CPC-based Comprehensive Exam—Introduction (50 points assigned at the end of Week 7)**

From now through the end of Week 7 of this course, CSU-Global will be conducting a program assessment called the *Common Professional Component (CPC)-based Comprehensive Exam*, provided by Peregrine Academic Services. The purpose of this exercise is to provide CSU-Global with data that will help assess the quality of its academic programs so that the school can improve its program content and provide the best possible educational experience for all students. Because this is an assessment of the quality of CSU-Global programs, and not an assessment of individual student performance, there is no need to prepare for this exam. This exam must be completed in one sitting and we do ask that you complete the exam to the best of your ability.

You will receive 50 points for completing the exam. These points are a part of the total points for this course. This assignment will be reflected in your grade book.

Upon completion of the exam, you will receive a PDF-downloadable certificate, sent to your CSU-Global email account (from Receipt@PeregrineAcademics.com). To receive the 50 points for this exam, you must upload the certificate to the appropriate dropbox in the Module 7 folder.

You can complete the CPC-based Comprehensive Exam at any time during Weeks 1 through 7. For exam content and requirement-related questions, please review Module 7 and the exam FAQ information linked from this assignment in the Module 1 folder.

Thank you in advance for taking this exam and helping CSU-Global sharpen its program content and delivery!

## Module 2

### Capstone Assignment (75 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### OPTION #1: Recommendations for Enhancing Organizational Performance

Using an organization of your choice, imagine that you have been brought in as a human-resources consultant for this organization. The organization wants to enhance performance at all levels—organizational, team, and individual—and has asked you to consider how to do this through the following three avenues:

- Motivation
- Organizational culture
- Change management

For this assignment, develop a well-written paper that helps guide the organization in enhancing organizational, team, and individual performance through motivation, organizational culture, and change management. Be specific in your recommendations and support them with scholarly sources, which can include textbooks used in your program courses.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least three scholarly sources
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

#### OPTION #2: Enhancing Organizational Performance through Organizational Culture, Change Management, and Motivation

Using an organization of your choice, imagine that you have been brought in as a human-resources consultant for this organization. The organization wants to enhance performance at all levels—organizational, team, and individual—and has asked you to consider how to do this through the following three avenues:

- Motivation
- Organizational culture
- Change management

For this assignment, develop a slideshow presentation for employees (using PowerPoint or the equivalent) that introduces employees to the concepts of organizational culture and change management and explains how these relate to performance. Design the presentation taking into consideration what motivates employees both to engage with new ideas and to improve performance.

Your slideshow should meet the following requirements:

- Be 7-12 slides in length
- Include at least three scholarly sources
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

## Module 3

### Capstone Assignment: Legal and Ethical Issues in Human Resources (75 points)

Choose and research a situation in which an organization had to deal with human-resources-related legal and/or ethical issues. Examples of the type of issues include harassment or discrimination allegation, nepotism in recruitment, whistleblower complaint, and workers' compensation fraud. The situation can be one from your personal experience or one that you've discovered through your research. Be sure your research turns up

sufficient information to support the requirements of this assignment. Contact your instructor if you have any questions or difficulties in choosing an example to evaluate.

In a well-written paper, provide a brief summary of the situation and the organization's efforts in response to the issue(s). Then evaluate the ethical and legal influences on and/or implications of the organization's response to the issue(s).

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least two scholarly sources, in addition to properly citing information from the selected organization
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

## Module 4

### Capstone Assignment (100 points)

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### OPTION #1: Human Resources and Strategy

The role of human resources continues to expand, with human-resources professionals and their departments involved in broader and more complex organizational practices and issues. The traditional "hire and fire" role of human resources now includes involvement in the strategic direction of the organization and how to utilize innovative employee training tools to garner more customers.

Strategy formulation and implementation remains a key operational function of an organization, and the role of human resources has taken a greater role in this function. In a well-written paper, complete the following:

- Research and identify a strategic plan for a mid-sized organization (a mid-sized organization typically has more than 500 employees) that you are familiar with or that captures your interest.
- Briefly, summarize the main components of that strategic plan.
- Identify how the human-resources department of that organization can assist the organization in attaining its strategic goals. Importantly, detail the advice, counsel, and actions human resources should propose/enact in support of this endeavor.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least two scholarly sources, in addition to properly citing information from the selected organization
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

#### OPTION #2: Human Resources and Business Policy

Business policies are common in nearly any organization. Created by or at the direction of top management, business policies establish the guidelines or limits that lower-level managers and employees have in making specific decisions. For instance, the following are examples of business policies that would detail the expectations, and guidelines, for employee performance and conduct:

- Dress code
- Code of ethics
- Outside employment
- Equal opportunity
- Attendance/time off
- Substance abuse

In many organizations, a human resources department will be charged by top management to create business policies and then ensure employees adhere to the tenets of the policies. For this assignment, your well-written paper should include the following:

- Choose an organization with which you are familiar or that you have studied and identify a business policy that is either poorly written or has not been developed by the organization.
- Summarize the intent of this business policy and the importance to the organization that this policy be current and accurate.
- As the human-resources professional, revise or create the business policy identified above, and then detail how best an organization can publicize this business policy to maximize employee knowledge.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least two scholarly sources, in addition to properly citing information from the selected organization
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

### **CPC-based Comprehensive Exam—Reminder**

Remember to take your CPC-based Comprehensive Exam before the end of this course. Full details about this exam and self-registration information can be found on the Week 7 Assignments page.

