Texas A&M University - Central Texas

HRM 5303-110, CRN 80266, MANAGING HUMAN RESOURCE DEVELOPMENT

Fall 2017 rev. 8.22.2017
Texas A&M University - Central Texas
August 28 – December 15, 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 (Preferred Method)
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 Canvas classroom for Canvas messages. When sending an e-mail please identify HRM 5303 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 12:45 p.m. to 3:45 p.m. **Please contact me by e-mail to set up an appointment.** Finally, you can send Canvas 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.

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. 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.

Please note my *recurring calendar items* for the fall 2017 semester, I am on campus teaching from 11:30 to 12:45 on Monday and Wednesday (Founder's Hall 208), I am in San Antonio on Tuesdays, and on Thursday and Friday I attend monthly meetings for TAMU-CT SHRM Student Association, CTHRMA, WilcoHR, and intermittently Austin ATD.

TAMU-CT SHRM Chapter #5395 – Faculty Sponsor

Our HR student group holds monthly meetings from 1:15 p.m. to 2:00 p.m., after the CTHRMA professional meeting. Students can choose to attend both the CTHRMA and TAMU-CT SHRM meetings or just student meetings. You can join our HR student group through SHRM. There is a $40.00 fee paid to SHRM. You will receive the SHRM student member benefits with this membership. When joining through SHRM, be sure to identify Texas A&M University Central Texas as your student chapter #5395. https://www.shrm.org/Communities/student-resources/Pages/bufferpage.aspx
You can also join our HR student community on Facebook: SHRM Chapter #5395 Texas A&M University-Central Texas.

Mode of Instruction and Course Access

This is a 100% online asynchronous course and this course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com] as a course platform. You will use your Canvas username and password communicated to you separately to logon to this system. Additional information is located under Technology Requirements.

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.

911 Cellular

Emergency Warning System for Texas A&M University – Central Texas
911Cellular 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 911 Cellular through their myCT email account.
Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description

In this course, students will explore the management of human resources development training programs. Examine management issues, identify and respond to training needs, cost/benefit analysis, four-phase evaluation and the selection and development of training staff. Prerequisite(s): Management Leveling.

Course Objectives

Upon successful completion of HRM 5303 Managing Human Resource Development you will be able to demonstrate the following competencies:

1. Comprehension of strategic management concepts related to designing and implementing effective and efficient human resource development programs. (module 1, exam 1, assignment 2)
2. Comprehension of human resource development concepts and theories related to (ADDIE) designing, implementing, and evaluating effective organizational training and development programs. (module 2, exam 2, assignments 1 & 3)
3. Demonstrate an understanding of organizational and community issues related to talent management, knowledge management, change management, and global mindset. (module 3, exam 3, assignments 2 & 3)
4. Ability to analyze and evaluate as well as apply HRD concepts related to employee training practice. (modules 1 & 2, exam 1 & 3, assignment 1 & 2)
5. Ability to analyze and apply HRD concepts to human resource development practice. ADDIE Implementation - Demonstrate understanding of best practices in technology supported oral presentations. (modules 1, 2, & 3, exam 2, assignment 1, 2, & 3)
6. Understand, apply, and demonstrate professionalism as described under professional etiquette.

Module and week level student outcomes are listed in the Canvas classroom at the beginning of each module and week content.

Required Textbook

Werner, J. M., & DeSimone, R. L. (2012). Human resource development (6th ed.). Fort Worth, TX: Harcourt College Publishers / Cengage.

Human Resource Development, 6th Edition
Jon M. Werner; Randy L. DeSimone
Textbook ISBN-10: 0-538-48099-8
Textbook ISBN-13: 978-0-538-48099-4
E-text ISBN-13: 9780324578744 (180-day access)

http://www.coursesmart.com/IR/3028149/9780538480994?__hdv=6.8

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 Canvas classroom. Changes may be made within the last two weeks of the semester only in exceptional circumstances. Conflicts between Canvas and the syllabus will be resolved according to 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.

Understanding of Course Design: This course design is distinctly different from a traditional approach to learning content. This course uses an **active learning approach** to the course design. As a result, HRM 5303 seeks to challenge students in learning and applying concepts learned in this course. This means you are expected to learn and apply skills unique – not taught in previous courses -to managing human resource development programs for an organization.

About Discussions and Activities:

Students are expected to be prepared each week by completing the assigned readings prior to due dates as posted in course schedule. For the purpose of this online course the week begins on Monday and concludes the following Sunday at midnight Texas time, CST. Readings, videos/audios, and chapter quizzes are due by *Sunday*. Most weeks have an activity related to assignments also due on *Sunday*.

   Please note: Discussions and activities are interactive and time sensitive; therefore, contributions to **discussions and activities will not be accepted after they close without written documentation of an unavoidable or unforeseeable event.** Further: A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter. Online netiquette and in-person professional conduct is related to course outcome 6, and is required at all times.

