



**KENNESAW STATE  
UNIVERSITY**

WELLSTAR COLLEGE OF HEALTH  
AND HUMAN SERVICES  
*Bachelor of Science in Human Services*

<b>HS 4200 Human Resources in Nonprofit Management</b>	
<b>Instructor Information</b>	<b>Instructor:</b> Darlene Xiomara Rodriguez, PhD, MSW, MPA <b>Office Phone:</b> 1-470-578-3669 <b>Office Location:</b> Prillaman Health Sciences, Room 3313
<b>Class Meeting Time</b>	<b>Synchronous:</b> Thursdays 2pm-4:45pm; <b>Asynchronous:</b> Via SoftChalk, opens 12:01am on Tuesdays and closes at 11:59pm on Sundays (EST)
<b>Meeting Location</b>	<b>Online:</b> Using D2L, SoftChalk, and MSTeams
<b>Semester/Year &amp; Credit Hours</b>	Fall 2021 3 Class Hours, 0 Laboratory Hours, 3 Credit Hours
<b>Instructor Preferred Communication &amp; Office Hours</b>	Preferred communication methods: D2L email, telephone, or MSTeams Thursday “Staff Meetings” between 2pm and 4:45pm or by appointment

**The Syllabus**

This syllabus acts as a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course. It contains a great deal of information. You are asked to sign the contract at the end of this document as testament to your understanding of the content herein. Please note, if for any reason you do not agree with the information and requirements discussed within this document and are unable to sign this contract, you will be asked to withdraw from the course.

Additional course materials are found on D2L at <http://d2l.kennesaw.edu>.  
To log in you will need your current KSU NetID and password.

**Course Catalog Description**

Students will examine theories and management practices necessary to effectively manage human resources for nonprofit organizations, including staff and volunteers.

***Prerequisite, Corequisite, or Concurrent Prerequisite Knowledge:***

HS2200; HS3300, HS3400

HS Major, HS Interest, or Non-majors with permission of the Department.

***Course Modality:***

Online, Synchronous with asynchronous workplace training simulation via SoftChalk

## Course Materials

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### **Required Materials**

Author(s): Pynes, Joan E.

Title: *Human Resources Management for Public and Nonprofit Organizations: A Strategic Approach* (4<sup>th</sup> edition)

ISBN: 978-0-470-33185-9

Publisher: Jossey-Bass.

Reliable computer and internet access to complete SoftChalk workplace training simulation and related online diagnostics.

## Course Learning Objectives & Relationship to Human Services Education

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This course is designed using the national standards for the Baccalaureate Degree in Human Services by the Council for Standards in Human Service Education found at [www.cshse.org](http://www.cshse.org).

This course is designed to address the following standards:

### **Knowledge Objectives:**

1. The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (*CSHSE National Standards 12h*).
2. The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:
  - a) Obtain, synthesize, and clearly report information from various sources;
  - b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;
  - c) Upholding confidentiality and using appropriate means to share information; and
  - d) Using technology to locate, evaluate, and disseminate information (*CSHSE National Standards 14a-d*).

### **Values Objectives:**

1. The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:
  - c) Confidentiality of information;
  - d) The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;
  - f) Interdisciplinary team approaches to problem solving;
  - g) Appropriate professional boundaries; and
  - h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (*CSHSE National Standards 19c-d; f-h*).

2. The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:
  - a) Conscious use of self;
  - b) Clarification of personal and professional values;
  - c) Awareness of diversity; and
  - e) Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (*CSHSE National Standards 20a-c;e*).

**Skills Objectives:**

1. Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (*CSHSE National Standards 17d*).

**Course Assignments\***

Guidelines and rubrics for the assignments below are outlined in the corresponding section within D2L or SoftChalk.

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**1. Simulation Clipboards (Chapter Quizzes for Self Assessment) (P/F)**

Beginning in Module 1, students will complete two human resources management simulations using SoftChalk per week related to the theme of the course lesson that week. These “clipboards” are for participation credit as part of the Assessment Center simulation, whereby the training certificates will be included in their e-portfolios to document your training.  
(*CSHSE National Standards 12h; 14a-d; 19c-d; f-h*).

**2. Chapter Reflections (For Engagement and e-Portfolio/Reflection) (P/F)**

For every chapter you will complete a reflection discussion board entry regarding what you learned and an “AHA” moment you had during your reading and your SoftChalk experience. These reflections are due by 12noon on Thursday – and are used during the class period as part of our “Staff Meeting”. This exercise keeps you accountable to document reflections as the semester unfolds and will aid you when you submit your summative reflection and Assessment Center final assignment at the end of the term. Students who consistently and thoughtfully do the weekly reflections fare better in the course in retaining their learning not only for the exam but transferring their learning beyond their enrollment as emerging professionals.  
(*CSHSE National Standards 12h; 14a-d; 19c-d; f-h*).

