



Texas A&M University - Central Texas

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## ***MGMT 3302-120***

### ***PERSONNEL AND HUMAN RESOURCE MANAGMENT (Online)***

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Fall 2017, revised date: 8.17.2017  
Texas A&M University - Central Texas

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## **1. INSTRUCTOR AND CONTACT INFORMATION**

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### **1-1. Instructor Contact Information**

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**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](mailto:yoon@tamuct.edu)

If you have any questions or concerns, please send an e-mail to [yoon@tamuct.edu](mailto: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-Online in the subject line!

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

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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. Mode of Instruction and Course Access**

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**This is a 100% online asynchronous course** and uses TAMU-CT Canvas Learning Management System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to logon to this system. Additional information is located under [Technology Requirements](#).

## 1-4. Syllabus Accessibility

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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](#), [weekly checklist](#), and [course and university procedures and policies](#).

## 1-5. 911 Cellular

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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

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### 2-1. Course Overview and Description

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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

### 2-2. Course Objectives

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Upon successful completion of MGMT3302 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.

### 2-3. Module Learning Outcomes

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Module level student outcomes are located in the Canvas classroom at the beginning of Module.

### 2-4. Required Textbook

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- Title: **Human Resource Management (15<sup>th</sup> 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

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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 the virtual classroom 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: Discussions (5 discussions 30 points each, total 150 points)

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Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. Discussions are anticipated to take approximately 60-90 minutes. The approximate length of initial response should be 1 to 2 paragraphs long (about 100-200 words) for discussions. Follow-up responses can be a more conversational tone; however, they should also add to the conversation beyond a simple post summing to "I agree". ***A rubric with the grading criteria is located in the Additional Resources module in the online classroom. Discussions require 2 initial posts (1 per topic) and 4 follow-up posts for a total of 6 posts.***

Discussion instructions are located in the discussion link posted in the module content folders of the week they open. Discussions are interactive and time sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

**Professional Conduct Expectations:** Online netiquette and in-person professional conduct is related to course outcome 6, and is required at all times. I reserve the right to delete student posts that violate netiquette expectations including those posts that lack kindness, respect, and inclusive language towards students or the instructor. A student whose post lacks netiquette will be deleted and receive a 0 for that discussion. A student's behavior that is unprofessional and or violates netiquette expectations

will receive a Canvas Inbox message from me and a 10% point deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter.

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

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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](#). 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.). 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**

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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 review 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.

*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 [weekly checklist](#).

**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 [weekly checklist](#).

Exams include 50 multiple choice and true/false questions, which **assess content from the required text book and videos**. 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 [weekly checklist](#).

**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)**

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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)**

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

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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)***

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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**

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

#### ***Grade Composition:***

- **Requirement 1: 15% Discussions (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 (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. 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 course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom.

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

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**Late works:** All works are due on the date designated on the [weekly checklist](#), 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.

Contributions to discussions will not be accepted late, because discussions 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 discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the Canvas classroom.

**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.

- The Canvas class or each week begins on Monday and concludes on Sunday (except for Week 16: ends on Friday). The list of things that you need to complete each week can be found in the [weekly checklist](#).
- I suggest briefly reviewing the discussion and assignment descriptions due in the current module when they are made available, before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the first topic as soon as the discussion is open. Then, as you read the next chapter, respond to the second topic. Finally, go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete the assignments quickly and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit the assignment to Canvas at the last minute.
- Complete the quiz and retake them as many times as you like to get 100% of these easy points.
- Each exam is due on Sunday (except for Exam 5: due on Friday) at the conclusion of each module. Each exam covers only one module.

## 4. TECHNOLOGY REQUIREMENTS AND SUPPORT

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### 4-1. Technology Requirements

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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 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.

### 4-2. Students New to Canvas

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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

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For technology issues, students should contact Help Desk Central. They are open 24 hours a day, 7 days a week:

- Email: [helpdesk@tamu.edu](mailto: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. WEEKLY CHECKLIST

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This weekly checklist provides you with a list of the things that you need to do on a given week. You'll need to check-off all the things in the list to be considered as "complete" for that week.

Each week work for the course will begin on Monday and end on Sunday (except in Week 16: begins on Monday and ends on Friday). *Most* of things that you need to do within each week have *Wednesday, Friday or Sunday night at 11:59 p.m.* deadlines. Note: There are deadlines for all weeks in both the middle and end of the week.

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.