Discussions: (3 @ 25, 34, 34 points respectively) 93 points total

Discussions are a critical part of the learning design and are intended to provide an opportunity for student-to-student discussion of required readings. Discussions are intended to facilitate students' creation of knowledge through applying learned content, asking clarifying questions, contributing personal representation of concepts and ideas, and engaging in analysis, evaluation, and synthesis of multiple perspectives.

   Discussion are based on exercises and topics in the required textbook. **For student convenience, a list of all discussion exercises (1-3) can be found in the left menu under Modules, Additional Resources.** When completing discussion, be sure to read the directions provided with discussion in Canvas, because some directions are different from what is listed in the text book. You may want to complete exercises related to the week's chapter during the week we are reading that chapter. However, you need to watch the schedule to ensure all initial responses submitted by Thursday of the required submission week. You have until Sunday of the closing week to complete follow-up responses.

In your approach to discussions, it may be easier to finish the follow-up responses the weekend after initial responses are due, since it will still be fresh from the readings.

Initial responses. You are required to post one initial response *to each topic listed*. This is your response to the exercise/topic. Keep in mind, initial responses are due at a time that allows students to work ahead if they want. However, students posting initial responses late will incur a late penalty, but you can still post late. This is to ensure students who need/want to work earlier in the course schedule have someone else to "discuss" the exercises with for posting follow-up responses. However, the discussion is open for several weeks to allow you to come back when it is convenient for you. Keep in mind, discussions are student-to-student discussions that require other students to "discuss with". Therefore, no late postings will be accepted for course credit after the discussion closes. Please note the discussion closing date in the course schedule. All closing dates are on Sunday, except the last discussion, which closes on Friday - the last day of class.

Follow-up responses. You are required to provide a minimum number of responses to other students for each discussion. Discussions #1 requires you to provide at least 3 total follow-up responses: and Discussions #2 and #3 require at least 4 follow-up responses. Unlike initial responses, the follow-up responses can focus on one or two topics that most interest you. However, when responding to students in discussions, be sure that your responses contribute to the discussion in a meaningful way. While responses to classmates can take a conversational tone, the comment should go beyond the summary of "I agree". Students whose posts are insufficient in quality or quantity, or late will receive point deductions.

Submitting your posts. To submit an initial post, click on the link provided in the module for the week the discussion is open. This link will take you to the discussion board. Each topic within the discussion *requires a separate post*. You will see each topic listed as a separate point value in the course calendar. Be sure to label your response with an appropriate title heading so that you receive full credit for your initial submission. For example: RebeccaM DISCUSSION 1:1 or something similar.
Please note: Professional etiquette is required at all times.

Discussions: Grading Criteria (1) 3 topics; (2) 4 topics

- Initial Responses: 45% (1) 11.25 points, (2) 15.3 points Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and clearly demonstrated understanding of assigned reading material.
- Responses to Classmates: 45% (1) 11.25 points, (2) 15.3 points Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond "good point" or "I agree". Responses are intended to be conversational, but well written and add value.
- Timeliness and Academic Writing Style: 10% (1) 2.5 points, (2) 3.4 points Met expectations for active and timely responses. Writing quality was adequate with good sentence structure, spelling, and effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

Assignment Activities (2 @ 5, 8@ 15, 2 @ 20 points) 170 points total

Activities are a critical part of learning and assignment completion. They are intended to provide an opportunity for student-to-student as well as student-to-instructor discussion of applied concepts.

Activities are intended to facilitate students' creation of knowledge through controlling the learning process in staged hands-on activities, contributing learner's personal experiences, engaging in analysis, evaluation, and synthesis of multiple perspectives as well as engaging in collaborative assessment of learning.

Assignment activities are activities to help you complete your assignments. Assignment activities allow you to get feedback from other students as well as your instructor. These activities require at least 2 follow-up posts to other students, activity 1:1 and 2:1 are 5 points each, activity 1:3 and 3:4 – peer reviews are 20 points. All other activities are 15 points each. It is in your best interest to actively engage other students and your instructor on these topics. You should think of these activities as mile markers toward completing assignments where you have ample opportunity to ask questions, assist other students, and share your own experiences (very conversational). Unlike Discussions 1-3, which focus on exercises/topics from the text and span several weeks, assignment activities occur weekly with initial responses due and closing at the end of each week on Sunday. Three posts required for all activities except 1:1 (1 post), 1:3 (2 posts), and 2:1 (1 post).

