



## Graduate Course Syllabus

### OL 751: Human Resource Management Capstone

Center: Online

#### Course Prerequisites

OL 645; OL 667; completion of 30 credits

#### Course Description

This capstone course is the culminating experience for the M.S. in Human Resource Management program. The aim of the capstone is to assess students' ability to synthesize and integrate the knowledge and skills they have developed throughout their coursework, rather than introducing new concepts. This course is structured to support student success in fulfilling program requirements.

#### Course Outcomes

- Leverage effective customer service and negotiation strategies that build engaging relationships with stakeholders through trust, teamwork, and direct communication
- Integrate appropriate talent development and workforce planning strategies to effectively align employee competencies with business goals and provide a measurable return on investment for an organization
- Operate as an effective business partner and leader in human resources through clear, concise, and accurate communication skills
- Protect the integrity of the business, its employees, and its management practices through appropriate risk management and legal and ethical practices
- Recommend appropriate evidence-based strategies that integrate sound, data-driven analysis and critical decision making to support the goals, vision, and mission of the organization
- Articulate the importance of a global outlook and cross-cultural approach for human resource professionals in the interest of improving cultural competence and valuing the commonalities, values, and individual uniqueness of organizational members
- Advance an organization's vision and mission through effective leadership strategies that foster collaboration, promote consensus, and guide the organization through adversity and change with resilience and agility
- Design, implement, and evaluate strategic human resource programs that deliver customized human resource solutions for organizational challenges and contribute to the success of the business

#### Harvard Business Review

The following material is available in the Harvard Business Review area of your course:

- Boroff, K. (2014, January 1). Maria Gonzalez. *North American Case Research Association*.

- Bruce, J. (2014, July 15). Risky business: How social psychology can help improve corporate risk management. *Business Horizons*, 57(4), 551–557.
- Charan, R. (2014, July 1). It's time to split HR. *Harvard Business Review*, 92(7/8), 34.
- Charan, R., & Merino, M. (2013, November 1). You can't be a wimp—make the tough calls. *Harvard Business Review*.
- Falcao, H., & Kerr, E., & Ladd, M. (2014, March 24). The Mike and Vicky case (A). *Insead*.
- Fernández-Aráoz, C. (2014, June 1). 21st-century talent spotting. *Harvard Business Review*, 92(6), 46–56.
- Hess, M., & Broughton, E. (2014, July 15). Fostering an ethical organization from the bottom up and the outside in. *Business Horizons*, 57(4), 541–549.
- Kets de Vries, M. F. R. (2014, April 1). Coaching the toxic leader. *Harvard Business Review*, 92(4), 100–109.
- Khanna, T. (2014, September 1). Contextual intelligence. *Harvard Business Review*, 92(9), 58–68.
- Paul, R., & Elder, L. (2014, January 1). Learning the art of critical thinking. *Rotman Management*, 40–45.
- The whys and wherefores of executive pay. (2014, July 1). *Harvard Business Review*, 92(7/8), 32–33.

### **Diversity, Equity, and Inclusion**

As indicated in our core values, SNHU is committed to “embrace diversity where we encourage and respect diverse identities, ideas, and perspectives by honoring difference, amplifying belonging, engaging civilly, and breaking down barriers to bring our mission to life.”

This may or will be reflected in SNHU’s curriculum as we embrace and practice diversity, equity, and inclusion (DEI) to provide the most transformative experience for our students, faculty, and staff. Because topics pertaining to DEI can be sensitive, please remember that embodying and practicing diversity, equity, and inclusion is one of our core values that you will encounter throughout the academic experience. In higher education, we are expected to think and engage critically. Use a growth mindset to embrace the diverse readings, course assignments, and experiences of your peers and faculty.

For more information about DEI at SNHU, please visit our website at the [Office of Diversity and Inclusion](#).

### **Instructor Availability and Response Time**

Your class interaction with the instructor and your classmates will take place on a regular, ongoing basis. Your instructor will be actively engaged within the course throughout the week. You will normally communicate with your instructor in the weekly discussions or the General Questions discussion topic so that your questions and the instructor’s answers benefit the entire class. You should feel free, however, to communicate with your instructor via SNHU email at any time, particularly when you want to discuss something of a personal or sensitive nature. Your instructor will generally provide a response within 24 hours. Instructors will post grades and feedback (as applicable) within seven days of an assignment’s due date, or within seven days of a late submission.

## Grade Distribution

Assignment Category	Number of Graded Items	Point Value per Item	Total Points
Discussions	2	4	8
Final Project			
Milestone One	1	23	23
Milestone Two	1	23	23
Milestone Three	1	23	23
Milestone Four	1	23	23
Final Project Submission	1	900	900
			<b>Total Course Points: 1,000</b>

This course may also contain practice activities. The purpose of these non-graded activities is to assist you in mastering the learning outcomes in the graded activity items listed above.

