



Texas A&M University - Central Texas

MGMT 3302-110

PERSONNEL AND HUMAN RESOURCE MANAGEMENT

Fall 2017 rev. 8.19.2017

Texas A&M University - Central Texas

1. INSTRUCTOR AND CONTACT INFORMATION

1-1. Instructor Contact Information

Course Instructor: YeongJoon (YJ) Yoon Ph.D.

Office location: Founders Hall, #318B

Phone: 607-793-6255 or call Andrew McSweeney 254-519-5437

Skype name: yeongjoon.yoon

Email address: yoon@tamuct.edu

If you have any questions or concerns, please send an e-mail to yoon@tamuct.edu. E-mail is my preferred method of communication, but I will regularly check the Canvas Learn (Canvas) classroom for Canvas Inbox. When sending an e-mail please identify MGMT3302-Offline in the subject line!

1-2. Instructor's TAMU-CT Office Hours and Student – Instructor Interaction

If you have any questions about this course, I am available in my TAMU-CT office Monday and Wednesday from 11:00 a.m. to 1:00 p.m. We can also set up an appointment and meet through Skype and phone. Finally, you can send Canvas Inbox or e-mails anytime; I usually respond to questions quickly, but not longer than 48 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. I usually do not answer unknown phone calls. So if it is the first time that you are calling me, please leave a message stating that you are a student of this class. I will return your call as soon as possible.

1-3. 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 schedule](#), and [course and university procedures and policies](#).

1-4. 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) [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.

2. COURSE INFORMATION

2-1. Class Meeting Information

- Course Duration: 16 weeks (August 28th – December 15th, 2017)
- Meeting Time: 1:00PM – 2:15PM (Monday and Wednesday)
- Classroom: Founder's Hall 208

2-2. Course Overview and Description

In this course, students will focus on fundamental functions of human resource management; relationships between personnel management and organizations' emerging role of personnel administration in the development of strategic policies for organizations. Prerequisite: MGMT 3301

2-3. Course Objectives

Upon successful completion of MGMT302 Personnel and Human Resource Management students will be able to:

1. **Human Resource Management:** Demonstrate an understanding of HRM's integrated role in an organization by identifying and explaining HR's three roles in an organization as well as identifying, describing, and applying strategic HR concepts and business management concepts to designing and implementing effective and efficient human resource management programs that support the organization's mission, vision, values, and, strategic goals and objectives.
2. **Staffing and Labor Markets:** Identify and explain effective organizational staffing practices such as job analysis, job descriptions, job design and major motivation theories with particular emphasis on applying concepts to workforce planning, employer branding, recruiting, selection, and retention.
3. **Human Resource Development:** Identify and explain the ADDIE process, individual-centered and organization-centered approaches to talent management, performance management systems, and performance-focused organizational culture with particular emphasis on applying concepts to effective employee training, employee development, and performance management practices.
4. **Total Rewards:** Identify and describe the components of the total rewards approach to compensation management and explain the relationship between effective compensation and benefit practices with particular emphasis on applying concepts related to target labor demographics, compensation philosophy, benefit selection, employer branding, recruiting, and retention.
5. **Employee Relations:** Identify and describe the impact of risk management, employee protection, employee rights, and collective bargaining on the employment relationship.
6. **Legal Compliance:** Identify employment laws and their key components which impact the seven major functions of human resource management including strategy and planning, equal

employment opportunity, staffing, talent management, total rewards, risk management and worker protection, and employee and labor relations.

2-4. Required Textbook

- Title: **Human Resource Management (15th Edition)**
- Author: Robert L. Mathis; John H. Jackson; Sean R. Valentine; Patricia Meglich
- ISBN: 978-1-305-50070-9
- Publisher: Cengage South-Western
- Publication Date: January 13, 2016

The Cengage access code is ***NOT*** required for this course.

3. 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 in Canvas and emailed to students within one week of the change decision. 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 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.

3-1. Requirement 1: In-Class Activities (5 activities: 30 points each, total 150 points)

In-class activities are intended to create student-to-student interaction in the course as well as teach and reinforce learning concepts. There will be five in-class activities (one for each section of our textbook: total of five sections) are anticipated to take approximately 75 minutes (one class session). Students will be provided with instruction and grading rubric for the activity in class. You are expected to actively participate in these activities. Keep in mind that passive participation is not sufficient.