While you do not need to prepare for this exam, take your time and *do your best*. Plan to spend 90-120 minutes completing the exam. Though it is officially assigned in Week 7, you may complete the exam at any time in the course until Sunday midnight of Week 7.

If you have any questions or concerns, please reach out to your course instructor!

## **Module 5**

### **Capstone Assignment (125 points)**

Choose one of the following two assignments to complete this week. Do not do both assignments. Identify your assignment choice in the title of your submission.

#### **OPTION #1: Conflict Management: Best-Practice Strategies**

You have been hired as an HR consultant for a company that has just acquired a smaller firm and is dealing with new levels of conflict—both interpersonal and interagency—as a result. Prepare a PowerPoint presentation that guides employees through two best-practice strategies (one interpersonal strategy and one interagency strategy) for dealing with conflict productively and effectively.

Your slideshow should meet the following requirements:

- Be 8-12 slides in length
- Include at least three scholarly sources
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

#### **OPTION #2: Management Style and Conflict Resolution**

Using an example from your own experience or from the experience of someone you know, identify a workplace conflict. It can be interpersonal or interagency. You are welcome to change identifying information of the organization and/or specific individuals for privacy purposes, but keep as many of the original details of the conflict as possible.

In a well-written paper:

- Describe the conflict, including as many relevant details as possible.
- Identify and describe a management style well-suited to dealing with this conflict.

- Explain how you would apply the management style you've identified to the resolution of this conflict.
- Justify your choice of this particular management style for handling the conflict.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least three scholarly sources
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

## Module 6

### Capstone Assignment: Compensation (125 Points)

Compensation is one of the fundamental responsibilities of an HR department, with the ability to offer a compensation package that attracts and retains employees serving as a key to obtain the talent to pursue dramatic organizational goals.

In a well-written paper, address the following aspects related to an organization's compensation program:

- Explain the need and rationale for a compensation philosophy.
- Propose a compensation philosophy that may be applicable and utilized for a Fortune 500 company.
- Finally, discuss the principal types of monetary, or core, compensation and when it may be most applicable to use one type of compensation over another.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least two scholarly sources that support your position as stated in this assignment
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

## Module 7

### Capstone Assignment: Training Plan Assessment (125 Points)

An organization's ability to provide its employees with additional knowledge or skills that employees can effectively utilize remains central to raising the level of performance and productivity of both employees and the organization itself. Too many training opportunities, though, are not effectively created and utilized. The consequence is that the training presentation or program does not change the basic character or performance of an employee.

Research an organization that recently enacted a new or innovative training program. Be sure to choose an organization with which you are familiar and for which you can gather sufficient information to successfully complete this assignment. For this assignment, develop a well-written paper that includes the following:

- Provide a brief background of the organization and detail the general issues/problems that the training was intended to address (for example, the lack of motivation within the sales force).
- Present the general components of an effective training plan and assess whether the training program developed and implemented in your example followed general components of an effective training plan, explaining why it did or did not.
- Finally, evaluate whether the training plan may be effective or not, stating how you would modify the training plan to raise the chance that it may effectively modify the behavior/attitude of the organization's employees and therefore lead to greater productivity and profitability.

Your paper should meet the following requirements:

- Be 3-4 pages in length
- Include at least two scholarly sources that support your position as stated in this assignment
- Be formatted according to the *CSU-Global Guide to Writing and APA Requirements*

### ETS Proficiency Profile Assessment (50 points)

Take the ETS Proficiency Profile before midnight of Week 7. The ETS Proficiency Profile is a 36-question exam that measures critical thinking, reading, writing, and mathematics. You will not receive a grade for how you do on the exam, but will receive 50 points for completing it. The purpose of this exercise is to provide data to CSU-Global that will help improve courses, curriculum, and instructional practices.

A couple of tips before you get started:

1. Make sure to allow at least 40 minutes to complete the exam.
2. Remember to use your CSU-Global email (first.last@csuglobal.edu) address when/if prompted.
3. Have your CSU-Global student six-digit ID number (not SSN) ready.
4. Refer to the Module 7: ETS Proficiency Profile Assessment page in Schoology for the current exam session number.
5. When you are finished with the exam, you have the option to email your test completion acknowledgement to someone. Email yourself and take a screen shot of the email. Then submit it to the Module 7 assignment submission area to show that you have completed the exam. (Alternately, after you exit the test you will receive an email from ETS with a link to a URL that lets you set up an account for no fee to retrieve your results. You can set up an account with ETS submit your score report to the Module 7 assignment area to show you have completed the exam.)