Activity: Grading Criteria (1) 2 @ 5 points; (2) 7@ 15 points; (3) 1 @ 20 points

- Initial Responses: (1) 100% (5 points), (2) 75% (11.25 points), (3) 50% (10 points) Provided initial response to stated activity. Overall initial response was complete, demonstrated understanding and comprehension of concepts. Answers contributed to development of related assignment.
- Responses to Classmates: (1) 0% (0 points), (2) 20% (3 points), (3) 50% (10 points) Actively participated in the activity, met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation, be conversational in tone, and share your perspective.
- Academic Writing Style: (1) 0% (0 points), (2) 5% (.75 points), (3) 0% (0 points) **No late submissions accepted for course credit.** Writing quality was adequate with good sentence structure, spelling, effective word choice.

Individual Assignments: (2 @ 100 points, 1 @ 125) 325 points total

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives. Assignments are an integrated part of the course and draw from class discussions and activities as well as individual work.

About assignments: Students should review more detailed Assignment Descriptions located in the left menu under Assignments for specific assignment requirements. A rubric entailing the grading criteria is located in assignment submission links.

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. While assignments represent the independent work of students; collaborative teamwork is appropriate in the related activities. Also note: any assignment not made up as approved and arranged by the professor will receive a zero.

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 Orientation Module labeled About Assignments. I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). Keep in mind, you are required to use American Psychological Association *(APA) formatting* for assignment formatting, layout, citations, and references as part of your HRM 5303 assignments.

Assignment 1: Literature Review

The active learning literature review is *worth 100 points.* This assignment is related to program level assessments of graduate level research and writing as well as course outcomes 1, 2, 4, and 5, and is due in week 4. This assignment is a written paper requiring research – a literature review - into the topic of active learning designs for employer based training programs. Your literature review will examine trends related to your topic, which you will select in week 1.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. **Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.**

Completing the assignment. The literature review includes a title page, abstract (150 – 250 words), **body of the paper 4-5 pages synthesizing 15 sources**, and a reference page (7-8 pages total). **This paper requires a minimum of 15 sources, which are peer-reviewed journal articles and less than 5 years old**. Be sure to paraphrase only, no direct quotes. Properly cite and reference in APA all sources of information.

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word **to complete this assignment.** *To submit the assignment, go to the left menu under Assignments, then select Assignment 1.*

Assignment 1: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.
- Reference Requirement: 10% (10 points) Student meets requirements set forth for references. 15 total appropriate sources, 15 journal articles are peer-reviewed and less than 5 years old.
- Content: 50% (50 points) The paper demonstrated depth of understanding through an appropriate topic that was **well-developed, organized, balanced, integrated, and <u>critical</u>** – synthesized the information.
- Trend/Purpose: 10% (10 points) The selected topic reflected knowledge of active learning course designs. The topic and purpose were clearly stated and guided the development of the paper. Student's paper had a strong writing style and sense of direction.

- APA Within Paper and Writing Style: 12% (12 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- Formatting/Organization: 8% (8 points) Student's paper was presented in an organized manner, using correct APA layout, and paper meets page requirement length.
- Directions: 10% (10 points) Student followed directions, uploaded paper to submission link, submitted on time. Overall paper followed directions for page length, number and type of resources, and student's paper *and conduct* demonstrated professionalism.

Assignment 2: Workforce Development Influencers

This assignment, **worth 100 points**, provides foundation for understanding talent pipeline discrepancies addressed through workforce development programs. For each of the following items, address the questions and then provide a critical reflection. This workforce development paper, due at the end of week 10. This information is part of your student presentation. This assignment introduces or reinforces workforce planning concepts as well as supports course outcomes 1, 3, 4, and 5.

   Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. **Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.**

1. *For this assignment students need to identify a local employer with 50 to 500 employees (to reduce complexity). Consider the industry and potential employer you wish to work for when you graduate. The selection of an employer will help you narrow your search for information and be a crucial part of the Critical Reflection (#5 - 35% of grade).*
2. Students cannot use the same company for this assignment, nor their own employer. Other companies that cannot be selected include Google, Zappos, Starbucks, Coca Cola, Target, Chick-fil-A, Wal-Mart, Blue Bell, or Ben& Jerries'
3. Conduct research to identify and explain the educational attainment of the local labor market. What is the state of the current labor market? Keep in mind this is related to surpluses and shortages of qualified talent.
4. Visit/call a local Economic Development Corporation then describe their focus and impact. How does the EDC influence surpluses and shortages of qualified talent?
5. Attend a local Workforce Board Meeting/ or review their strategic plan and describe their focus and impact. How does the Workforce Board influence surpluses and shortages of qualified talent?
6. Conduct research investigating your local Workforce Solutions programs and describe their focus and impact. How do workforce programs influence surpluses and shortages of qualified talent?
7. Provide your ***critical reflection*** (so what does it all mean?) explaining how these external forces impact the readiness of talent related to the various aspects managing human resource development (HRD) programs (*situated in your selected organization and industry*).

