Blended HRMK 502-120 HUMAN RESOURCE MANAGEMENT

Spring 2017 rev. 1.10.2017  
Texas A&M University - Central Texas  
Section 10632 & 10634 January 17 – May 12, 2017

INSTRUCTOR AND CONTACT INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR  
Office location: Founders Hall, #320  
Office phone: 254-519-5785 or call Andrew McSweeney 254-519-5437  
Cell phone: 254-780-2242  
Email address: becca.mcpherson@tamuct.edu

If you have any questions or concerns, please send an e-mail to becca.mcpherson@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Blackboard Learn (Bb) classroom for blackboard messages. When sending an e-mail please identify HRMK 502 in the subject line!

Instructor’s TAMU-CT Office Hours

If you have any questions about this course or during the course, I am available in my TAMU-CT office Monday and Wednesday from 12:00 p.m. to 3:00 p.m. Please contact me by e-mail to set up an appointment. Finally, you can send Blackboard messages or e-mails anytime; I usually respond to questions quickly, but not longer than 24 hours. If you need assistance outside the stated office hours, please send me an email request and we will find a time that works around our schedules.

Mode of Instruction and Course Access

This is a 100% online course with asynchronous and synchronous requirements which uses TAMU-CT Blackboard Learn system (https://tamuct.blackboard.com) and Zoom video conferencing. You will use the Blackboard username and password communicated to you separately to logon to this system. Additional information is located under Technology Requirements and Discussions.

Student – Instructor Interaction

As mentioned previously, e-mail is my preferred method of communication and I typically respond to e-mails within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours,
please contact me by phone. I am also typically online or in a TAMU-CT Bb classroom Tuesday, Thursday, and Friday between 10:00 and 14:00; or with an appointment via Zoom. If you need assistance outside the stated office hours, please send me an email request and we will find a time that works around our schedules. Finally, I am available by phone or text message and typically respond to students up to 10:00 pm. If I do not answer, please leave a message and I will call you back as soon as possible.

Syllabus Accessibility

This document is screen reader accessible. The following hyperlinks will direct you to the major sections of this syllabus: course information, course requirements, technology requirements and support, course outline and calendar, and course and university procedures and policies.

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at Unilert [https://www.tamuct.edu/departments/security/unilert.php] to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

Presents the fundamental principles and techniques of personnel management and examines the management of human resources from the point of view of the personnel officer, the operational manager and the employee. Examines the responsibilities of organizational leadership for incorporating human resource issues in strategic planning and initiatives. Emphasis is placed in current legal considerations, issues and research. Prerequisite(s): Management Leveling.

Course Objectives

Upon successful completion of MGTK502 Personnel/Human Resource Management students will be able to:

**Human Resource Management:** Ability to synthesize and evaluate business management concepts related to designing and implementing effective and efficient human resource management programs that support the organization’s mission, vision, values, and, strategic goals and objectives.

**Workforce Planning and Employment:** Ability to synthesize and evaluate workforce planning in relation to designing and implementing effective organizational staffing practices.

**Human Resource Development:** Ability to synthesize and evaluate human resource development concepts in relation to designing and implementing effective organizational training and employee development practices.

**Total Compensation:** Ability to synthesize and evaluate total compensation concepts in relation to designing and implementing effective compensation and benefit practices.
Health, Safety and Security: Ability to synthesize and evaluate occupational health, safety and security concepts in relation to designing and implementing effective organizational practices.

Employee and Labor Relations: Ability to synthesize and evaluate employee and labor relations concepts in relation to designing and implementing effective organizational labor practices.

Professionalism: Understand, apply and demonstrate professionalism as described under professional etiquette.

Module level objectives are located in the Bb classroom under Course Content, Module Content Folders.

Required Textbook


   Mathis, R., Jackson, J., Valentine, S., & Meglich, P. A.
   E-text ISBN-13: 9781305500716 (180-day access)

The Cengage access code is NOT required for this course.

COURSE REQUIREMENTS

Course Requirements

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced within one week of the change decision in the Bb classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Bb and the syllabus will be resolved according to the syllabus requirements. Following is a description of the major course assignments as well as other components that make up the total grade for this course.