**3. Chapter Exams (80%)**

Students have an exam over nine chapters of the text. The lowest exam score is dropped. Each exam is worth 10% of the total course grade.  
(*CSHSE National Standards 12h; 19c-d; f-h*).

**4. Assessment Center Simulation [Society for Human Resources Management] (20%)**

Students are to complete the steps in the Hiring Funnel by engaging in an Assessment Center Simulation. This requires students to identify a position they would like to apply for upon graduation, complete a cover letter and resume, and have them approved by the Office of Career Planning and Development. Then they are to complete diagnostics commonly used in human resources management to determine person-organization fit. Likewise, students will complete virtual interviews and a self-check as an applicant and as a hiring manager. Students will complete a LinkedIn Profile and an e-portfolio, which will include their simulation clipboards as they prepare for their college-to-career transitions. The simulation ends with a reflection over the Assessment Center experience and their job/career readiness upon completion of the course. (CSHSE National Standards 14a-d; 17d; 20a-c;e).

**Grading Scale**

Assignment	Weight/Points
1. Exams (Simulation Clipboards serve as a study aid for exams.)	80%*
2. Assessment Center Simulation [SHRM] (Chapter Reflections serve as an accountability and documentation tool for the simulation.)	20%
<b>Total</b>	<b>100%</b>

**Final Course Grades are reported using the following grading scale**

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|--|---|
| <b>A – Excellent (90.0 points or higher)</b> | <b>C – Satisfactory (70 to 79.9)</b>                        |
| <b>B – Good (80 to 89.9)</b>                 | <b>D - Passing, but less than satisfactory (60 to 69.9)</b> |
|  | <b>F – Failing (59.9 or lower)</b>                          |

**Rounding:** There will be no rounding of individual assignment grades during the semester; however, the final grade will be rounded, with grades .5 or above rounded up (e.g., a 74.5 is 75)

**Course Policies**

**Late Work:** The professor expects that all assignments will be submitted by their posted due date. Late assignments will receive a late penalty of 5% per day, including weekends (Saturday, Sunday, and Holidays). Please decide on an alternate due date, if required, by communicating directly with the professor. Decisions regarding the acceptance of late assignments will be made at the discretion of the professor. **Assignments handed in late will not receive any written feedback.**

**Preferred Instructor Communication:**

1. Please make sure you consult the course syllabus and any other handouts BEFORE submitting inquiries by email.
2. Email communications should not be seen as an alternative to meeting with the professor. It is not permissible to use emails as a mechanism to receive private tutorials or to receive information on any material that was covered in classes that you have missed.
3. I will do my best to respond to emails of immediate need within 48-72 hours. This only applies Monday to Friday during the hours of 10am-5pm. To cultivate and maintain a healthy life-work, I do not respond to student emails in the evenings or on weekends. If you do not receive a reply after 48 hours, please resubmit your original inquiry.
4. When emailing, while enrolled in the course, use D2L's email platform. It prioritizes student emails within the KSU email system. When you do, it will already identify the course you are enrolled in. Therefore, use the subject line to provide a concise statement of purpose (e.g., **<insert course name> Appointment**). If you do not adhere to these guidelines, and you submit an email via KSU email, it will likely delay my response to your request, since I respond to emails in order of priority, task, and time commitments.
5. Please, also, include a salutation (e.g., **Hello or Dear Dr. <Instructor First Name>**), so I know the email is meant for me, and a closing signature (e.g., **Thank you, or Regards, <insert name here>**). It is good practice to write your emails respectfully and I will return the same courtesy to you.

**Assignment Turnaround Policy:** I strive to return your graded assignments within 14 business days of receipt or closure of assignment.

Department or College Policies

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**Grade Appeals and Student Complaints**

*The Department of Social Work and Human Services advocates those students who experience difficulties or problems, **first speak** to their instructor for effective resolution. If this does not work, then the student is encouraged to contact the Human Services' Program Director next, followed by Department Chair should no resolution be met.*

Note: KSU desires to resolve student grievances, complaints and concerns in an expeditious, fair and amicable manner. The complaints and concerns webpage was developed to assist current and prospective students in submitting complaints and appeals, and to direct them to the most effective venue for accurate information and resolution. The resources on the page will direct students to the specific venue to appropriately address the related student complaint.

Complaints for online students are resolved following the same general procedures for students who attend classes on-campus. However, for any process that requires a student appear in person, the university may make other arrangements. For processes that cannot be completed via telephone, email, or written correspondence, the university may set up a two-way videoconference site in place of a meeting on the KSU campus.