Please note: Professional etiquette is required at all times. I reserve the right to remove students from discussions whose conduct violates professional etiquette expectations for such comments that lack kindness, respect, and inclusive language towards students or the instructor. A student whose comments or behavior lacks professional etiquette and is subsequently removed from the activity will receive a 0 for that activity. A student whose comments or behavior violates professional etiquette, but is not subsequently removed from the activity will receive a private conversation or note about the violation and a 25% deduction per occurrence thereafter.

3-2. Requirement 2: Individual Assignments (5 assignments 35, 75, 35, 75, 35 points each, total 255 points)

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. A rubric entailing the grading criteria is located in the Canvas classroom in the Additional Resources module.

Written Assignments: Assignments 1-5 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 MGMT3302 assignments. **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](#). I also suggest that you purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). TAMU-CT offers its students tutoring in writing and APA, both on-campus and online. For hours, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-519-5496 or follow this link to [TAMU-CT Student Tutoring](#):
<https://www.tamuct.edu/departments/academicsupport/tutoring.php>.

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 preventing you from completing and turning in the assignment during the week it was available for submission. For more information about my policy regarding late work please review *late works* 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.

3-2-1. Assignment 1, 3, and 5– Grading Criteria worth 35 points each

Grading Criteria Assignments 1, 3, & 5 includes a 2 paged APA formatted written response (in addition to the title and reference page) to two assignment prompts located in [appendix A](#). The grading criteria are as follows:

- Essay 1: (12.5 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Essay 2: (12.5 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Directions/APA Style: (5 points) The submission was correctly formatted in APA including citations and references. (APA is almost perfect with very minor issues.)
- Citations: (5 points) The response provided one citation from the required text book and at least one other outside source. (All required citations are present)

3-2-2. Assignment 2 and 4– Grading Criteria worth 75 points each

Grading Criteria Assignments 2 & 4 – 4 paged APA formatted written response (in addition to the title and reference page) to three assignment prompts located in [appendix A](#). These assignments require Internet and library research. The grading criteria are as follows:

- Essay 1: (12.5 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.
- Essay 2: (12.5 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment essay.

- Essay 3: (32.5 points) The response was complete. The response was appropriate and well-developed demonstrating understanding and comprehension. Student did an excellent job on the assignment research essay.
- Directions/APA Style: (7.5 points) The submission was correctly formatted in APA including citations and references. (APA is almost perfect with very minor issues.)
- Citations: (10 points) Essays 1 & 2 The response provided one citation from the required text book and at least one other outside source. Essay 3 includes citation from required text book and scholarly journal article. (All required citations are present)

3-3. Requirement 3: Review Quizzes (1 syllabus review quiz and 16 chapter 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 exam. 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. Chapter review quizzes are due by 12:30pm on the due date. (See [course schedule](#) for the due date of each quiz.)

Quizzes are low stress based on their design allowing them to be retaken as many times as you like and 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 each 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.**

3-4. Requirement 4: Exams (5 exams 100 points each, total 500 points)

There will be five 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 text book and face-to-face lectures.** 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 during the 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.*

3-5. Requirement 5: APA Writing Style Quiz (10 points)

The APA quiz is provided to help students reinforce general understanding of APA writing style requirements and prepare for assignments. The quiz questions will be all multiple choice. You have 15 minutes to complete the quiz, but it should only take you about 10 minutes. This quiz is worth 10 bonus points. You can take this quiz as many times as you like, and you can keep the highest grade.

3-6. Bonus Opportunities (total 50 points)

3-6-1. Comprehensive Bonus Exam (40 points)

All questions cover the students' knowledge of the key frameworks and concepts from the text learned over the duration of the course. This bonus exam contains 40 multiple choice questions (1 pts each). You will have 45 minutes to complete the bonus exam and it must be done in one sitting. **Students must score 50% correct or higher to receive bonus points.** A score below 49% correct will receive 0 points.

3-6-2. Introduction and Class Wrap-Up (5 points each, total 10 points)

You can post your introduction at the beginning of the course (5 bonus points). You can also post your reflections of the course at the end (5 bonus points).

3-7. Grading Criteria

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

Grade Composition:

- **Requirement 1: 15% In-Class Activities (5 - 30 points each) 150 points total**
- **Requirement 2: 25.5% Assignments (5 - 35, 75, 35, 75, 35 points each) 255 points total**
- **Requirement 3: 8.5% Review Quizzes (17 - 5 points each) 85 points total**
- **Requirement 4: 50% Exams (5 - 100 points each) 500 points total**
- **Requirement 5: 1% APA Writing Style Quiz (1- 10 points) 10 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 Canvas Grade book within 7 days of submission deadline 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 Canvas 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 assignments, quizzes, and exams through the Canvas classroom.