Professional etiquette: Students are expected to embody professionalism to include the following:

   Demeanor – polite and well-spoken, demonstrating tact, respect, compassion, appreciation, inclusive, mature - not rude, belligerent, arrogant, or aggressive; Reliable – follow through on tasks in a timely manner, communicate unanticipated events; Competent – commit to learning and applying content from the course, act in a responsible manner and practice sound judgement, seek assistance when appropriate; Ethical – honest and trustworthy; Equality – refrain from giving or seeking preferential treatment unless supported by the office of Student Success, adhere to published policies of the university, seek assistance or clarification when appropriate. A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) may result in a failing grade for the course. I reserve the right to provide a less severe penalty depending on the circumstances of the situation.

Discussions: (5 discussions 20 points each, total 100 points)
Discussions are intended to create student-to-student and student-to-instructor interaction in the course as well as teach and reinforce module concepts. Discussions are anticipated to take approximately 30-60 minutes each. **We will meet for discussion via Zoom.** The date and time will be announced after class starts to allow us to coordinate our schedules. I will send you a link for the discussion. Simply access the link to participate. You can participate via computer, laptop, tablet, or another android devise.

Discussion instructions are located in the module content folders of the week they open. These folders are located on the main menu under Course Content, Module Content Folders, and then the respective module. Discussions can also be accessed through the Discussion Board located under Assessments. Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Please note: Online netiquette is required at all times. I reserve the right to delete student posts that violate netiquette expectations including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette and is subsequently deleted will receive a 0 for that discussion topic. A student whose post violates netiquette, but is not subsequently deleted will receive a Bb message notifying him/her of the violation and a 25% deduction per occurrence thereafter.

**Individual Assignments:** (2 assignments @ 100 points each) 200 points total

Assignments in this course are qualitative assessments of module level learning objectives, which are designed to help you practice applying course concepts to solve HR problems.

**About assignments:** Students should review more detailed Assignment Descriptions located in the main menu under Assessments, then select Assignments for specific assignment requirements. A rubric entailing the grading criteria is located in the Learning Resources folder (downloadable as a pdf) as well as attached to respective assignment submission links. To view the rubric, go to Assessments, Assignments, and then click on the assignment link at the top of the assignment description. When you enter the link, you will see the rubric at the top. Click **View Rubric** to review the grading criteria.

**Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under Instructor’s Policies. If you are unfamiliar with APA, I encourage you to investigate the links provided in the Assignment area labeled About Assignments. I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.).

**Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days without written documentation of an unavoidable or unforeseeable event.** For more information about my policy regarding late work please review Late Assignments under the Instructor’s Policies. Assignments represent the independent work of students; teamwork will not be permitted on assignment. Further: any assignment not made up as approved and arranged by the professor will receive a zero.

**Assignments should be saved as .doc with your last name first.** You are required to use American Psychological Association (APA) formatting for assignment formatting, layout, citations, and references as part of your HRMK 502 assignments

**Assignment 1 Literature Review: 100 points**
This assignment, **worth 100 points due in week 8**, requires you to identify the top 3 trends in HRM related to effective practice of a specific topic. Topics are drawn from modules one and two. Your topic must be preapproved by the instructor. The literature review is **5-7 pages synthesizing 10 scholarly sources**, due at the end of week 8. **Grading criteria is as follows:**

- 35% Your literature review must include 10 scholarly references (excluding our course materials).
- 35% The literature review should be written in a narrative format synthesizing the articles from your citations (APA, please! No direct quotes longer than 39 words).
- 10% Provide your synthesis of articles in graduate level writing quality including writing style, mechanics, organization, and topic layout. (Introduction, body, summary, appropriate transitions, grammar, spelling etc.)
- 20% Write approximately 5-7 pages double spaced (the body of the literature review) in addition to title and reference pages (APA written requirements). The reference page is References and the page is double spaced just like the rest of the paper, this is not works cited or single spaced with double spaces between the references (APA, please). Includes 15 credible and reliable sources of information.

**Assignment 2 Reflective Journal Paper: 100 points**

This assignment, **worth 100 points due in week 15**, requires you to demonstrate an understanding of the strategic partnering role of human resources in making key business decisions encompassing the five course outcomes. To do this you will provide your reflections of strategic Human Resource Management developed over the 16-week course in an 8-paged double spaced response in addition to the title page and references.