### **COVID-19 illness**

If you are feeling ill, please stay home and contact your health professional. In addition, please email your instructor to say you are missing class due to illness. Signs of COVID-19 illness include, but are not limited to, the following:

- Cough
- Fever of 100.4 or higher
- Runny nose or new sinus congestion
- Shortness of breath or difficulty breathing
- Chills
- Sore Throat
- New loss of taste and/or smell

COVID-19 vaccines are a critical tool in “Protecting the Nest.” If you have not already, you are *strongly* encouraged to get vaccinated immediately to advance the health and safety of our campus community. As an enrolled KSU student, you are eligible to receive the vaccine on campus. Please call (470) 578-6644 to schedule your vaccination appointment or you may walk into one of our student health clinics.

For more information regarding COVID-19 (including testing, vaccines, extended illness procedures and accommodations), see KSU’s official [COVID-19 website](#).

### **Face Coverings**

Based on guidance from the University System of Georgia (USG), all vaccinated and unvaccinated individuals are encouraged to wear a face-covering while inside campus facilities. Unvaccinated individuals are also strongly encouraged to continue to socially distance while inside campus facilities, when possible.

### **Institutional Policies**

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#### [Federal, BOR, & KSU Required Syllabus Policies](#)

**Course Enrollment Policy:** Students are solely responsible for managing their enrollment status in class; nonattendance does not constitute a withdrawal.

### **KSU Student Resources**

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This link contains information on help and resources available to students:

[KSU Student Syllabus Resources](#)

## Key Academic Dates to Remember for Fall Semester

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The information below can also be accessed at the University Registrar's Website under "[Academic Calendars](#)".

<b>Date</b>	<b>Assignment/Event</b>
<b>August 15, 2022</b>	First Day of Classes/First Day
<b>August 18, 2022</b>	1 <sup>st</sup> Class meeting
<b>August 19, 2022 @ 11:45pm</b>	Drop/Add Ends
<b>September 5, 2022</b>	Labor Day Break
<b>October 11, 2022 @ 11:45pm</b>	Last Day to Withdraw Without Academic Penalty/Semester Midpoint
<b>November 20-26, 2022</b>	Thanksgiving Break
<b>November 29, 2022</b>	Last Day to Withdraw with a WF
<b>December 5, 2022</b>	Last Day of Classes
<b>December 15, 2022 @ 12:00pm</b>	Final Grades DUE to Owl Express










**Course Calendar**

Refer to the legend below and mark off tasks as you complete them.

☐=FYI ✍=Writing assignment 📖=Reading assignment 🖱=D2L Web assignment 🖱=Non-D2L Web Assignment  
 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 1  Wk 1	Week of 8/15  Session: Thursday  Synchronous Class Lesson via BB Collaborate.  Session will be recorded	☐ Course Overview/Expectations  ☐ On-boarding and Orientation 📖 Chapter 1 <i>Introduction to Human Resources Management in the Public and Nonprofit Sectors</i> (Slide Deck Lesson) 🖱 SoftChalk Overview	Welcome to Human Resources in Nonprofit Management! Onboard and Orient Students  DUE: 8/18 prior to class – thoroughly review: 📖 Syllabus, Course Schedule, and Textbook 🖱 D2L Website (Will open the first week of classes) 🖱 Diagnostic Testing Instructions [Approx. \$30] 🖱 Visit the following for offerings and programs: <a href="#">KSU Department of Career Planning and Development (Career Services) Website</a> <a href="#">KSU Student Success Services Website</a>  AFTER CLASS and until Module 1/Week 🖱 Complete Student Inventory (Qualtrics Link in D2L) 🖱 Complete Syllabus MOU (Qualtrics Link in D2L) 🖱 Complete Diagnostic Tests 🖱 Job Search and Identification ✍ Update Resume for Position Identified
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards</i> 12h).</li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:                      c) Confidentiality of information;                      h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards</i> 19c-d; f-h).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>The Public Sector</li> <li>The Nonprofit Sector</li> <li>The New Public Service</li> <li>Today’s Context for Human Resources Management</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss the responsibly and roles of human resources management</li> <li>Summarize what constitutes public and nonprofit organizations</li> <li>Explain why civil service systems or merit systems exist in the public sector</li> <li>Identify the challenges facing human resources management today</li> </ul>		