Completing the assignment. This paper includes a title page, abstract (150 – 250 words), **body of the paper 4-5 pages**, and a reference page (7-8 pages total). To complete this assignment, you will need the following:
- MS Word software
- Access to the Internet and time for research
- Investigations may include telephone or in-person conversations with community partners

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word **to complete this assignment.** *To submit the assignment, go to the left menu under Assignments, then select Assignment 2.*

Assignment 2: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.
- Supporting Research: 20% (20 points) The content reflected research and investigation into the selected organization's workforce demographic and needs. The topic and purpose were clearly stated and guided the development of the paper. Student's paper had a strong writing style and sense of direction. (bullets 1-6)
- Content: 50% (50 points) The paper demonstrated depth of understanding that drew on supporting research and informed appropriate critical reflections. (bullet 7)
- APA Within Paper and Writing Style: 12% (12 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors. (bullets 3-6 require references and citations)
- Formatting/Organization: 8% (8 points) Student's paper was presented in an organized manner, using correct APA layout, and paper meets page requirement length.
- Directions: 10% (10 points) Student followed directions, uploaded paper to submission link, submitted on time. Overall paper followed directions for page length, number and type of resources, and student's paper *and conduct* demonstrated professionalism.

Assignment 3: Student Presentation

This assignment, **worth 125 points**, assesses the application of content knowledge learned over the duration of the course. Student presentations are developed over weeks 11-15; then, your unlisted YouTube presentation LINK is posted to the week 15 discussion by Sunday midnight for students to view AS WELL AS the assignment link for grading.

Assignment activities. In-class activities allow you to engage other students and the instructor about hands-on activities designed to help you complete the assignment in stages. Assignment activities are worth low levels of points, but should not be overlooked. Additional information will be provided in stages through required videos and/or related assignment activities listed in the course schedule. Failing to watch required videos and/or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.

Completing the assignment. Your presentation is a video (with you visible) and audio recorded with a power point (PPT) presentation (in the background or provided separately) and uploaded to YouTube as unlisted content - not viewable without the exact URL. Content should be attributed using the APA formatting style. Best practices should be used for PPT construction and presentation. Your assignment should be uploaded by the due date. This assignment supports program level outcomes of effective oral presentation of complex concepts and acquisition of technical competence as well as course outcomes 2, 3, and 5.

The student's presentation is **15-20 minutes and includes the following:**

- An introduction developing rapport
- Learning objectives – what you want us to learn
- Key take-a-ways from Asn 2 – Workforce Development Programs What is likely to be the educational attainment and qualifications of the talent pipeline that makes up the majority of the workforce for your selected company?
- Key take-a-ways from Asn 1 – Active Learning Designs – What type of learning programs may be needed for the majority of employees that make of the workforce for your selected company? What training modalities and concerns related to ADDIE would you consider for your suggested learning programs?
- Demonstrate an understanding and linkages for your selected organization to one of the following: talent management, knowledge management, change management, OR global mindset (i.e which one may be more important to your organization and how will it impact their learning programs in the future?)
- Review of key concepts
- Closing

Be sure all items included tie together and support each other. *You should be thinking about this before completing assignment 1!*

Keep in mind that students will be taught the skills needed to complete this assignment during the course.

Submitting your assignment. Your assignment should be uploaded as a link to your YouTube presentation as well as a copy of your power point presentation by midnight of the due date. To complete this assignment, you will need the following:

- Power Point software
- Headset or speakers and microphone
- Webcam, ipod, ipad or other recording devise to record presentation
- Access to the Internet and YouTube account to upload presentation

Students who do not have the needed technology will be provided the option to complete this assignment utilizing TAMU-CT's computer lab (Founder's Hall, 113) or contact Dr. Rebecca to discuss your situation. *To submit the assignment, go to the left menu under Assignments, then select Assignment 3*; then, submit your link to the Assignment 3:4 Activity link for other students to view your presentation.

Assignment 3: Grading Criteria

This assignment is graded with a grading rubric based on the below criteria. The rubric is located in the Canvas classroom with the assignment description.

- Met Time Requirement (10 points) Within 10% of their allotted time.
- Audience Connection (10 points) The speaker was highly engaged with their audience, maintained consistent eye contact, and rarely, if ever, referred to notes.
- Noise (10 points) The speaker rarely, if ever, utilized filler words, sounds or phrases repeatedly, such as OK, err or umm. The speaker also refrained from distracting gestures, such as rocking or moving about too much, etc.
- Appearance/Dress (5 points) The speaker was well dressed for a formal business presentation.
- Visual Aid Design and Utilization (25 points) Visual aids appeared professional, were completely grammatically accurate, and all information was easy to read. Visual aids were used only as a reference to reinforce or focus the message of the speaker. This would include very limited points and information on PP slides and an appropriate number of slides. Clearly used PPT **best practices**.
- Instructions (15 points) Presentation follows all formatting guidelines and includes required citations and references. Upload of presentation and training materials was timely. Presentation was web hosted.
- Content (50 points) All components are included, well developed and clarity of purpose is exhibited throughout the presentation. Abundance of evidence of critical, careful thought and analysis and/or insight. Evidence and examples are vivid and specific, while focus remains tight.