- Course outcome 1 Weight 16.00% The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Course outcome 2 Weight 16.00% The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Course outcome 3 Weight 16.00% The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Course outcome 4 Weight 16.00% The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Course outcome 5 Weight 16.00% The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Assignment Directions Weight 10.00% The response followed assignment directions for submission, page requirement, file name, file format, and layout provided in the assignment template. Included the required article uploaded to the assignment link. (Paper was laid out and formatted with very minor errors.)
- APA and Writing Style Weight 10.00% The submission was correctly formatted in APA including citations and references. (APA is almost perfect with very minor issues.)
Weekly Quizzes: (17 quizzes 5 points each, total 85 points)

Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the required textbook as well as to help prepare you for the module level exams. Quizzes reinforce key concepts from the required readings related to module level objectives. Quizzes will be completed and submitted in Bb, then scored automatically through TAMU-CT’s Web-supported Bb application.

Quizzes are low stress based on their design allowing them to be retaken as many times as you like and you can keep the highest grade. However, choosing not to take the quizzes can have a negative impact on your grade over the duration of the course. Quizzes include 10 questions and anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the course schedule. Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: (5 module level exams @ 100 points) 500 points total

There will be five module level objective exams administered during the semester, which assess knowledge and understanding of module level objectives. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Exams include 50 multiple choice and true/false questions, which assess content from the required textbook. These are open book exams; however, if you do not study and choose to look up all of the answers during the exam you will not have sufficient time to complete the exam. Questions will be scored automatically through TAMU-CT’s Web-supported Bb application. Exams are anticipated to take approximately 65 minutes each, and they must be completed in one sitting by the due date posted in the course schedule. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

Comprehensive Final Exam: 100 points

All questions cover the students’ knowledge of the key frameworks and concepts from the text learned over the duration of the course. This final exam contains 40 multiple choice questions (2.5 pts each). This exam is an open book exam; however, if you do not study and choose to look up all of the answers during the exam you will not have sufficient time to complete the exam. Questions will be scored automatically through TAMU-CT’s Web-supported Bb application. You will have 60 minutes to complete the final exam and it must be done in one sitting. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

Grading Criteria
Graded requirements support course objectives and include a combination of discussions, assignments, quizzes, and exams.

**Grade Composition:**
- 10% Discussions (5@20 points each) 100 points total
- 10% Literature Review 100 points total
- 10% Reflective Journal Paper 100 points total
- 8.5% Chapter Review & APA Quizzes (17 - 5 points each) 85 points total
- 50% Module Exams (5 - 100 points each) 500 points total
- 10% Comprehensive Final Exam 100 points
- 1.5% Introduction, Check Point, & Class Wrap-up (3 @ 5 points each) 15 points total

**100%= 1000 total points**

Grades will be computed using the following point scale. A= 1000-900, B= 899-800, C= 799-700, D= 699-600, and F= 599 or less.

**Posting of Grades:** All student grades are anticipated to be posted in the Bb Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. If I am unable to return grades within this timeline, I will post an announcement in the Bb classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

**Submitting Course Requirements:** Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Bb classroom. If you are unable to post to the Bb classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place HRMK 502 in the subject line! Then, post or complete the course requirement in the Bb classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

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**TECHNOLOGY REQUIREMENTS AND SUPPORT**

**Technology Requirements**

For this course, you will need reliable and frequent access to a computer and to the Internet. If you do not have frequent and reliable access to a computer with an Internet connection, please consider completing Web-supported activities in the TAMU-CT computer lab (Founder’s Hall, 113) or contact Dr. Rebecca to discuss your situation.

**This course will use the TAMU-CT Blackboard Learn learning management system.**

- Logon to [https://tamuct.blackboard.com](https://tamuct.blackboard.com) to access the course.
- Username: Your MyCT username
- (xx123 or everything before the "@" in your MyCT e-mail address)
- Initial password: Your MyCT password

**Check your browser and computer compatibility** by using the “Test Your Browser” button, found in the “Check Your Browser” module on your Blackboard dashboard, once you have logged in. This is a critical step as these settings are important for when you take an exam or quiz.

**Technology issues are not an excuse for missing a course requirement.** Make sure your computer is configured correctly and address issues well in advance of deadlines. Be sure to identify a backup plan in the event of technology issues, such as using the TAMU-CT computer lab, a local library computer.
where available, a backup laptop of your own, or access to a friend, neighbor, or family member’s computer. If you do encounter technical difficulties, please send me an email.

**Students New to Blackboard**

Upon logging on to Blackboard Learn, you will see a link to the Blackboard Student Orientation under the tab My Courses. Click on that link and study the materials in this orientation course. The new Blackboard is a brand-new interface and you will have to come up to speed quickly. This orientation course will help you get there. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will help facilitate your success in this course.