Wk 2	Week of 8/22	 Chapter 2 <i>Strategic Human Resources Management and Planning</i> (SoftChalk Lesson)	<p><b>FINAL DUE DATE: Sunday 8/28 at 11:59pm EST</b></p> <ul style="list-style-type: none"> <li> Complete Student Inventory (Qualtrics Link in D2L)</li> <li>  Complete Syllabus MOU (Qualtrics Link in D2L)</li> <li>  Practice Quiz C1 (Saturday 12:00am–Sunday 11:59pm)</li> </ul> <p>AFTER CLASS and until Module 1/Week3</p> <ul style="list-style-type: none"> <li> Complete Diagnostic Tests</li> <li> Job Search and Identification</li> <li> Update Resume for Position Identified</li> </ul>
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>• The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards 12h</i>).</li> <li>• The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:                         <ol style="list-style-type: none"> <li>a) Obtain, synthesize, and clearly report information from various sources;</li> <li>b) Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>c) Upholding confidentiality and using appropriate means to share information; and</li> <li>d) Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>• The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:                         <ol style="list-style-type: none"> <li>c) Confidentiality of information;</li> <li>d) The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;</li> <li>f) Interdisciplinary team approaches to problem solving;</li> <li>g) Appropriate professional boundaries; and</li> <li>h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards 19c-d; f-h</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>• Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>• The Changing Role of Human Resources Management</li> <li>• Human Resources Outsourcing</li> <li>• Strategic Human Resources Management and Human Resources Planning</li> <li>• Human Resources Planning</li> <li>• Human Resources Information Systems and Electronic Human Resources Management</li> <li>• Implementing Strategic Human Resources Management</li> <li>• Evaluating the Effectiveness of Strategic Human Resources Management</li> <li>• Problems and Implications of Strategic Human Resources Management</li> <li>• Ethical Standards for Strategic Human Resources Management</li> </ul>		

	<p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>• Describe the changing role of human resources management</li> <li>• Define human resources planning and identify steps in the planning process</li> <li>• Identify factors to consider in forecasting the supply and demand for strategic human resources management (SHRM)</li> <li>• Explain why SHRM is critical for public and nonprofit organization</li> </ul>		
Wk 3	<p>Week of 8/29</p> <p>Session: Thursday</p> <p>Synchronous Class Lesson via BB Collaborate.</p> <p>Session will be recorded</p>	<p>📅 Quiz Week</p> <p>Open on Monday at 12noon and close on Sunday at 11:59pm</p> <p><b>Workshop: Resume and Cover Letter Writing</b></p>	<p>📅 Quiz Chapter 1</p> <p>📅 Quiz Chapter 2</p> <p><b>FINAL DUE DATE: Sunday 9/4 at 11:59pm EST</b></p> <p>📅 <b>Diagnostic Tests Completed/Submitted</b></p> <p>FOR WORKSHOP: Thursday 9/1</p> <p>✍ Bring Revised Resume for Position Identified</p> <p>AFTER CLASS and until Module 2/Week 3:</p> <p>📅 Revise Resume</p> <p>📅 Craft Cover Letter for Position Identified</p> <p>📅 Submit BOTH to Career Services for “Approval”</p> <p>📅 Upload Final “Approved” Cover Letter, Resume, and Job Description to D2L</p>
CSHSE	<ul style="list-style-type: none"> <li>• Determine if students have met the competencies for this Module aligned with the Standards covered.</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>• Assessment of student knowledge via unit exams and Assessment Center tiered-activities.</li> </ul>		

Refer to the legend below and mark off tasks as you complete them.

☐=FYI ✍=Writing assignment 📖=Reading assignment 🌐=D2L Web assignment 📄=Non-D2L Web Assignment  
 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 2  Wk 1	Week of 9/5	Labor Day 9/5 – No School  📖 Chapter 3 <i>Federal Equal Employment and Opportunity Laws and Other Employee Protections</i> (SoftChalk Lesson)	AFTER CLASS and until Module 2/Week3 📄 Revise Resume 📄 Craft Cover Letter for Position Identified 📄 Submit BOTH to Career Services for “Approval” 📄 Upload Final “Approved” Cover Letter, Resume, and Job Description to D2L
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards 12h</i>).</li> <li>The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:                             <ol style="list-style-type: none"> <li>Obtain, synthesize, and clearly report information from various sources;</li> <li>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>Upholding confidentiality and using appropriate means to share information; and</li> <li>Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>Federal Equal Employment Opportunity Laws</li> <li>Proving Employment Discrimination</li> <li>Executive Orders, Affirmative Action, and Other Federal Laws</li> <li>Affirmative Action</li> <li>Constitutional Rights</li> <li>Additional Protections for Employees</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the federal laws related to equal employment opportunity and their implications for strategic human resources management</li> <li>Be able to explain the difference between equal employment opportunity and affirmative action</li> <li>Comprehend the religious exemption from Title VII protections provided to some religious-affiliated nonprofit organizations</li> <li>Know the differences between disparate treatment and disparate impact theories of employment discrimination</li> <li>Be able to understand and apply the constitutional protections provided to public employees</li> <li>Understand the concept of employment at will</li> </ul>		

