

Standard Course Outline

HRM 461: Employment Law

I. General Information

- ♦ Course number: HRM 461 Title: Employment Law
- ♦ Units: 3
- ♦ Prerequisites: HRM360 or HRM 361; IS 301
- ♦ Course Coordinator:
- ♦ SCO Prepared by: Dr. Emily Rosado-Solomon
- ♦ Date prepared/revised: September 2020

II. Catalog Description

Overview of California Labor & Employment law targeted towards those considering a career in Human Resources or Management. Emphasis on how California Employment Law interacts with working environment (e.g., hiring, performance management, compensation). Prerequisites HRM 360 or 361; IS 301.

III. Curriculum Justification(s)

A course in employment law is vital for undergraduate students pursuing an HR major, and is broadly applicable to students whose jobs will involve direct management of employees in any field. Indeed, California employment law is among the most complex in the country, and it impacts every facet of human resource management. For instance, managers and HR personnel can unknowingly discriminate or cause disparate impact disfavoring certain groups in functional areas such as recruitment, selection, promotion, and firing. Moreover, complex wage and hour laws govern the way that managers and HR personnel may arrange work. Put simply, in order for CSULB students to be successful managers and HR professionals, it is critical that they have a thorough understanding of California employment law.

COB Undergraduate Program Learning Goals:

A. General

- ♦ **Critical Thinking:** Students will be able to demonstrate conceptual learning, critical thinking, and problem-solving skills as they relate to learning and applying California employment laws to common workplace scenarios.
- ♦ **Ethics:** Students will be able to demonstrate awareness of ethical issues and social responsibility in employment law, and apply them in decision making in the local, regional, and global communities. Students will further be able to articulate how California employment laws promote fair dealing with employees in a variety of workplaces.



- ♦ **Communication Skills:** Students will be able to demonstrate effective oral and written communication skills to explain a variety of relevant California employment laws and articulate the way they apply to the work environment and the creation of HR practices and policies.

B. Management Specific

- ♦ **Business Functions:** Students will be able to demonstrate understanding of the relationship between managing people across all business functions and California employment law, and will be able to integrate this functional knowledge in order to address business problems.

IV. Course Objectives, Student Learning Outcomes, Evaluation Instruments, and Instructional Strategies for Skill Development

A. Learn Major California Employment Laws

- **Objective:** To gain an understanding of legal regulations related to the management of people in the workplace environment.
- **Measurable Outcome:** After taking this course, students will be able to demonstrate advanced knowledge of legal regulations related to the management of employees, including knowledge about laws relating to recruitment, selection, training, compensation, performance management, and separation.
- **Evaluation Instruments:** Specific assignments will vary by instructor, but typical assignments include in-class exams, research papers, mock trials, and/or group projects.
- **Instructional Strategies:** Legal regulations will be introduced and explained using in-class lecture, readings (e.g., textbook, articles), case studies, videos, and other media as appropriate.

B. Apply California Employment Laws

- **Objective:** To apply California employment laws to a variety of common workplace situations
- **Measurable Outcome:** After taking this course, students will be able to apply knowledge of California employment laws to a variety of common employment situations, including those where state laws may conflict with one another, or where state and federal laws may conflict.
- **Evaluation Instruments:** Specific assignments will vary by instructor, but typical assignments include in-class exams, in-class discussion and debate, mock trials, case studies, and group projects.
- **Instructional Strategies:** Practices and procedures for applying relevant laws to common workplace scenarios will include case studies, instructions, and in-class lecture. Where relevant, students will be provided with rubrics to explain the criteria for effective application of laws to workplace scenarios, and will receive information both before and after instructional activities to guide their skill development.

C. Understand Relationship of California Employment Laws to Federal Laws

- **Objective:** To gain an understanding of how California employment laws complement, extend, or contradict federal employment laws.



- **Measurable Outcome:** After taking this course, students will be able to articulate how employment laws in the State of California relate to federal employment laws, and will understand how relevant contradictory legal regulations are balanced.
- **Evaluation Instruments:** Specific assignments will vary by instructor, but typical assignments include in-class exams, in-class discussions, research papers, mock trials, and/or group projects.
- **Instructional Strategies:** Complements and contradictions between California employment law and federal laws will be explained using in-class lecture, group discussion, readings (e.g., textbook, articles), case studies, videos, and other media as appropriate.

V. Outline of Subject Matter

A. Suggested Course Schedule / Topics to Be Covered.

This is a broad outline of topics to be covered. Subject matter and sequence of topics may vary by instructor.

