



**Course Prefix/Number/Title:**

HRM210-Employee and Labor Relations  
*SPRING 2025*

**Number of Credits:**

3

**Course Description:**

The employee and labor relations function of human resources is commonly associated with matters such as investigations, counseling and disciplinary actions. This course covers basic information about the history and current roles of labor unions and labor laws, workers compensation laws, and the rights of employees.

**Pre-/Co-requisites:**

None

**Course Objectives:**

Upon successful completion of this course, the student should be able to:

1. Describe the legal and regulatory environment.
2. Identify applicable laws affecting employment in union and nonunion environments, such as laws regarding antidiscrimination polices, sexual harassment, labor relations, and privacy ( WARN Act, NLRA, Title VII)
3. Review and identify the historical background of unionism, the role of the National Labor Relations Board, the different approaches to unionism, labor union's current role, and the collective bargaining process.
4. Describe employee and employer rights and responsibilities (claims (workers compensation), employment-at-will, privacy, defamations, and substance abuse).
5. Identify HR policies and procedures (ADA, EEO, progress, discipline).
6. Relate the importance of interpersonal communication, trust, and conflict management skills in employee relations.
7. Identify the elements of a typical complaints and grievance procedures (methods of investigating).
8. Examine workforce reduction and restructuring terminology (downsizing, mergers, outplacement practices)
9. Identify impact of technology on human resources (social media, monitoring software, biometrics).

**Instructor:**

Deidre Pugh, Social Sciences & Human Resources Instructor

**Office:**

Online: Please don't hesitate to email, call, or text with questions/concerns or to set up an appointment.

On-Campus (DCB): Thatcher Hall, Room 207

**Office Hours:**

Online: By appointment

On-Campus (DCB): Wednesdays (9:30am-5:00pm), Thursdays (10:30am-3:30pm)

**Phone:**

Cell: 701-840-8975

Office: 701-228-5621

**Email:**

Deidre.Pugh@dakotacollege.edu

**Lecture/Lab Schedule:**

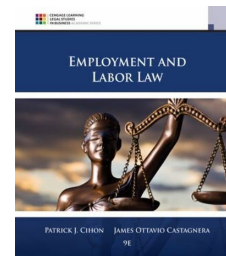
Online

**Textbook(s):****Textbook IS REQUIRED**

Employee and Labor Law, 9 ed.

Author/s: Patrick Cihon and James Ottavio Castagnera

ISBN-13: 9781337334679

**Course Requirements:**

**Distance learning is self-directed learning! It requires a high level of responsibility, dedication, and self-discipline on the part of the student. In this course, you are responsible for your own work, your own progress, and your own grade.**

\* Attendance is determined by your keeping up-to-date with discussion threads and assignments. You are required to participate in threaded discussions and to turn in assigned work when due. You are also required to contact me, in advance, if you know you will be “missing” an assignment so we can make arrangements to makeup the work.

**DISAPPEARING:** No communication from you for several weeks, or not completing your work, for whatever reason means I may initiate an administrative withdrawal. You can contact me via voice mail, text, email or by contacting the DCB Distance Education Department.

**Discussions:** For each chapter, you will have a discussion question. You need to submit 2 responses per discussion, on **SEPARATE DAYS**, with at least one of the responses to another student’s post.

It is important to stay current with your discussion submissions. All the discussions for a section must be completed by the last day of the chapter and time specified. There will be no points awarded for the discussions after the due date and time.

**Participation:** Participating in discussions is an important means of achieving the course’s objectives. Some of the topics we cover are controversial and/or sensitive, ***I would like each of you to keep an open mind and give other students the same courtesy that you expect to be given! Respect always goes a long way. If you choose to attack another student in my course, there will be consequences.***

**Purpose:** The purpose of the assigned threaded discussion questions is to have you participate in class discussions in much the same way as would occur in the classroom.

**Criteria:** Respond twice during the chapter, on **SEPARATE DAYS** within each topic, to the

question in order to receive full credit. One of your responses, within each topic, must be to another student's post. The purpose of having you respond on different days is so you "attend" class throughout the week! If you're only responding at the beginning of the week and not logging into the course again during that chapter, you may miss out on very educational discussions.

**Grading:** **Superficial reflections are not acceptable!** Although it is important to thoroughly explain the ideas and concepts you are learning, merely paraphrasing or restating the concepts, definitions, or ideas is not acceptable. You should try to become more reflective and strive to improve the quality of your thought and writing as the course progresses. Remember, your discussions are your opportunity to demonstrate your learning in this course!

**Online Participation** – 10 points possible for each separate discussion topic

**Quizzes:** A quiz will be completed for each chapter. The quizzes will be worth 10 points.

**Tests/Exams:** There are 5 tests throughout the course. Exams are due when the due date is indicated. There will be no late submissions, unless arrangements were made ahead of time and there is an acceptable excuse to missing.

**Bonus Points:** You will have periodic opportunities to earn bonus points throughout the course by finding supplemental information on what we are discussing at the time.

**Final Project:** There will be a Final Project at the end of this course, "How to Brief a Case". You will have your entire "finals week" to work on this project.