Wk 2	Week of 9/12	 Chapter 4 <i>Managing a Diverse Workforce</i> (SoftChalk Lesson)	AFTER CLASS and until Module 2/Week3  Revise Resume  Craft Cover Letter for Position Identified  Submit BOTH to Career Services for “Approval” Upload Final “Approved” Cover Letter, Resume, and Job Description to D2L
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards</i> 12h).</li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:             <ul style="list-style-type: none"> <li>c) Confidentiality of information;</li> <li>d) The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;</li> <li>f) Interdisciplinary team approaches to problem solving;</li> <li>g) Appropriate professional boundaries; and</li> <li>h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards</i> 19c-d; f-h).</li> </ul> </li> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:             <ul style="list-style-type: none"> <li>a) Conscious use of self;</li> <li>b) Clarification of personal and professional values;</li> <li>c) Awareness of diversity; and</li> <li>e) Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards</i> 20a-c;e).</li> </ul> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards</i> 17d).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>Glass Ceilings, Sticky Floors, Glass Walls, and Glass Escalators</li> <li>Why Diversity Is Important</li> <li>Cultural Competency</li> <li>Sexual Harassment</li> <li>Employer Liability</li> <li>Sexual Orientation</li> <li>Changes in the Nonprofit Landscape</li> <li>The Difference between Complying with Laws and Managing Diversity</li> <li>Strategic Human Resources Management Implications for Managing Diversity</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Discuss why managing diversity is important to strategic human resources management</li> <li>Understand the less obvious types of differences that employees bring to the workplace</li> <li>Understand the types of sexual harassment</li> <li>Understand why diversity efforts often fail</li> <li>Understand what cultural competency is</li> </ul>		




**HS 4200: Human Resources in Nonprofit Management**

Wk 3	<p>Week of 9/19</p> <p>Session: Thursday</p> <p>Synchronous Class Lesson via BB Collaborate.</p> <p>Session will be recorded</p>	<p>📅 Quiz Week Open on Monday at 12noon and close on Sunday at 11:59pm</p> <p><b>Workshop: Diagnostics Debriefing</b></p>	<p>📅 Quiz Chapter 3 📅 Quiz Chapter 4</p> <p><b>FINAL DUE DATE: 9/25</b></p> <p>📄 <b>Uploaded Final “Approved” Cover Letter, Resume, and Job Description to D2L</b></p> <p>FOR WORKSHOP: Thursday 9/22 ✍️ Diagnostics Shared with Students <a href="#">Strong Interest Inventory</a>® <a href="#">Myers-Briggs Type Indicator</a>®</p> <p>AFTER CLASS and until Module 3/Week3 📅 Do Readings on Virtual Interviewing 📅 Attempt to Craft Answer for Virtual Interviewing Questions with Position Identified in Mind</p>
CSHSE	Determine if students have met the competencies for this Module aligned with the Standards covered.		
Unit Objectives	Assessment of student knowledge via unit exams and Assessment Center tiered-activities.		

Refer to the legend below and mark off tasks as you complete them.

☐=FYI ✍=Writing assignment 📖=Reading assignment 🌐=D2L Web assignment 📄=Non-D2L Web Assignment  
 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 3  Wk1	Week of 9/26	📖 Chapter 5 <i>Job Analysis</i> (SoftChalk Lesson)	AFTER CLASS and until Module 3/Week3 📄 Do Readings on Virtual Interviewing 📄 Attempt to Craft Answer for Virtual Interviewing Questions with Position Identified in Mind
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards 12h</i>).</li> <li>The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:                             <ol style="list-style-type: none"> <li>Obtain, synthesize, and clearly report information from various sources;</li> <li>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>Upholding confidentiality and using appropriate means to share information; and</li> <li>Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>Legal Significance of Job Analysis Data</li> <li>Job Analysis Information and Methods</li> <li>Designing a Job Analysis Program</li> <li>Job Description and Job Specification</li> <li>Strategic Job Analysis</li> <li>Competency Modeling</li> <li>Job Analysis Techniques</li> <li>Contextual Performance</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of job analysis to strategic human resources management (SHRM)</li> <li>Understand what a job analysis is</li> <li>Discuss the different SHRM purposes and uses for job analyses</li> <li>Discuss commonly used methods to conduct a job analysis</li> <li>Explain the different types of information about performing a job that can be identified through job analysis techniques</li> </ul>		

Wk 2	Week of 10/3	 Chapter 6 <i>Recruitment and Selection</i> (SoftChalk Lesson)	AFTER CLASS and until Module 3/Week3  Do Readings on Virtual Interviewing  Attempt to Craft Answer for Virtual Interviewing Questions with Position Identified in Mind
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards 12h</i>).</li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:                             <ul style="list-style-type: none"> <li>c) Confidentiality of information;</li> <li>d) The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;</li> <li>f) Interdisciplinary team approaches to problem solving;</li> <li>g) Appropriate professional boundaries; and</li> <li>h) Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards 19c-d; f-h</i>).</li> </ul> </li> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:                             <ul style="list-style-type: none"> <li>a) Conscious use of self;</li> <li>b) Clarification of personal and professional values;</li> <li>c) Awareness of diversity; and</li> <li>e) Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20a-c;e</i>).</li> </ul> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>Recruitment</li> <li>Recruiting for Local Governments and Nonprofits</li> <li>Screening Applicants</li> <li>Executive and Managerial Recruitment and Selection</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of recruitment and selection to strategic human resources management</li> <li>Understand the recruitment techniques that public and nonprofit organizations use</li> <li>Discuss how technology is changing recruitment and selection procedures</li> <li>Understand the tests and techniques used in selection</li> <li>Understand legal concerns in the recruitment and selection process</li> </ul>		