- Federal and California-specific discrimination laws including, but not restricted to:
 - Broad-based discrimination laws:
 - Civil Rights Act of 1964, Title VII
 - Civil Rights Act of 1991
 - Affirmative action legislation
 - Sex and gender discrimination laws
 - Sexual Harassment
 - Disability discrimination
 - Age discrimination
 - Religion and spirituality
 - Other discrimination laws
- Protected characteristics emerging from federal and California discrimination laws
- Employment policies: Foundations for writing employees' handbooks
 - Discipline and termination
 - Leave laws
 - Benefits
 - Social media in the workplace
- Hiring: Employment tests and selection procedures (including use of drug tests, physical ability tests, and cognitive ability tests); Uniform Guidelines on Employee Selection Social recruitment and legal limitations
- Current issues: freelancers, independent contractors, managing remote work, electronic workforce
- Safety issues in the workplace:
 - Creating a safe environment:
 - OSHA
 - Workplace injuries and workers' comps
 - Workplace violence
- Other issues:

- Immigration and implications for employment
- Wage & hour
- Fair Credit Reporting Act
- Unemployment
- Traditional labor law

VI. Methods of Instruction

A. Instruction Mode

Check one or more modes of instruction that this course is authorized to use. Syllabi must also contain an explicit statement describing the mode of instructional delivery.

May refer to University policies on [Academic Technology and the Mode of Instruction](#) and [Course Syllabi & Standard Course Outlines](#), for descriptions of modes of instruction and for guidelines for non-traditional modes of instruction.

- Traditional
- Hybrid
- Local Online
- Distance Education

B. Classroom Activities

Because this class requires that students understand a large amount of detailed legal regulations, it is expected that formal lectures will be the primary method of instruction. These lectures may include both traditional lectures and presentations given by expert guest lecturers. Additionally, students will be regularly and actively engaged in practicing their thinking skills through exercises and discussions. Individual instructors will decide on the specific methods used in this course, but it is suggested that students will participate in different formats for learning, including small-group activities and oral presentations.

C. Extent and Nature of Technology Use

The use of technology will depend on individual instructors, but may include BeachBoard, should include the development of familiarity with web resources specific to the course, and may include assignments that involve the evaluation of web materials on the subjects. Students may be made familiar, if they are not already, with relevant search databases in the library. Film and video may be used in the classroom.

VII. Information about Textbooks/Readings

The following is a short list of textbooks and additional readings that are most likely to be used for this course. Instructors may assign one or more of these and/or include other relevant texts/readings.

Instructors may be asked to justify the use of old textbooks, if updated texts are available:

- California Employment Law: An Employer's Guide: Revised & Updated for 2019, by James J. McDonald, Jr., ISBN 9781586445997.
- Articles from Fisher & Phillips LLP (www.fisherphillips.com)

- Articles from the Society of Human Resource Management (www.shrm.org)

VIII. Instructional Policies Requirements

Instructor’s syllabi must contain explicit statements regarding their own policies with regard to plagiarism, withdrawal, absences, etc., which should be consistent with the university policies published in the CSULB Catalog. It is expected that every course will follow university policies on [Attendance](#), [Course Syllabi & Standard Course Outlines](#), and [Final Course Grades, Grading Procedures, and Final Assessments](#). If some or all sections of the course are to be taught, in part or entirely, by distance learning, the course must follow the provisions of university policy on [Academic Technology and the Mode of Instruction](#). Instructors should refer to the current [CSULB Catalog](#) and to the [Academic Senate website](#) for campus guidelines and policy statements as they develop their individual course policies.

All sections of the course will have a syllabus that includes the information required by the syllabi policy adopted by the Academic Senate. Instructors will include information on how students may make up work for excused absences. When class participation is a required part of the course, syllabi will include information on how participation is assessed. When improvement in oral communication is an objective of the course, syllabus will include a rubric for how oral communication is to be evaluated.

A. Grading Policies and Procedures.

Grading policies, procedures, and the percentage of the course grade associated with each assessment must be explicit on each instructor’s syllabus and must be consistent with University policy on [Final Course Grades, Grading Procedures, and Final Assessments](#). Instructors must develop scoring guidelines for assessments, which must be made available to students. The final course grade will be based on a descriptive scale such as the following:

Percent	Grade	Grade Description
90-100%	A	Mastery of the relevant course standards.
80-89%	B	Above average proficiency of the relevant course standards.
70-79%	C	Satisfactory proficiency of the relevant course standards.
60-69%	D	Partial proficiency of the relevant course standards.
Below 60%	F	Little or no proficiency of the relevant course standards.

IX. Disabilities

The [Bob Murphy Access Center \(BMAC\)](#) provides certification for students with disabilities and helps arrange relevant accommodations. Any student requesting academic accommodations based on a disability is strongly encouraged to register with Disabled Student Services (BMAC) each semester. A letter of verification for approved accommodations can be obtained from BMAC. Please be sure to provide your instructor with BMAC verification of accommodations as early in the semester as possible. The phone number for BMAC is (562) 985 5401. The email address is: bmac@csulb.edu.

X. Assistive Technology

In compliance with university policy on [Accessibility and Faculty Responsibility for the Selection of Instructional Materials](#) instructors are responsible for ensuring that their syllabi and instructional materials are accessible to all students.

XI. Consistency of SCO Standards across Sections

All future syllabi will conform to the SCO. The course coordinator should review the SCO and offer advice and/or materials to faculty member new to teaching the course. The course coordinator may offer or require regular review of instructors' course materials as well as anonymous samples of student work.

XII. [Additional Resources for Development of Syllabi](#)