Be sure to watch and comment on at least 4 other students' presentations, worth 20 points.

Quizzes: (10 @ 10 points each) 100 points total

Quizzes are provided to ensure students are reading and understanding concepts presented in the required readings as well as to help prepare you for exams. Quizzes reinforce key concepts from the required readings related to module level objectives. Quizzes will be completed and submitted in Canvas, then scored automatically through TAMU-CT's Web-supported Canvas application.
There are 10 quizzes that are intended to be low stress based on their design allowing them to be retaken twice - you can keep the highest grade. I suggest taking notes the first time so you can look up missed questions before taking the quiz again.
    Keep in mind, choosing not to take quizzes can have a negative impact on your grade over the duration of the course. Each chapter review quiz has 10 questions, which is anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. 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: (3 @ 100 points each) 300 points total

There will be three objective exams (worth 100 points each) administered during the semester, which assess knowledge and understanding of course level objectives.
Exams includes 40 multiple choice questions (worth 2.5 points each), which assess content from the required text book. 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 Canvas application. Exams are anticipated to take approximately 55 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.

Please make a note of your time zone as compared to Texas time, CST. This exam closes at Midnight Texas time!

If you encounter technical difficulties, please send me an e-mail (not a canvas inbox message) immediately.

Instructor Policies:

Instructors policies can be found at the end of the syllabus under [Instructor Policies Related to Absence, Grading, etc.](#)

Course Grading Criteria:

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

Grade composition:
    9.3% Discussions (3 @ 25, 34, 34 points respectively) 93 points total
    17% Assignment Activities (2 @ 5, 8 @ 15 points, 2 @ 20 points) 170 points total
    32.5% Individual Assignments (3 @ 100, 100, 125 respectively) 325 points total
    10% Quizzes (10 @ 10 points each) 100 points total
    30% Exams (3 @ 100 points each) 300 points total
    1.2% Introduction & Class Wrap-up (2 @ 6 points) 12 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 will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. Students should monitor their grades through this tool and report any issues immediately.

Bonus Reflective Journals: (3 @ 10 points each) 30 points total Reflective journals are a mile marker in your learning experience where you are provided the opportunity for self-reflection, sharing your learning experience to this point in the course, self-assessment of progress, and an opportunity to create needed change and control the learning process. The reflective journal is an individual a descriptive account of your incremental learning over the duration of the course related to course outcomes 1-6. This journal not only provides you an opportunity to reflect on what you have learned so far, it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for you and subsequent students. Grading Criteria - Responses: 100% (5 points) Student indicates confidential response was provided to the inquiry.

Submitting Course Requirements: Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas 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 HRM 5303 in the subject line! Then,

post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

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 Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

Week 1: August 28, Monday – September 3, Sunday

Orientation
Student Introductions (6 points, due Sunday)
Course Information

Module 1 – Part 1 Introduction to HRD
Read Ch. 1 –Introduction to HRD
Watch Required Videos (~30 minutes) (due Sunday)
Assignment 1:1 Activity: Begin Assignment #1 Literature Review SUPPORTS ASSIGNMENT 1
- Read the assignment 1 directions and pick a topic. Post your topic to this activity. Your topic must be approved by the instructor before posting to the next activity in week 3. (5 points) (One post due Sunday of week 2)

The theme for this course's literature review is Active Learning. Your selected topic should be related to this theme. (Read assignment 2 and 3 before selecting your topic.)

Topics Covered
Expectations
HRD Functions
HRD Roles
HRD Strategy

August 28 Class Begins
August 28-30 Add/Drop/Late Registration

Week 2: September 4, Monday – September 10, Sunday

Module 1 – Part 2 Introduction to HRD
Read Ch. 2 – Influences on Employee Behavior
Read Zorn and Campbell (2006) – Improving the Writing of Literature Reviews (located in TAMUCT Library)
Read Torraco (2005) – Writing Literature Reviews (located in TAMUCT Library)

Watch Required Videos (~55 minutes) (due Sunday)
Complete Chapter Review Quiz #2 (10 points, due Sunday) SUPPORTS EXAM 1
Assignment 1:2 Activity: Continue Working on Assignment #1 SUPPORTS ASSIGNMENT 1
- Find Zorn and Campbell (2006) and Torraco (2005) from the TAMU-CT Library. The concept f synthesizing articles is the most difficult part of the literature review. What did you learn from one or both of these articles to help you write your literature review and meet the grading criteria of synthesis? (15 points) (One initial post and 2 follow-up posts due Sunday of week 3)