**HS 4200: Human Resources in Nonprofit Management**

<p>Wk 3</p>	<p>Week of 10/10</p> <p>Session: Thursday</p> <p>Synchronous Class Lesson via BB Collaborate.</p> <p>Session will be recorded</p>	<p>✔ Quiz Week Open on Monday at 12noon and close on Sunday at 11:59pm</p> <p><b>Workshop: Virtual Interviewing</b></p>	<p>✔ Quiz Chapter 5 ✔ Quiz Chapter 6</p> <p>FOR WORKSHOP: Thursday 10/13 ✍ Bring Questions Based on Readings Have Sample Responses Prepared for Interview Questions</p> <p>AFTER CLASS and until Module 4/Week 3: ✔ Complete and Submit Virtual Interview (Interview Stream) ✔ Complete Self-Reflection for Virtual Interview ✔ Upload Self-Reflection to D2L ✔ Do Readings on Digital Portfolios</p>
<p>CSHSE</p>	<ul style="list-style-type: none"> <li>Determine if students have met the competencies for this Module aligned with the Standards covered.</li> </ul>		
<p>Unit Objectives</p>	<ul style="list-style-type: none"> <li>Assessment of student knowledge via unit exams and Assessment Center tiered-activities.</li> </ul>		




Refer to the legend below and mark off tasks as you complete them.

☐=FYI ✍=Writing assignment 📖=Reading assignment 🌐=D2L Web assignment 📄=Non-D2L Web Assignment  
 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 4  Wk1	Week of 10/17	📖 Chapter 7 <i>Compensation</i> (SoftChalk Lesson)	AFTER CLASS and until Module 4/Week 3: 📄 Complete and Submit Virtual Interview (Interview Stream) 📄 Complete Self-Reflection for Virtual Interview 📄 Upload Self-Reflection to D2L 📄 Do Readings on Digital Portfolios  Last Day to Withdraw Without Academic Penalty (10/21/2021)
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall include knowledge and theory of the interaction of human systems including: individual, interpersonal, group, family, organizational, community, and societal. Specifically, the processes to analyze, interpret, and effect policies and laws at local, state, and national levels that influence services delivery systems (<i>CSHSE National Standards 12h</i>).</li> <li>The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:                             <ol style="list-style-type: none"> <li>Obtain, synthesize, and clearly report information from various sources;</li> <li>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>Upholding confidentiality and using appropriate means to share information; and</li> <li>Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:                             <ol style="list-style-type: none"> <li>Confidentiality of information;</li> <li>The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;</li> <li>Interdisciplinary team approaches to problem solving;</li> <li>Appropriate professional boundaries; and</li> <li>Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards 19c-d; f-h</i>).</li> </ol> </li> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:                             <ol style="list-style-type: none"> <li>Conscious use of self;</li> <li>Clarification of personal and professional values;</li> <li>Awareness of diversity; and</li> <li>Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20a-c;e</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		

Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"><li>• Equity</li><li>• Executive Compensation and Benefits</li><li>• Federal Laws Governing Compensation</li><li>• State and Local Government Minimum Wages</li></ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"><li>• Understand the importance of compensation to strategic human resources management</li><li>• Understand the basic theories underlying pay systems</li><li>• Explain external, internal, and employee equity</li><li>• Understand the role that labor markets play in determining compensation</li><li>• Explain how to determine the relevant labor market for a specific job</li><li>• Discuss what compensable factors are and how they relate to job evaluation</li></ul>
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Wk 2	Week of 10/24	 Chapter 8 <i>Benefits</i> (SoftChalk Lesson)	AFTER CLASS and until Module 4/Week 3: <input type="checkbox"/> Complete and Submit Virtual Interview (Interview Stream) <input type="checkbox"/> Complete Self-Reflection for Virtual Interview <input type="checkbox"/> Upload Self-Reflection to D2L <input type="checkbox"/> Do Readings on Digital Portfolios
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:             <ol style="list-style-type: none"> <li>Obtain, synthesize, and clearly report information from various sources;</li> <li>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>Upholding confidentiality and using appropriate means to share information; and</li> <li>Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall incorporate human services values and attitudes and promote understanding of human services ethics and their application in practice. Specifically, the following five areas:             <ol style="list-style-type: none"> <li>Confidentiality of information;</li> <li>The worth and uniqueness of individuals including culture, ethnicity, race, class, gender, religion, ability, sexual orientation, and other expressions of diversity;</li> <li>Interdisciplinary team approaches to problem solving;</li> <li>Appropriate professional boundaries; and</li> <li>Integration of the ethical standards outlined by the National Organization for Human Services/Council for Standards in Human Service Education (available on NOHS website) (<i>CSHSE National Standards 19c-d; f-h</i>).</li> </ol> </li> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:             <ol style="list-style-type: none"> <li>Conscious use of self;</li> <li>Clarification of personal and professional values;</li> <li>Awareness of diversity; and</li> <li>Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20a-c;e</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>Required Benefits</li> <li>Discretionary Benefits</li> <li>Quality-of-Work and Quality-of-Life Issues</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Understand the importance of employee benefits to strategic human resources management (SHRM)</li> <li>Explain how employee benefits are important components of SHRM</li> <li>Distinguish between required benefits and discretionary benefits</li> <li>Describe strategies to improve the quality of work life in public and nonprofit organizations</li> <li>Describe strategies to improve the quality of life of public and nonprofit employees</li> </ul>		