3-8. Instructor Policies Related to Absence, Grading, etc.

Late works: All works are due on the date designated on the syllabus course schedule, unless otherwise posted in the classroom announcements. **No late works will be accepted for exams, quizzes, introduction/course wrap-up and bonus opportunities without written documentation of an unavoidable or unforeseeable event.** Individual assignments may be turned in up to three days late with a 10% late penalty. All late works should be uploaded to the Canvas classroom.

In-class activities will not be accepted late, because these activities are 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 in-class activity. It is your responsibility to contact me and request the alternate assignment.

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*.

4. TECHNOLOGY REQUIREMENTS AND SUPPORT

4-1. 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 the [instructor](#) to discuss your situation.

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

- Logon to <https://tamuct.instructure.com> to access the course.
- Username: Your MyCT username
- 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 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.

4-2. Students New to Canvas

If you need a refresher on any Canvas tools, the Help link on the left menu (global Navigation) in the Canvas classroom provides you with a link to the Canvas Guides. You can get to the Canvas Student Video Guides by following the link to the Canvas Guides. Once you get to the Canvas Guides home page, please select Video Guide and then select Students in the table of contents to get to the Student Video Guides.

4-3. 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 the [instructor](#). 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.

5. COURSE SCHEDULE

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. Below is the list of things **that you need to do before attending classes** and **assignments that needs to be completed within a given week**.

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

<i>August 28th, 2017 (Monday)</i> <i>: Course Introduction</i>	<i>August 30th, 2017 (Wednesday)</i> <i>: HRM in Organizations</i>
Feel free to come to class unprepared	Read Chapter 1 Complete Chapter 1 Review Quiz (5 points: due 12:30PM, before class)

Other works need to be done in this week:

- **Introduce yourself** (5 bonus points: **due 11:59PM, September 3rd**)
- **Watch Citations/References & APA Videos** (*Modules > Videos* in Canvas)
- **Complete APA Writing Style Quiz** (10 bonus points: **due 11:59PM, September 3rd**)
- **Complete Syllabus Review Quiz** (5 points: **due 11:59PM, September 3rd**)

Important dates in this week:

- **August 28th:** Add/Drop/Late Registration begins
- **August 30th:** Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
- **September 1st:** Priority Deadline to Submit Graduation Application

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

<i>September 4th, 2017 (Monday)</i>	<i>September 6th, 2017 (Wednesday)</i> <i>: Strategy and HRM</i>
NO CLASS: Labor Day	Read Chapter 2 Complete Chapter 2 Review Quiz (5 points: due 12:30PM, before class)

Important date(s) in this week:

- **September 4th:** Labor Day, CAMPUS CLOSE

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

September 11th, 2017 (Monday) : Moneyball – Part 1	September 13th, 2017 (Wednesday) : Moneyball – Part 2
Feel free to come to class unprepared (But be ready to enjoy the movie)	Feel free to come to class unprepared (But be ready to enjoy the movie)

Important date(s) in this week:

- September 13th: Last day to drop 16-week classes with no record

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

September 18th, 2017 (Monday) : In-Class Activity #3 & Equal Employment Opportunity	September 20th, 2017 (Wednesday) : Equal Employment Opportunity & Review Section 1
Review class materials related to Strategy and HRM	
Read Chapter 3	Review Chapters 1 to 3
Complete Chapter 3 Review Quiz (5 points: due 12:30PM, before class)	

Other works need to be done in this week:

- Submit Individual Assignment 1 – Introduction to HRM (35 points: due 11:59PM, September 24th)

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

September 25th, 2017 (Monday) : Exam 1	September 27th, 2017 (Wednesday) : Job Analysis
Exam Day: Take Exam 1, Ch. 1-3 (100 points)	Read Chapter 4
No face-to-face meeting.	
Exam opens at 12:01AM and closes at 11:59PM on this day	Complete Chapter 4 Review Quiz (5 points: due 12:30PM, before class)
(in one sitting, multiple attempts NOT allowed).	