## Course Outline:

### Week 1

Monday, January 13<sup>th</sup>-Sunday, January 19<sup>th</sup>

### Week 2

Monday, January 20<sup>th</sup>-Sunday, January 26<sup>th</sup>

### Week 3

Monday, January 27<sup>th</sup>-Sunday, February 2<sup>nd</sup>

### Week 4

Monday, February 3<sup>rd</sup>-Sunday, February 9<sup>th</sup>

**\*TEST 1 (covering Chapters 1-5)\***

### Week 5

Monday, February 10<sup>th</sup>-Sunday, February 16<sup>th</sup>

### Week 6

Monday, February 17<sup>th</sup>-Sunday, February 23<sup>rd</sup>

### Week 7

Monday, February 24<sup>th</sup>-Sunday, March 2<sup>nd</sup>

### Week 8

Monday, March 3<sup>rd</sup>-Sunday, March 16<sup>th</sup>

**\*TEST 2 (covering Chapters 6-10)\***

**SPRING BREAK: 3/10-3/16**

### Week 9

Monday, March 17<sup>th</sup>-Sunday, March 23<sup>rd</sup>

### Week 10

Monday, March 24<sup>th</sup>-Sunday, March 30<sup>th</sup>

### **Week 11**

Monday, March 31<sup>st</sup>-Sunday, April 6<sup>th</sup>

***\*TEST 3 (covering Chapters 11-14)\****

### **Week 12**

Monday, April 7<sup>th</sup>-Sunday, April 13<sup>th</sup>

### **Week 13**

Monday, April 14<sup>th</sup>-Sunday, April 20<sup>th</sup>

### **Week 14**

Monday, April 21<sup>st</sup>-Sunday, April 27<sup>th</sup>

***\*TEST 4 (covering Chapters 15-18)\****

### **Week 15**

Monday, April 28<sup>th</sup>-Sunday, May 4<sup>th</sup>

### **Week 16**

Monday, May 5<sup>th</sup>-Sunday, May 11<sup>th</sup>

***\*TEST 5 (covering Chapters 19-22)\****

### **FINALS WEEK**

Monday, May 12<sup>th</sup>-Sunday, May 16<sup>th</sup>

***\*Final Project-How to Brief a Case\****

## **General Education Competency/Learning Outcome(s) OR CTE Competency/Department Learning Outcome(s):**

The student learning competencies of career and technical education degree programs are as follows:

- Employ industry-specific skills in preparation for workplace readiness
- Combine general education and vocational skills curriculum

## **Relationship to Campus Focus:**

### **Campus Focus: Nature, Technology, and Beyond**

This course will emphasize communication and technology to enhance “human” nature in the work environment.

## **Classroom Policies:**

Regular participation is mandatory.

- All assignments can be completed on any computer with Internet access.
- Students need to set up or select an environment conducive for getting work done/testing (e.g. distraction free area at home, a computer lab at a library, etc.)
- Students can complete their weekly work at any time between the given dates and times.
- Classroom weeks will run from Monday at 12:00 a.m. to Sunday at 11:59 p.m.
- A discussion is only a discussion if everyone is participating together. Therefore, no points will be given for forum posts once the week is over (unless discussed with instructor).
- Grades are based on total points earned.

**Grading:** 90+A; 80-89B; 70-79C, 60-69D, 59 and below F.

## **Student Email Policy:**

Dakota College at Bottineau is increasingly dependent upon email as an official form of communication. A student’s campus-assigned email address will be the only one recognized by

the Campus for official mailings. The liability for missing or not acting upon important information conveyed via campus email rests with the student.

### **Academic Integrity:**

According to the DCB Student Handbook, students are responsible for submitting their own work. Students who cooperate on oral or written examinations or work without authorization share the responsibility for violation of academic principles, and the students are subject to disciplinary action even when one of the students is not enrolled in the course where the violation occurred. The Code detailed in the Academic Honesty/Dishonesty section of the Student Handbook will serve as the guideline for cases where cheating, plagiarism or other academic improprieties have occurred.

### **Disabilities or Special Needs:**

Students with disabilities or special needs (academic or otherwise) are encouraged to contact the instructor and Disability Support Services.

### **Title IX:**

Dakota College at Bottineau (DCB) faculty are committed to helping create a safe learning environment for all students and for the College as a whole. Please be aware that all DCB employees (other than those designated as confidential resources such as advocates, counselors, clergy and healthcare providers) are required to report information about such discrimination and harassment to the College Title IX Coordinator. This means that if a student tells a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the College's Title IX Coordinator. Students wishing to speak to a confidential employee who does not have this reporting responsibility can find a list of resources on the DCB Title IX webpage.

### **AI Student Policy:**

Unless otherwise indicated in the course syllabus, or in individual instructions for course assignments, or in the absence of the express consent of the course instructor, **students are not allowed to utilize generative AI to help produce any of their academic work.** Any violation of this policy will be considered an act of academic dishonesty as outlined within the Dakota College Code of Student Life. \*If a student is suspected of using AI on ANY assignment, including discussions, they will receive "0 points" on that assignment. If there is a second incident, the student will be reported and potentially dropped from the course!

### **RESPONSIBILITIES**

Students	<ul style="list-style-type: none"><li>• Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work.</li><li>• Obtain permission of the instructor prior to the use of generative AI that is outside of the syllabus or assignment instructions. Provide appropriate rationale for how the use of generative AI will enhance the learning experience for the assignment.</li><li>• In instances where generative AI is permissible, appropriately cite the generative AI program used and</li></ul>
----------	---

	<p>indicate where in the assignment it was used, in a brief submission statement.</p>
Faculty	<ul style="list-style-type: none"> <li>• Determine if the use of generative AI could enhance student learning in any assignment or project.</li> <li>• Clearly indicate in all course syllabi if generative AI is allowable for any academic work.</li> <li>• If allowable, give specific parameters for how and when generative AI may be used.</li> <li>• If a violation of generative AI for the individual course/syllabus is suspected, discuss the concern with the student. If violation is still suspected, inform the appropriate semester coordinator/program director.</li> </ul>