**HS 4200: Human Resources in Nonprofit Management**

Wk 3	<p>Week of 10/31</p> <p>Session: Thursday</p> <p>Synchronous Class Lesson via BB Collaborate.</p> <p>Session will be recorded</p>	<p>📁 Quiz Week Open on Monday at 12noon and close on Sunday at 11:59pm</p> <p><b>Workshop: Digital Portfolios</b></p>	<p>📁 Quiz Chapter 7 📁 Quiz Chapter 8</p> <p><b>FINAL DUE DATE: 11/6</b>                  📁 <b>Submit Virtual Interview (Interview Stream)</b>                  📁 <b>Upload Self-Reflection for Virtual Interview to D2L</b></p> <p>FOR WORKSHOP: Thursday 11/3                  ✍️ Come prepared with Questions Based on Readings                  Have Initial Documents Organized for Digital Portfolio</p> <p>AFTER CLASS and until Last Monday of Fall Classes (12/5) at 11:59pm EST:                  📁 Complete Digital Portfolio                  📁 Upload Link to D2L</p>
CSHSE	<ul style="list-style-type: none"> <li>Determine if students have met the competencies for this Module aligned with the Standards covered.</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>Assessment of student knowledge via unit exams and Assessment Center tiered-activities.</li> </ul>		

Refer to the legend below and mark off tasks as you complete them.

☐=FYI ✍=Writing assignment 📖=Reading assignment 🌐=D2L Web assignment 📄=Non-D2L Web Assignment  
 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 5  Wk1	Week of 11/7	📖 Chapter 9 <i>Training &amp; Career Development</i> (Slide Deck Lesson)	AFTER CLASS and until Last Monday of Fall Classes at 11:59pm EST: 📄 Complete Digital Portfolio 🌐 Upload Link to D2L
CSHSE	<p><b>Knowledge Objectives:</b></p> <ul style="list-style-type: none"> <li>The curriculum shall provide knowledge and skills in information management. Specifically, in the following four areas:                             <ol style="list-style-type: none"> <li>Obtain, synthesize, and clearly report information from various sources;</li> <li>Assess the quality of information from various sources, including but not limited to: print, audio, video, web, and social media, and understand its application;</li> <li>Upholding confidentiality and using appropriate means to share information; and</li> <li>Using technology to locate, evaluate, and disseminate information (<i>CSHSE National Standards 14a-d</i>).</li> </ol> </li> </ul> <p><b>Values Objectives:</b></p> <ul style="list-style-type: none"> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following four areas:                             <ol style="list-style-type: none"> <li>Conscious use of self;</li> <li>Clarification of personal and professional values;</li> <li>Awareness of diversity; and</li> <li>Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (<i>CSHSE National Standards 20a-c;e</i>).</li> </ol> </li> </ul> <p><b>Skills Objectives:</b></p> <ul style="list-style-type: none"> <li>Learning experiences shall be provided for the student to develop his or her interpersonal skills. Specifically, developing and sustaining behaviors that are congruent with the values and ethics of the profession. (<i>CSHSE National Standards 17d</i>).</li> </ul>		
Unit Objectives	<p><b>Understand Human Resources Management in Context</b></p> <ul style="list-style-type: none"> <li>The Training Process</li> <li>Career Development</li> <li>Managerial and Executive Development</li> </ul> <p><b>After reading this chapter you should be able to:</b></p> <ul style="list-style-type: none"> <li>Define training and discuss why a strategic human resources management (SHRM) approach is important in today's environment</li> <li>Define development, and discuss why a SHRM approach is important</li> <li>Describe different training delivery methods</li> <li>Explain the methods used to evaluate training and development activities</li> <li>Explain the role of the HR staff in designing and implementing career development programs</li> <li>Understand why it is important to integrate career development programs with other HR programs such as performance management, training, selection, and compensation</li> </ul>		