Begin Discussion #1 (Initial posts due Sunday of week 3) SUPPORTS EXAM 1
- (DISCUSSION 1:1) HRD Roles (1 initial post)
- (DISCUSSION 1:2) Organizational Culture (1 initial post)
- (DISCUSSION 1:3) Purpose of Training-Learning & Performance Management (1 initial post)

Topics Covered
Organizational Culture
Employee Behavior
Motivation Theory
Writing Literature Review
Graduate Level Writing
Sources of Information

Week 3: September 11, Monday – September 17, Sunday

Module 1 – Part 3 Introduction to HRD
Read Ch. 10 – Coaching and Performance Management
Watch Required Videos (~35 minutes) (due Sunday)
Complete Chapter Review Quiz #10 (10 points, due Sunday) SUPPORTS EXAM 1
Assignment 1:3 Activity: Continue Working on Assignment #1 SUPPORTS ASSIGNMENT 1
- Post a draft of your paper by Thursday. Please note - drafts can be at whatever stage you are at. (10 points). Peer Reviews, provide feedback to at least 1 student by Sunday. (10 points) (Draft posts due Thursday, peer review due Sunday of week 3)

Discussion #1 initial responses to 1:1, 1:2, and 1:3 due by Sunday (3 follow-up posts due Sunday week 4) SUPPORTS EXAM 1

Topics Covered
Performance Management
Purpose of Training
Coaching
Writing Literature Review
Graduate Level Writing
Sources of Information

September 13 Last day to drop with no record

Week 4: September 18, Monday – September 24, Sunday

Module 1 – Part 4 Introduction to HRD
Read Ch. 9 – Skills and Technical Training
Watch Required Videos (~25 minutes) (due Sunday)
Complete Chapter Review Quiz #9 (10 points, due Sunday) SUPPORTS EXAM 1
Complete Discussion #1 (3 follow-up posts) (25 points, due Sunday) SUPPORTS EXAM 1
Complete Assignment #1- Literature Review (100 points, due Sunday) SUPPORTS COURSE OUTCOME 1, 2, 4, & 5
Complete Exam #1 (ch 1, 2, 10, 9) (100 points, due Sunday) SUPPORTS COURSE OUTCOMES 1 & 4
Bonus Reflective Journal Entry #1 (10 points, due Sunday)

Topics Covered
Types of Training
Organization Workforce Development Training Programs
Community Workforce Development Training Programs
Review Course Outcomes 1 & 4

Week 5: September 25, Monday – October 1, Sunday

Module 2 – Part 1 ADDIE
Read Ch. 4 – Assessing HRD Needs
Watch Required Videos (~20 minutes) (due Sunday)
Complete Chapter Review Quiz #4 (10 points, due Sunday) SUPPORTS EXAM 2
Assignment 2:1 Activity: Begin Assignment #2 Workforce Development Influencers SUPPORTS ASSIGNMENT 2

- Investigate companies in your local area (5 points) (One post due Sunday of week 5)
- Students cannot use the same company for this assignment, nor their own employer. Other companies that cannot be selected include Google, Zappos, Starbucks, Coca Cola, Target, Chick-fil-A, Wal-Mart, Blue Bell, or Ben& Jerries'
- Identify a local employer with 50 to 500 employees (to reduce complexity). Consider the industry and potential employer you wish to work for when you graduate. The selection of an employer will help you narrow your search for information and be a crucial part of the Critical Reflection
- Indicate the company you are interested in investigating

Topics Covered
Needs Analysis
Types of Training
Levels of Needs Analysis

Dr. Rebecca at ATD Core4 Conference September 28 and 29

Week 6: October 2, Monday – October 8, Sunday

Module 2 – Part 2 ADDIE
Read Ch. 5 – Designing Effective HRD Programs
Watch Required Videos (~45 minutes) (due Sunday)
Complete Chapter Review Quiz #5 (10 points, due Sunday) SUPPORTS EXAM 2

Assignment 2:2 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2
- Conduct research to identify and explain the educational attainment of the local labor market. What is the state of the current labor market (as it relates to your selected company)? Keep in mind this is related to surpluses and shortages of qualified talent. (15 points) (One initial post and 2 follow-up posts due Sunday of week 6)

Begin Discussion #2 (Initial posts due Sunday of week 8) SUPPORTS EXAM 2
- (DISCUSSION 2:1) Needs Analysis (1 initial post)
- (DISCUSSION 2:2) Program Design (1 initial post)
- (DISCUSSION 2:3) Program Implementation (1 initial post)
- (DISCUSSION 2:4) Program Evaluation (1 initial post)

Topics Covered
Program Design and Development
Learning Objectives
Sequence and Structure
Lesson Plans
Training Materials
Preparation
Pilot Testing
Community Workforce Development Influencers

October 2 Deadline to submit graduation application for participation in the commencement ceremony