**Technology Support**

For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:
- Email: helpdesk@tamu.edu
- Phone: (254) 519-5466
- Web Chat: http://hdc.tamu.edu

When calling for support please let your support technician know you are a TAMU-CT student.

For issues related to course content and requirements, contact Dr. Rebecca. Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

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**COURSE OUTLINE AND CALENDAR**

**Complete Course Outline**

I reserve the right to make changes to the course schedule if the need arises. If changes are made you will be notified in advance of the change through a posted announcement in the Bb classroom. **Links to all course requirements are located in the Module Content Folders for each week.**

**Week 1: January 17, Tuesday - January 22, Sunday**

**Start Here**
Getting Started Checklist (located in Start Here link)
Student Introductions via Zoom (5 points, TBA)

**Module 1 – Part 1**
Read Ch. 1 HRM in Organizations
Complete Chapter Review Quiz 1 (5 points, due Thursday)
Watch Required Videos (~28 minutes) (due Thursday)

**Topics Covered**
Week 2: January 23, Monday – January 29, Sunday

Module 1 – Part 2
Read Ch. 2 HR Strategy and Planning
Chapter Review Quiz 2 (5 points, due Thursday)
Watch Required Videos (~30 minutes) (due Thursday)
Watch Video and Complete APA Quiz (~16 minutes/ quiz 5 points, due Thursday)
Review Discussion #1

Topics Covered
HRM Strategy
Environmental Analysis
HRM Metrics

Week 3: January 30, Monday – February 5, Sunday

Module 1 – Part 3
Read Ch. 3 Equal Employment Opportunity
Complete Chapter Review Quiz 3 (5 points, due Thursday)
Watch Required Videos (~30 minutes) (due Thursday)
Discussion #1 via Zoom TBA (20 points, TBA)
  • DISCUSSION HRM Strategy (1 initial post)
  • DISCUSSION EEO (1 initial post)
Complete Exam #1 (Major Assessment Ch. 1-3) (100 points, due Sunday)

Topics Covered
Equal Employment Opportunity
Disparate Treatment
Disparate Impact

February 1 Last day to drop with no record

Week 4: February 6, Monday – February 12, Sunday

Module 2 – Part 1
Read Ch. 4 Workforce, Jobs, and Job Analysis
Complete Chapter Review Quiz 4 (5 points, due Thursday)
Watch Required Videos (~38 minutes) (due Thursday)
Review Discussion #2
Topics Covered
Job Analysis
Job Design
Job Descriptions

Week 5: February 13, Monday – February 19, Sunday

Module 2 – Part 2
Read Ch. 5 Individual/Organization Relations and Retention
Complete Chapter Review Quiz 5 (5 points, due Thursday)
Watch Required Videos (~43 minutes) (due Thursday)
**Discussion #2 via Zoom (20 points, TBA)**
- DISCUSSION Jobs Descriptions
- DISCUSSION Retention

Topics Covered
Employee Retention
Internal Recruiting
HR Metrics
Motivation Theory

Week 6: February 20, Monday – February 26, Sunday

Module 2 – Part 3
Read Ch. 6 Recruiting High Quality Talent (15e) or Ch. 6 Recruiting and Labor Markets (14e)
Watch Required Videos (~40 minutes) (due Thursday)
In-class Guest Speaker Videos (~40 minutes) (due Thursday)
Complete Chapter Review Quiz 6 (5 points, due Thursday)

Topics Covered
Labor Markets
External Recruiting
HR Metrics cont.
Branding

Week 7: February 27, Monday – March 5, Sunday

Module 2 – Part 4
Read Ch. 7 Selecting Human Resources
Watch Required Videos (~29 minutes) (due Thursday)
**Complete Exam #2 (Major Assessment Ch. 4-7) (100 points, due Sunday)**

Topics Covered
Employee Selection
Applicant Tracking
Interviewing
Reference and Background Checks

*Dr. Rebecca at 2017 AHRD International Research Conference in the Americas from March 1- 5*

*March 3 Deadline to submit graduation application for participation in the commencement ceremony*

**Week 8: March 6, Monday – March 12, Sunday (due Sunday)**

Module 3 – Part 1
Read Ch. 8 Training Human Resources
Watch Required Videos (~31 minutes) (due Thursday)
Complete Chapter Review Quiz 8 (5 points, due Thursday)
**Complete Assignment #1 – Literature Review (100 points, due Sunday)**
  1. *Save as last name.dox*
  2. Submit to Assessments, Assignments, and then Assignment 1 Instructions & Submissions Point