**HS 4200: Human Resources in Nonprofit Management**

Wk 2	Week of 11/14  Session: Thursday  Synchronous Class Lesson via BB Collaborate.  Session will be recorded	<b>Workshop: Digital Portfolios: Progress Report</b>	FOR WORKSHOP: Thursday 11/17 <input type="checkbox"/> Digital Portfolio Progress and Peer Review <input type="checkbox"/> Visit from “Darlene down the street” for final Q&A  AFTER CLASS and until Last Monday of Fall Classes at 11:59pm EST: <input type="checkbox"/> Digital Portfolio Progress and Peer Review <input type="checkbox"/> Complete Digital Portfolio <input type="checkbox"/> Upload Link to D2L
CSHSE	<ul style="list-style-type: none"> <li>Determine if students have met the competencies for this Module aligned with the Standards covered.</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>Assessment of student knowledge via unit exams and Assessment Center tiered-activities.</li> </ul>		
Wk 3	Week of 11/21	No Class: Thanksgiving Holiday	Happy Holidays!  AFTER CLASS and until Last Monday of Fall Classes at 11:59pm EST: <input type="checkbox"/> Digital Portfolio Progress and Peer Review <input type="checkbox"/> Complete Digital Portfolio <input type="checkbox"/> Upload Link to D2L
CSHSE	<ul style="list-style-type: none"> <li>Students are on a university holiday/break and exercising self-care and personal reflection.</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>Students are on a university holiday/break and exercising self-care and personal reflection.</li> </ul>		

Refer to the legend below and mark off tasks as you complete them.

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 CSHSE= Council for Standards in Human Service Education Unit Objectives=Tell.Show.Do.Apply.

Module /Week	Date /Day	Class Lesson (Read BEFORE class)	Assignments Due (BY or AFTER class)
Module 6 Wk1	Week of 11/28	🌐 Quiz Week Open on Monday at 12noon and close on Sunday at 11:59pm	🌐 Quiz Chapter 9 🌐 Scenario Essay, inclusive of DEAL Reflection/Evaluation  AFTER CLASS and until Last Monday of Fall Classes at 11:59pm EST: ☐ Digital Portfolio Progress and Peer Review 📄 Complete Digital Portfolio 📄 Upload Link to D2L
CSHSE	<ul style="list-style-type: none"> <li>Determine if students have met the competencies for this Module aligned with the Standards covered.</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>Assessment of student knowledge via unit exams and Assessment Center tiered-activities.</li> </ul>		
Wk 2	Monday 12/5	☐ Closing out Human Resources	<b>FINAL DUE DATE: Last Monday of Fall Classes (12/5)</b> 📄 Digital Portfolio Link to D2L <b>End-of-Term Evaluations</b>
CSHSE	<b>Values Objectives:</b> <ul style="list-style-type: none"> <li>The program shall provide experiences and support to enable students to develop awareness of their own values, personalities, reaction patterns, interpersonal styles, and limitations. Specifically, the following are: e) Reflection on professional self (e.g., journaling, development of a portfolio, or project demonstrating competency) (CSHSE National Standards 20a-c;e).</li> </ul>		
Unit Objectives	<ul style="list-style-type: none"> <li>Assessment of student knowledge via culmination of the Assessment Center.</li> </ul>		
Wk3	Thursday 12/1	Final Grades are Due and Posted	

### CHANGES IN ASSIGNMENTS, DATES & POLICIES

*I reserve the right to make changes in this syllabus,  
but only for good reason and with adequate notice.*

You will be given a link via Qualtrics to complete a digital copy of the document below as your acknowledgement and agreement to the contents outlined in the syllabus.

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***HS 4200: Human Resources in Nonprofit Management***

*The syllabus acts a contract between you and me. You should use this document as your first guide/reference for questions related to this course. Please read it carefully, prior to the start of this course. It contains a great deal of information. You are asked to sign the memorandum of understanding at the end of this document as testament to your understanding of the content herein. Please note, if for any reason that you do not agree with the information and requirements discussed within this document and are unable to sign, then you will politely be asked to withdraw from the course.*

**MEMORANDUM OF UNDERSTANDING**

I understand that this syllabus acts as a contract of understanding between the professor and me. I have read this contract and understand what is required of me during the duration of this course. I agree to abide by the content herein.

I understand that I am responsible for all course content including assigned readings, texts and additional learning materials e.g. videos, presenters, etc.

I have also accessed the links describing various policies and student support services. I have read these and understand that I need to follow policies set forth by Kennesaw State University.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Contact Information**

Student Name: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Home, Cell or Work Phone Number: \_\_\_\_\_

Student Net ID: \_\_\_\_\_