Week 7: October 9, Monday – October 15, Sunday

Module 2 – Part 3 ADDIE
Read Ch. 6 – Implementing HRD Programs
Watch Required Videos (~10 minutes) (due Sunday)
Complete Chapter Review Quiz #6 (10 points, due Sunday) SUPPORTS EXAM 2
Assignment 2:3 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2
- Visit/call a local Economic Development Corporation (EDC). How does the EDC influence surpluses and shortages of qualified talent (as it relates to your selected company)? (15 points) (One initial post and 2 follow-up posts due Sunday of week 7)

Topics Covered
Program Implementation
Face-to-Face Modality
Virtual Modality
Blended Modality
Community Workforce Development Influencers

Week 8: October 16, Monday – October 22, Sunday

Module 2 – Part 4 ADDIE

Read Ch. 7 – Evaluating HRD Programs
Watch Required Videos (~30 minutes) (due Sunday)
Complete Chapter Review Quiz #7 (10 points, due Sunday) SUPPORTS EXAM 2
Assignment 2:4 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Attend a local Workforce Board Meeting/ or review their strategic plan. How does the Workforce Board influence surpluses and shortages of qualified talent (as it relates to your selected company)? (15 points) (One initial post and 2 follow-up posts due Sunday of week 8)

Discussion #2 initial responses 2:1, 2:2. 2:3, and 2:4 due by Sunday (4 follow-up posts due Sunday week 9)

Topics Covered
Program Evaluation
Kirkpatrick Model
Research Design & Ethics
Quantitative Methods
Qualitative Methods
Community Workforce Development Influencers

Week 9: October 23, Monday – October 29, Sunday

Module 1 & 2 Wrap-Up
Assignment 2:5 Activity: Continue Working on Assignment #2 SUPPORTS ASSIGNMENT 2

- Conduct research investigating your local Workforce Solutions programs. How do workforce programs influence surpluses and shortages of qualified talent (as it relates to your selected company)? (15 points) (One initial post and 2 follow-up posts due Sunday of week 9)

Complete Discussion #2 (4 follow-up posts) (34 points, due Sunday) SUPPORTS EXAM 2
Complete Exam #2 (ch 4, 5, 6, 7) (100 points, due Sunday) SUPPORTS COURSE OUTCOMES 2, 3, 4, & 5

Topics Covered
Review Course Outcomes 2, 3, 4, & 5
Community Workforce Development Influencers

Week 10: October 30, Monday – November 5, Sunday

Module 3 – Part 1 Program Management
Read Ch. 3 – Learning and HRD
Watch Required Videos (~45 minutes) (due Sunday)
Complete Assignment #2 – Workforce Development Influencers (100 points, due by Sunday) SUPPORTS COURSE OUTCOME 1, 3, 4, & 5
Bonus Reflective Journal Entry #2 (10 points, due Sunday)
Daylight Savings Time Nov 5

Topics Covered
Knowledge Management
Business Strategy

Andragogy
Learning Theories
Teaching/Facilitating
Learning Styles

November 3 Last day to drop a course with a "Q" or withdraw with a "W"

Week 11: November 6, Monday – November 12, Sunday

Module 3 – Part 2 Program Management
Read Ch. 12 – Career Management and Development
Watch Required Videos (~20 minutes) (due Sunday)
Complete Chapter Review Quiz #12 (10 points, due Sunday) SUPPORTS EXAM 3
Begin Discussion #3 (Initial posts due Sunday of week 13 – closes Sunday of week 14) SUPPORTS EXAM 3
- (DISCUSSION 3:1) Knowledge Management (1 initial post)
- (DISCUSSION 3:2) Career Management (1 initial post)
- (DISCUSSION 3:3) Change Management (1 initial post)
- (DISCUSSION 3:4) Global Mindset (1 initial post)

Assignment 3:1 Activity: Begin Working on Assignment #3 Student Presentation SUPPORTS ASSIGNMENT 3
- *Best practices* should be used for PPT construction and presentation (20% of assignment 3 grade). Watch *Power Point* supplemental videos as needed, review information about **best practices** in power point presentations, then create a story board for your presentation using Power Point. Your story should include your learning objectives and the major components of your presentation. (15 points) (One initial post and 2 follow-up posts due Sunday of week 11)

Topics Covered
Career Management
HRD & Workforce Planning
Employee Development
HRD & Career Theories
Attributes/Skills

Week 12: November 13, Monday – November 19, Sunday

Module 3 – Part 3 Program Management
Read Ch. 14 – Organizational Development and Change
Watch Required Videos (~20 minutes) (due Sunday)
Complete Chapter Review Quiz #14 (10 points, due Sunday) SUPPORTS EXAM 3
Assignment 3:2 Activity: Continue Working on Assignment #3 SUPPORTS ASSIGNMENT 3
- Your student presentation is a video (with you visible) and audio recorded (8% audience connection, 8% noise, 4% appearance of assignment 3 grade) with a power point (PPT) presentation (in the background or provided separately). Investigate online software for your student presentation. What is your plan, specifically, for creating the required video? (15 points) (One initial post and 2 follow-up posts due Sunday of week 12)