Topics Covered
ADDIE
Types of Training

*Dr. Rebecca at 2017 Southwest Academy Of Management Conference from March 7- 12*

**Week 9: March 20, Monday – March 26, Sunday**

Module 3 – Part 2
Read Ch. 9 Talent, Careers, and Development
Watch Required Videos (~15 minutes) (due Thursday)
Complete Chapter Review Quiz 9 (5 points, due Thursday)
Review Discussion #3

Topics Covered
Individual-Centered Career Planning
Organization-Centered Talent Management
Human Resource Development

**Week 10: March 27, Monday – April 2, Sunday**

Module 3 – Part 3
Read Ch. 10 Performance Management and Appraisal
Watch Required Videos (~36 minutes) (due Thursday)
Complete Chapter Review Quiz 10 (5 points, due Thursday)
**Discussion #3 via Zoom (20 points, TBA)**
DISCUSSION Talent Management
DISCUSSION Performance Management

Complete Exam #3 (Major Assessment Ch. 8-10) (100 points, due Sunday)

Topics Covered
Performance Management
Performance Feedback
Identify and Measure Performance

March 31 Last day to drop a course with a “Q” or withdraw with a “W”

Week 11: April 3, Monday – April 9, Sunday

Module 4 – Part 1
Read Ch. 11 Total Rewards and Compensation
Complete Chapter Review Quiz 11 (5 points, due Thursday)
Watch Required Videos (~37 minutes) (due Thursday)

Topics Covered
Total Rewards
Compensation Philosophy

Week 12: April 10, Monday – April 16, Sunday

Module 4 – Part 2
Read Ch. 12 Variable Pay and Executive Compensation
Watch Required Videos (~37 minutes) (due Thursday)
Complete Chapter Review Quiz 12 (5 points, due Thursday)
Review Discussion #4

Topics Covered
Variable Pay
Pay-for-Performance Programs
Incentive Programs

Week 13: April 17, Monday – April 23, Sunday

Module 4 – Part 3
Read Ch. 13 Managing Employee Benefits
Complete Chapter Review Quiz 13 (5 points, due Thursday)
Watch Required Videos (~18 minutes) (due Thursday)

Discussion #4 via Zoom (20 points, TBA)

- DISCUSSION Compensation Philosophy
- DISCUSSION Benefits
Complete Exam #4 (Major Assessment Ch. 11-13) (100 points, due Sunday)

Topics Covered
Benefit Administration
Benefit Programs

Week 14: April 24, Monday – April 30, Sunday

Module 5 – Part 1
Read Ch. 14 Risk Management and Worker Protection
Complete Chapter Review Quiz 14 (5 points, due Thursday)
Read Ch. 15 Employee Rights and Responsibilities
Complete Chapter Review Quiz 15 (5 points, due Thursday)
Watch Required Videos (~63 minutes) (due Thursday)

Topics Covered
OSHA
Risk Management
ADA
Workers Compensation

Week 15: May 1, Monday – May 7, Sunday

Module 5 – Part 2
Read Ch. 16 Union/Management Relations
Complete Chapter Review Quiz 16 (5 points, due Thursday)
Watch Required Videos (~46 minutes) (due Thursday)
Complete Assignment #2 – Reflexive Journal (100 points, due Sunday)
  1. Save as last name.dox
  2. Submit to Assessments, Assignments, and then Assignment 2 Instructions & Submissions Point

Review Discussion #5
Complete Exam #5 (Major Assessment Ch. 14-16) (100 points, due Sunday)

Topics Covered
Employee Rights
Employee Discipline
Terminations

May 3 Last day to file for Degree Conferral

Week 16: May 8, Monday – May 12, Friday

Module 5 – Part 3
Discussion #5 via Zoom (20 points, TBA)
  • DISCUSSION Risk Management
  • DISCUSSION Unions and Employee Rights
Complete Final Discussion Class Wrap-up (5 points)

Comprehensive Final Exam (100 points, due Friday)

May 12 Class ends
May 12 Commencement 7pm Bell County Expo

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must go to the Registrar’s Office and complete a Drop Request Form [https://tamuct.blackboard.com/bbcswebdav/institution/studentforms/Drop_Request_Form.pdf]

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity.