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

October 2nd, 2017 (Monday) : Employee Retention	October 4th, 2017 (Wednesday) : Recruiting
Read Chapter 5	Read Chapter 6
Complete Chapter 5 Review Quiz (5 points: due 12:30PM, before class)	Complete Chapter 6 Review Quiz (5 points: due 12:30PM, before class)

Other works need to be done in this week:

- Submit Individual Assignment 2 – Recruiting (75 points: due 11:59PM, October 8th)

Important date(s) in this week:

- October 6th: Deadline to submit graduation

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

October 9th, 2017 (Monday) : Selection	October 11th, 2017 (Wednesday) : In-Class Activity #2
Read Chapter 7	
Complete Chapter 7 Review Quiz (5 points: due 12:30PM, before class)	Review class materials on job analysis and selection

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

October 16th, 2017 (Monday) : Section 2 Review	October 18th, 2017 (Wednesday) : Exam 2
Review Chapters 4 to 7	Exam Day: Take Exam 2, Ch. 4-7 (100 points) No face-to-face meeting. Exam opens at 12:01AM and closes at 11:59PM on this day (in one sitting, multiple attempts NOT allowed).

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

October 23rd, 2017 (Monday) : Training	October 25th, 2017 (Wednesday) : Development
Read Chapter 8	Read Chapter 9
Complete Chapter 8 Review Quiz (5 points: due 12:30PM, before class)	Complete Chapter 9 Review Quiz (5 points: due 12:30PM, before class)

Other works need to be done in this week:

- Submit Individual Assignment 3 – Training and development (35 points: due 11:59PM, October 29th)

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

October 30th, 2017 (Monday) : Performance Management	November 1st, 2017 (Wednesday) : In-Class Activity #3
Read Chapter 10	Review class materials on training, development and performance management
Complete Chapter 10 Review Quiz (5 points: due 12:30PM, before class)	

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

November 6th, 2017 (Monday) : Section 3 Review	November 8th, 2017 (Wednesday) : Total Rewards and Compensation
Review Chapters 8 to 10	Read Chapter 11
	Complete Chapter 11 Review Quiz (5 points: due 12:30PM, before class)

Important date(s) in this week:

- November 10th: Veteran’s Day / Last day to drop with a Q or withdraw with a W (16-week classes)

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

November 13th, 2017 (Monday) : In-Class Activity #4	November 15th, 2017 (Wednesday) : Variable Pay
Feel free to come to class unprepared (But be ready to discuss about pay-for-performance)	Read Chapter 12
	Complete Chapter 12 Review Quiz (5 points: due 12:30PM, before class)

Other works need to be done in this week:

- Submit Individual Assignment 4 – Total Rewards Design (75 points: due 11:59PM, November 19th)

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

<i>November 20th, 2017 (Monday)</i> <i>: Exam 3</i>	<i>November 22nd, 2017 (Wednesday)</i>
<p>Exam Day: Take Exam 3, Ch. 8-10 (100 points) No face-to-face meeting. Exam opens at 12:01AM and closes at 11:59PM on this day (in one sitting, multiple attempts NOT allowed).</p>	<p>NO CLASS: Enjoy Thanksgiving!</p>

Important date(s) in this week:

- November 23rd-24th: Thanksgiving, CAMPUS CLOSED

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

<i>November 27th, 2017 (Monday)</i> <i>: Executive Compensation / Employee Benefits</i>	<i>November 29th, 2017 (Wednesday)</i> <i>: Section 4 Review</i>
<p>Read Chapter 13 Complete Chapter 13 Review Quiz (5 points: due 12:30PM, before class)</p>	<p>Review Chapters 11 to 13</p>

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

<i>December 4th, 2017 (Monday)</i> <i>: Exam 4</i>	<i>December 6th, 2017 (Wednesday)</i> <i>: Employee Relations</i>
<p>Exam Day: Take Exam 4, Ch. 11-13 (100 points) No face-to-face meeting. Exam opens at 12:01AM and closes at 11:59PM on this day (in one sitting, multiple attempts NOT allowed).</p>	<p>Read Chapters 14 and 15 Complete Chapters 14 and 15 Review Quizzes (5 points: due 12:30PM, before class)</p>

Other works need to be done in this week:

- Submit Individual Assignment 5 – Risk Management (35 points: due 11:59PM, December 10th)

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

December 11th, 2017 (Monday) : In-Class Activity #5 & Section 5 Review	December 13th, 2017 (Wednesday) : Exam 5
Read Chapter 16	Exam Day: Take Exam 5, Ch. 14-16 (100 points) No face-to-face meeting.
Complete Chapter 16 Review Quiz (5 points: due 12:30PM, before class)	Exam opens at 12:01AM and closes at 11:59PM on this day (in one sitting, multiple attempts NOT allowed).