## University Grading System: Graduate

Grade	Numerical Equivalent	Points
A	93–100	4.00
A-	90–92	3.67
B+	87–89	3.33
B	83–86	3.00
B-	80–82	2.67
C+	77–79	2.33
C	73–76	2.00
F	0–72	0.00
I	Incomplete	
IF	Incomplete/Failure *	
W	Withdrawn	

\* Please refer to the [policy page](#) for information on the incomplete grade process.

## Grading Guides

Specific activity directions, grading guides, posting requirements, and additional deadlines can be found in the Assignment Guidelines and Rubrics section of the course.

## Weekly Assignment Schedule

All reading and assignment information can be found within each module of the course. Assignments and discussion posts during the first week of each term are due by 11:59 p.m. Eastern Time. Assignments and discussion posts for the remainder of the term are due by 11:59 p.m. of the student's local time zone.

In addition to the textbook readings that are listed, there may be additional required resources within each module.

Module	Topics and Assignments
1	HR's Business Partnership 1-1 Discussion
2	Employment Law and Workforce Strategy 2-1 Milestone One: Strategy Proposal Outline
3	Performance Management 3-1 Milestone Two: Cover Letter
4	Organizational Development 4-1 Final Project Work
5	Leadership and Relationship Management 5-1 Milestone Three: Proposal Content
6	Critical Evaluation and Decision Making 6-1 Final Project Work
7	Total Rewards Strategy 7-1 Milestone Four: Implementation and Conclusion
8	Culture, Diversity, and Ethics 8-1 Final Project Work
9	Safety and Risk Management 9-1 Final Project Submission: Human Resources Strategy Proposal and Professional Reflection
10	The Global Environment 10-1 Discussion

### Course Participation

Course participation is required within the first week of the term for all online courses. *Participation* in this context is defined as completing one graded assignment during the first week of the course. Otherwise, students will be administratively removed for nonparticipation. Students who do not participate during the first week may forfeit their rights to be reinstated into the course. Students who stop attending a course after the first week and who do not officially withdraw will receive a grade calculated based on all submitted and missed graded assignments for the course. Missed assignments will earn a grade of zero. See the [course withdrawal policy](#) and the [full attendance policy](#) for further information.

### Late Assignments

Students who need extra time may submit assignments (excluding discussion board postings) up to one week after the assignment due date. Discussion board submissions will not be accepted for credit after the deadline except in extenuating circumstances.

- A penalty of 10 percent of the total value of the assignment will be applied to the grade achieved on the late assignment regardless of the day of the week on which the work is submitted.
- Students who submit assignments more than one week late will receive a grade of zero on the assignment unless they have made prior arrangements with the instructor.

Students must submit all assignments no later than 11:59 p.m. (in their own time zone) on the last day of the term. No assignments are accepted after the last day of the term unless an incomplete has been submitted. See the [incomplete grades policy](#).

There may be times an instructor makes an exception to the late assignment policy. Instructors may accept late work, including discussion board posts, with or without prior arrangement.

- Exceptions to the late policy on these grounds are left to the instructor's discretion, including whether the late penalty is applied or waived. Students should not assume that they will be allowed to submit assignments after the due dates.
- If an instructor finds that they are unable to determine whether an exception to the late policy would be appropriate without documentation, the collection and review of student documentation should be handled through the Dispute Resolution team in order to protect the student's privacy. In these cases, students should file a [Student Concern Dispute form](#) to have the circumstances reviewed.

If a student is experiencing (or knows they will experience) a circumstance, including pregnancy, that is protected under the Americans with Disabilities Act or Title IX, they are encouraged to contact the [Online Accessibility Center \(OAC\)](#) as soon as possible to explore what academic accommodations might be offered. Instructors must honor all deadlines established through the OAC.

### **Student Handbook**

Review the [student handbook](#).

### **ADA/504 Compliance Statement**

Southern New Hampshire University (SNHU) is dedicated to providing equal access to individuals with disabilities in accordance with Section 504 of the Rehabilitation Act of 1973 and with Title III of the Americans with Disabilities Act (ADA) of 1990, as amended by the Americans with Disabilities Act Amendments Act (ADAAA) of 2008.

SNHU prohibits unlawful discrimination on the basis of disability and takes action to prevent such discrimination by providing reasonable accommodations to eligible individuals with disabilities. The university has adopted the [ADA/504 Grievances Policy](#) (version 1.2 effective October 16, 2017), providing for prompt and equitable resolution of complaints regarding any action prohibited by Section 504 or the ADA.

For further information on accessibility support and services, visit the [Disability and Accessibility Services](#) webpage.

### **Academic Integrity Policy**

Southern New Hampshire University requires all students to adhere to high standards of integrity in their academic work. Activities such as plagiarism and cheating are not condoned by the university. Review the [full academic integrity policy](#).

### **Copyright Policy**

Southern New Hampshire University abides by the provisions of United States Copyright Act (Title 17 of the United States Code). Any person who infringes the copyright law is liable. Review the [full copyright policy](#).

### **Withdrawal Policy**

Review the [full withdrawal policy](#).

**Southern New Hampshire University Policies**

More information about SNHU policies can be found on the [policy page](#).