When you are ready, access the exam by clicking the following URL:

<http://proficiencyprofile.ets.org>

### **Program Completer Survey (25 points)**

Please complete and submit the Program Completer Survey. This 29 question survey replaces the Module 7 Discussion and is worth 25 points. Begin the survey by clicking on the “Start Survey” button below. Be sure to complete and submit the entire survey.

In order to receive the points associated with this assignment:

1. Click the “Submit” button.
2. Click “Print Screen” on the completion screen to which you are taken.
3. Save a copy of the screenshot.
4. Submit a copy of the screenshot to the Module 7 assignments area.

### **CPC-based Comprehensive Exam (50 points)**

The *Common Professional Component (CPC)-based Comprehensive Exam* is an assessment that measures the foundational knowledge areas of the following programs: Business Finance, Business Integration and Strategic Management, Economics, Information Management Systems, Legal Environment of Business, and Management. The exam is conducted by Peregrine Academic Services and the exam data will help CSU-Global assess the quality of its academic programs so that the school can improve its programs and provide the best possible educational experience for all students. This is not an individual assessment of knowledge, so there is no need to prepare for this exam. However, take your time and do your best. You have three hours (180 minutes) to complete the exam, though most students are able to finish it in 90-120 minutes. You must complete the exam in one sitting. Additionally, you will not receive an individual grade based on how *well* you do on the exam, but you *will* receive 50 points for completing it. These 50 points will factor in as part of your total course grade.

Before starting, read the **Frequently Asked Questions** document linked to this assignment in the Module 7 folder for more information about this exam.

### **Important tips before you access the self-registration page:**

- Make sure you allow yourself enough time to complete the exam, especially if you plan to complete it all at one time. (While you have up to three hours to complete the exam, we recommend allowing at least 120 minutes if you plan to finish it all at once.)
- If you do not plan to complete the exam all at one time, save the email you receive upon completing the self-registration process as it provides a link to access the exam again. **Remember to finish the exam within 48 hours of starting it!**

- This is a timed exam. It contains 60 questions and you have a total of three hours to complete it, which is an average of about three minutes per question. This should be plenty of time. If you need to take breaks, *be sure to log out completely* or you will lose time that you need to take the exam. You must log back in within 48 hours to complete the exam.
- Any technical issues or “locked out” issues need to be addressed through the Peregrine support team, available here: [Support@PeregrineAcademics.com](mailto:Support@PeregrineAcademics.com)

Once you have completed the exam you will receive a confirmation email and PDF certificate. Download and save the certificate to your computer. To receive credit for taking the exam you must upload the certificate you received from this assignment in the Module 7 folder.

#### **Steps for self-registration:**

To self-register, please have the following information ready:

- Your CSU-Global email address
- Your degree program
- Your term (such as Spring-A, Winter-C, Fall-B)
- The assessment password: CSUG-1001

To begin the self-registration process, please access the Peregrine Academic Services page for CSU-Global using the following link, and follow the instructions provided there:

<http://www.peregrineacademics.com/csu-global>

The registration process should take about five minutes to complete. Upon completion of your registration you will receive a confirmation email with your exam/course link for taking the exam.

## **Module 8**

### **Resume and Career Plan (150 points)**

For this assignment, you will be submitting two separate documents—a resume and a career plan—each worth 75 points. You may base these documents on your own personal information or on fictional information, thereby keeping your personal information private. Either is an acceptable choice and you will not be graded based on whether you choose to submit actual or fictional information. The purpose of this assignment is to give you experience developing both a resume and a career plan. If you choose to use fictional information, you can then use what you’ve learned in this assignment to help you develop your own personal resume and career plan. If time permits, you can even develop your real resume and career plan and the fictional ones for the assignment simultaneously. If you have any questions or concerns about this assignment, please contact your instructor as early in the course as possible so they can be addressed. **You will submit both parts separately.**

Following are the specific requirements for each component of this assignment:

#### **Resume**

Find a posting for a job that currently interests you and for which you are qualified. Using either your own information or fictional information, create a resume tailored to this job description. If you are creating this resume for a fictional person, you can feel free to add skills, experiences, or qualifications that you do not possess, in addition to creating fictional contact information, a fictional educational background, etc.

You may choose whatever type of resume seems most appropriate. Your resume should include the following elements:

- Contact information
- Qualifications
- Education
- Experience/History

You may also choose to include additional elements as appropriate and needed. Before submitting your resume, use the **Capstone Resume Checklist** and have at least one person read through it and check for errors in spelling, grammar and formatting. When you have the final version of your resume, convert it to a PDF format to submit for grading.

### Career Plan

Using the **Career Plan Template**, develop a career plan either for yourself or for a fictional person. The information in the career plan should be as specific as possible, even if you are developing it for a fictional person. You should fill out every section of the Career Plan Template.

Your final career plan submission should be well written and free of errors.

## Course Policies



### Course Grading

12.5% Discussion Participation & Survey  
62.5% Capstone Assignments  
15% Resume and Career Plan  
5% ETS Proficiency Profile  
5% CPC-based Comprehensive Exam

### Grading Scale and Policies

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

### In-Classroom Policies

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

### Academic Integrity

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

### Citing Sources with APA Style

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

### Disability Services Statement

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

### Netiquette

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

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

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