Course Prefix/Number/Title:
HRM280-HR Risk Management and Emerging Issues
SPRING 2025

Number of Credits:
3

Course Description:
This course covers risk management in human resources and introduces basic risk management concepts to avoid or mitigate potential liabilities in an organization. Topics include legal compliance, crisis management, employment and discrimination issues, and emerging issues in human resources through case studies and application.

Pre-/Co-requisites:
None

Course Objectives:
Upon successful completion of this course, the student should be able to:
1. Identify legal compliance challenges and analyze employment practice compliance systems.
2. Identify crisis management policies and/or issues by evaluating contingency plans, potential HR crisis, and designing a crisis contingency plan to reduce liability.
3. Identify types of HR risk and the goals of risk management.
4. Explain a socially responsible risk management strategy.
5. Identify employment and discrimination issues by analyzing employment selection process and strategies to minimize risk.
6. Explain claims processing requirements (workers compensation).
7. Explain how to minimize risk by conducting audits (I-9, workers compensation, employee records).
8. Identify and recognize health, safety, and security policies and issues.
9. Create or evaluate emergency response plans.
10. Identify statutory reporting requirements (OSHA).
11. Identify and communicate new state and federal laws within human resources.
12. Identify current and future challenges in HR management.

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)

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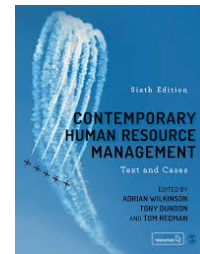
Lecture/Lab Schedule:
Online

Textbook(s):
Textbook IS REQUIRED
Contemporary Human Resources Management: Text and Cases, 6th Edition
Author: Wilkinson & Dundon
ISBN: **978-1529758276**

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 assignments. You are required 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.
Case Study: You will analyze a case study, for each chapter, and answer the corresponding
questions.
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. You will have your entire
"finals week" to work on this project.

Course Outline:
> **Week 1**
> Monday, January 13th-Sunday, January 19th
> **Week 2**
> Monday, January 20th-Sunday, January 26th
> **Week 3**
> Monday, January 27th-Sunday, February 2nd
> **Week 4**
> Monday, February 3rd-Sunday, February 9th

Week 5
Monday, February 10th-Sunday, February 16th
Week 6
Monday, February 17th-Sunday, February 23rd
Week 7
Monday, February 24th-Sunday, March 2nd
Week 8
Monday, March 3rd-Sunday, March 16th
SPRING BREAK: 3/10-3/16
Week 9
Monday, March 17th-Sunday, March 23rd
Week 10
Monday, March 24th-Sunday, March 30th
Week 11
Monday, March 31st-Sunday, April 6th
Week 12
Monday, April 7th-Sunday, April 13th
Week 13
Monday, April 14th-Sunday, April 20th
Week 14
Monday, April 21st-Sunday, April 27th
Week 15
Monday, April 28th-Sunday, May 4th
Week 16
Monday, May 5th-Sunday, May 11th
FINALS WEEK
Monday, May 12th-Sunday, May 16th
Final Project

General Education Competency/Learning Outcome(s) <u>OR</u> CTE Competency/Department Learning Outcome(s):
The student learning comopetencies 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.
• 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. <u>The liability for missing or not acting upon important information conveyed via campus email rests with the student.</u>

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, **<u>students are not allowed to utilize generative AI to help produce any of their academic work</u>**. 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	- Responsible to follow the syllabus and assignment instructions regarding use of generative AI for all academic work. - 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. - In instances where generative AI is permissible, appropriately cite the generative AI program used and indicate where in the assignment it was used, in a brief submission statement.
Faculty	- Determine if the use of generative AI could enhance student learning in any assignment of project. - Clearly indicate in all course syllabi if generative AI is allowable for any academic work. - If allowable, give specific parameters for how and when generative AI may be used. - 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.