When in doubt on collaboration, citation, or any issue, please contact Dr. Rebecca before taking a course of action. My instructor’s policy on plagiarism can be found in the syllabus under Instructor Policies Related to Absence, Grading, etc.

Access & Inclusion

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations, please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.
For more information please visit our Access & Inclusion webpage: http://www.tamuct.edu/departments/access-inclusion.

**Tutoring**

Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the ‘My Courses’ tab in Blackboard.

**The University Writing Center**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

**Library Services**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance
may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: https://tamuct.libguides.com/

**Instructor Policies Related to Absence, Grading, etc.**

**Late assignments:** All discussions and activities are due on the date designated on the syllabus course schedule, unless otherwise posted in the classroom announcements. In some situations, an alternate due date can be arranged for assignments prior to the due date, with the exception of items due in week 16. **A ten percent penalty will be assessed for late assignments.** Assignments that are late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event. All late assignments should be uploaded to the Blackboard classroom. Contributions to discussions will not be accepted late, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

**Plagiarism:** Students whose assignment contains plagiarized information, *i.e. failing to cite and reference the information source in properly applying APA formatting to citations and references*, will receive a 0 for the assignment and possibly a referral to Student Affairs. However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Students whose assignment contains inadequate effort will receive a substantial deduction in points, i.e. a citation that does not include the author and date in the citation or a reference missing the majority of the required information.

**The operation of the online course and being an online student:** Students’ learning experiences will be largely impacted by interaction with the instructor and other students as part of a learning community. Therefore, by registering for a Web-based course, you have made a commitment to participate in your course discussions as well as other online activities. Plan to participate regularly.

**Keep in mind that this course is a full sixteen-week course:**

- The Bb class begins on Monday and concludes on Sunday. Each module includes weekly practices quizzes, discussions covering two topics, one assignment, and one module comprehensive exam.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current module when they are made available, before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the first topic as soon as the discussion is open. Then, as you read the next chapter, respond to the second topic. Finally, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students’ posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete the assignments quickly and others will take much longer. Please plan accordingly
to ensure you do not encounter technical difficulties trying to submit the assignment to Bb at the last minute.

• Complete the quiz and retake them as many times as you like to get 100% of these easy points.
• Each exam is due on Sunday at the conclusion of each module. Each exam covers only one module.

Dr. Rebecca’s Personal Statement: I view myself as a scholar-practitioner, committed to both teaching and research in the human resource management (HRM) and human resource development (HRD) disciplines. I enjoy teaching adult learners, and I approach teaching as a shared learning experience. As a scholar, I choose projects that will contribute to existing scholarship, but also projects that will enhance my students’ learning experiences or broaden my knowledge within my chosen disciplines.

My approach to students draws from my own life experiences as an adult working student with family responsibilities and those of close family members struggling in the academic environment with severe dyslexia. I believe each student is different in their capacity to handle stress, which comes from the multiple and conflicting demands of being a non-traditional adult student. Because I acknowledge students’ disparate life demands and unique backgrounds, I try to partner with students to ensure appropriate support and access to educational resources is provided when needed facilitating both self-efficacy and achievement. I have found that despite the heavy demands of adult non-traditional students’ lives, the very nature of their demanding lives allows them to bring to the classroom a wealth of experience and knowledge that helps to shape the learning environment and enrich the learning experience of all involved – me included.

My approach to teaching and learning is student-focused, experience-based, and bridges academia with human resource practices in the workplace. This teaching approach is framed by the competency-based learning model, utilizes mixed teaching methodologies, and creates an interactive, outcomes-based learning experience. As the teacher and facilitator, I believe my role is to provide a challenging, well-designed learning environment that draws on students’ life experiences, engages students in the educational content, and enables mastery of learning outcomes.

My background reflects a value for teaching and learning over the duration of my life course. I believe to be an effective teacher I must continue to be a learner. This means that I am committed to continuously increasing my knowledge in the HRM and HRD disciplines, maintaining professional certifications and memberships, participating in continuing education, as well as contributing to the research, theory, and practice in the HRM and HRD disciplines.

Summary of Important Dates:

January 17 Class begins
January 17-19 Add/Drop/Late Registration
February 1 Last day to drop with no record
March 3 Deadline to submit graduation application for participation in the commencement ceremony
March 13-17 Spring Break
March 31 Last day to drop a course with a “Q” or withdraw with a “W”
April 3 Warrior Week
May 3 Last day to file for Degree Conferral
May 12 Class Ends
Have a wonderful summer break!