Other works need to be done in this week:

- Complete Course Wrap-Up (5 points: due 11:59PM, December 15th)
- Complete Bonus Opportunity Comprehensive Final Exam (40 bonus points: due 11:59PM, December 15th)

Important date(s) in this week:

- December 15th
 - Last day to withdraw from the University (16-week and 2nd 8-week classes)
 - Last day to file for Degree Conferral (Registrar’s Office)
 - Commencement (End of Fall Term)

6. COURSE AND UNIVERSITY PROCEDURES AND POLICIES

6-1. Drop Policy

If you need to drop this class, you must complete a Drop Request Form, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [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.

6-2. 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 your instructor before taking a course of action.

6-3. Academic Accommodations

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):
http://www.tamuct.edu/departments/access-inclusion.

TAMUCT 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.edu/departments/student-affairs/index.php>. Students may also contact the

institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit: <http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

6-4. 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. Access Tutor.com through Canvas.

6-5. 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 [WOnline](https://tamuct.mywconline.com/) [<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.

6-6. 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 A&M-Central Texas 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 A&M-Central Texas 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 [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Appendix A – Assignment Response Requirements

Assignment 1 Response

Assignment Response, provide a 2 paged APA formatted written response (in addition to the title and reference page) to the following:

- Essay 1 - Describe the different roles played by the human resource department in an organization.
- Essay 2 - Describe the common challenges for global human resource management.
- Inform your responses with information from the required readings (Mathis, Jackson, Valentine, & Meglich, 2017) and at least one other source.

Assignment 2 Response

Assignment Response, provide a 3-4 paged written response (in addition to the title and reference page) to the following:

- Essay 1 - Identify the different types of employee turnover and explain why an HR department would want to measure the different types of turnover. Be sure to provide examples of HR Metrics in your explanation. (textbook citation and reference required)
- Essay 2 - Explain how employer branding is different and/or similar to product branding and why an HR department want to develop an employment brand? Provide an employment brand example from Internet research in your explanation. (Internet source citation and reference required)
- Research Essay 3 – Locate an article (less than two years old) in the TAMU-CT library focusing on recruiting high quality talent with regard to either reducing turnover, increasing retention, or employment brand. Provide a reflection of information from this article. What was the article about, why was it important and appropriate to this assignment, what information did the literature review provide that was interesting or notable, what was the outcomes of the article, how can you use this information in your potential career as a HR professional, supervisor, business professional, or technician? (You are required to upload the article selected when submitting this assignment.) (text book and article citation and reference required)
- Inform your response with information from the required readings (Mathis, Jackson, Valentine, & Meglich, 2017) and required sources in the essay description.

Assignment 3 Response

Assignment Response, provide a 2 paged written response (in addition to the title and reference page) to the following:

- Essay 1 - Describe how job or task analysis help assess training needs and how this fit into the ADDIE process model.
- Essay 2 - Describe how an organization determines if its training expenditures are cost effective and how this fits into the ADDIE process model.
- Inform your responses with information from the required readings (Mathis, Jackson, Valentine, & Meglich, 2017) and at least one other source.

Assignment 4 Response

Assignment Response, provide a 4 paged written response (in addition to the title and reference page) to the following:

- Essay 1 - Drawing on the information in the text book and videos we watched in class, describe a total reward philosophy and explain why a total reward approach to compensation design is strategically important to employers.
- Essay 2 - Drawing on the information in the text book and videos we watched in class, explain how compensation philosophy impacts employer branding, recruiting, and retention.
- Research Essay 3 – Locate an article (less than two years old) in the TAMU-CT library focusing on Total Rewards with regard to either compensation philosophy or HR metrics. Provide a reflection of information from this article. What was the article about, why was it important and appropriate to this assignment, what information did the literature review provide that was interesting or notable, what was the outcomes of the article, how can you use this information in your potential career as a HR professional, supervisor, business professional, or technician? (You are required to upload the article selected when submitting this assignment.) (text book and article citation and reference required)
- Inform your response with information from the required readings (Mathis, Jackson, Valentine, & Meglich, 2017) and required sources in the essay description.

Assignment 5 Response

Assignment Response, provide a 2 paged written response (in addition to the title and reference page) to the following:

- Essay 1 - Define the term "security" with respect to a workplace. What actions can employers take to minimize the risk and impact of workplace violence?
- Essay 2 - Explain the various implications that workers' compensation laws have on U.S. employees and employers.
- Inform your response with information from the required readings (Mathis, Jackson, Valentine, & Meglich, 2017) and required sources in the essay description.