Veteran's Day November 10

Topics Covered
Change Management
Systems Theory
Change Theory
Action Research
Communication
Learning Organizations
Leadership/Management

Week 13: November 20, Monday – November 26, Sunday

Module 3 – Part 4 Program Management
Read Ch. 15 – HRD and Diversity: Diversity Training and Beyond
Complete Chapter Review Quiz #15 (10 points, due Sunday) SUPPORTS EXAM 3
Watch Required Videos (~20 minutes) (due Sunday)
Discussion #3 initial responses 3:1, 3:2, 3:3, 3:4 due by Sunday (4 follow-up posts due Sunday week 14)
Assignment 3:3 Activity: Continue Working on Assignment #3 SUPPORTS ASSIGNMENT 3
- Your student presentation is a video uploaded to YouTube as unlisted content - not viewable without the exact URL (12% web hosted – instructions of assignment 3 grade). Investigate web hosting for your student presentation. Create a video introduction, upload it to YouTube, and post the link to the activity. (15 points) (One initial post and 2 follow-up posts due Sunday of week 13)

Topics Covered
Global Mindset/Diversity
Cultural Acuity
Generational Acuity
Linguistics

Week 14: November 27, Monday – December 3, Sunday

Module 3 Wrap-Up
Record your student presentation for Assignment 3
Complete Discussion #3 (4 follow-up posts) (34 points, due Sunday) SUPPORTS EXAM 3
Exam #3 (ch 3, 12, 14, 15) (100 points, due Sunday) SUPPORTS COURSE OUTCOMES 3 & 5

Topics Covered
Review Course Outcomes 3 & 5

Week 15: December 4, Monday – December 10, Sunday

Class Wrap-Up Active Learning and Critical HRD
Complete Assignment 3: Student Presentation (due by Sunday midnight) (125 points) SUPPORTS COURSE OUTCOMES 2, 3, AND 5
- Post to discussion for other students to view and comment upon
- Post to assignment link for grade

Topics Covered
Course Outcome 6 Professionalism
Presentation Skills Demonstration

December 6 Last day to file for Degree Conferral

Week 16: December 11, Monday – December 15, Friday

Assignment 3:4 Activity: Wrapping up Assignment #3 SUPPORTS ASSIGNMENT 3
- Watch student presentations and provide feedback on at least 4 other students' videos (20 points, due Friday)

Bonus Reflective Journal Entry #3 (10 points, due Friday)
Class Wrap Up (concludes Friday) (6 points)

Summary of Important Dates:

August 28 Class begins
August 28, Add/Drop/Late Registration begins
August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 1, Priority Deadline to Submit Graduation Application
September 4, Labor Day, CAMPUS CLOSED
September 5, Last day to drop 1st 8-week classes with no record
September 13, Last day to drop 16-week classes with no record
September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
October 6, Deadline to submit graduation
October 20, Last day to withdraw from the University (1st 8-week classes WF)
October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
October 30, Last day to drop 2nd 8-week classes with no record
November 10, Veteran's Day
November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
November 23-24, Thanksgiving, CAMPUS CLOSED
December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 15, Last day to file for Degree Conferral (Registrar's Office)
December 15, Commencement
December 25-January 1, WINTER BREAK

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.

To complete assignments you will need MS Word and Power Point software. You will also need a headset or speakers, a microphone, and a webcam or other video recording devise to be able to listen to on-line resources and record voice narration and video presentation for the Project. If you do not have MS Power Point you are able to get Microsoft Office Suite free through your myCT.

This course will use the A&M-Central Texas Instructure Canvas learning management system.
- Logon to https://tamuct.instructure.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

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 lap top 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.

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 *A&M-Central Texas* student. For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form [https://www.tamuct.edu/registrar/docs/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. More information can be found at

Academic Accommodations

At Texas A&M University-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 [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit https://www.tamuct.departments/index.php. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring

Tutoring is available to all A&M-Central Texas 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 Larry Davis at lmdavis@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 A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

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) or by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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

Library distance education services aims to make available quality assistance to A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the TAMU-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: http://www.tamuct.edu/departments/library/deservices.php

   Information literacy focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: http://www.tamuct.edu/departments/library/index.php

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 Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, 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 Canvas class begins on Monday and concludes on Sunday. Each week includes practices quizzes, discussions and activities supporting assignments and exams.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current period, before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the topics as soon as the discussion opens. Then, 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 assignments quickly and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit an assignment to Canvas at the last minute.
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their respective week. However, exams are only open the week they are due and close on Sunday midnight. Remember the week for this course is Monday-Sunday.

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.

Have a wonderful winter break!