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

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#### 1. Things to do

##### *Orientation Module*

Things to do	Points	Due date	Where to find	Done?
Watch Instructor Welcome Video Message	-	-	Home	<input type="checkbox"/>
Upload your introduction	5 (Bonus)	Sep 1 <sup>st</sup> , Friday	Assignments > Bonus Opportunities	<input type="checkbox"/>
Read the syllabus	-	-	Syllabus	<input type="checkbox"/>
Complete the Syllabus Review Quiz	5	Sep 1 <sup>st</sup> , Friday	Assignments > Other	<input type="checkbox"/>
Read posts in the Orientation Module	-	-	Modules > Orientation	<input type="checkbox"/>

##### *Module 1 – Part 1*

Things to do	Points	Due date	Where to find	Done?
Watch Module 1 Introduction Video and read Module 1 Learning Objectives	-	-	Modules > Module 1	<input type="checkbox"/>
Read Ch. 1 HRM in Organizations	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 5 videos / 46 minutes	-	-	Modules > Module 1-Part 1	<input type="checkbox"/>
Complete APA Writing Style Quiz	10	Sep 3 <sup>rd</sup> , Sunday	Assignments > Other	<input type="checkbox"/>
Complete Chapter 1 Review Quiz	5	Sep 3 <sup>rd</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

#### 2. Topics covered

HRM Functions / HRM Roles / Sources of Information

### **3. Other important dates**

August 28<sup>th</sup>: **Add/Drop/Late Registration begins**

August 30<sup>th</sup>: **Add/Drop/Late Registration ends, 16-week and 1st 8-week classes**

September 1<sup>st</sup>: **Priority Deadline to Submit Graduation Application**

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

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**1. Things to do (Continued)**

**Module 1 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 2 HR Strategy and Planning	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 4 videos / 29 minutes	-	-	Modules > Module 1-Part 2	<input type="checkbox"/>
Complete Chapter 2 Review Quiz	5	Sep 8 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Assignment 1-An Introduction to HRM	35	Sep 10 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

HRM Strategy / Environmental Analysis / HRM Metrics

**3. Other important dates**

September 4<sup>th</sup>: Labor Day, CAMPUS CLOSE

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

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**1. Things to do**

**Module 1 – Part 3**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 3 Equal Employment Opportunity	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 6 videos / 30 minutes	-	-	Modules > Module 1-Part 3	<input type="checkbox"/>
Discussion #1 initial responses (1 initial post per topic / total of 2 posts)	12+	Sep 13 <sup>th</sup> , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Chapter 3 Review Quiz	5	Sep 15 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Discussion #1 (At least 4 follow-up posts)	12+	Sep 15 <sup>th</sup> , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Exam #1 (Major assessment Ch. 1-3)	100	Sep 17 <sup>th</sup> , Sunday	Assignments > Exams	<input type="checkbox"/>

**2. Topics covered**

Equal Employment Opportunity / Disparate Treatment / Disparate Impact

**3. Other important dates**

September 13<sup>th</sup>: Last day to drop 16-week classes with no record

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

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**1. Things to do**

**Module 2 – Part 1**

Things to do	Points	Due date	Where to find	Done?
Watch Module 2 Introduction Video and read Module 2 Learning Objectives	-	-	Modules > Module 2	<input type="checkbox"/>
Read Ch. 4 Workforce, Jobs, and Job Analysis	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 6 videos / 40 minutes	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Chapter 4 Review Quiz	5	Sep 24 <sup>th</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

Job Analysis / Job Design / Job Descriptions

**3. Other important dates**

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

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**1. Things to do**

**Module 2 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 5 Individual/Organization Relations and Retention	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 5 videos / 43 minutes	-	-	Modules > Module 2-Part 2	<input type="checkbox"/>
Discussion #2 initial responses (1 initial post per topic / total of 2 posts)	12+	Sep 27 <sup>th</sup> , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Discussion #2 (At least 4 follow-up posts)	12+	Sep 29 <sup>th</sup> , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Chapter 5 Review Quiz	5	Oct 1 <sup>st</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

Employee Retention / Internal Recruiting / HR Metrics / Motivation Theory

**3. Other important dates**

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

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**1. Things to do**

**Module 2 – Part 3**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 6 Recruiting High Quality Talent	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 4 videos / 40 minutes	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Chapter 6 Review Quiz	5	Oct 6 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Assignment 2 – Recruiting	75	Oct 8 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

Labor Markets / External / Recruiting / Branding

**3. Other important dates**

October 6<sup>th</sup>: Deadline to submit graduation

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

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**1. Things to do**

**Module 2 – Part 4**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 7 Selecting Human Resources	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 7 videos / 36 minutes	-	-	Modules > Module 2-Part 4	<input type="checkbox"/>
Complete Chapter 7 Review Quiz	5	Oct 13 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Exam #2 (Major assessment Ch. 4-7)	100	Oct 15 <sup>th</sup> , Sunday	Assignments > Exams	<input type="checkbox"/>

**2. Topics covered**

Employee Selection / Applicant Tracking / Interviewing / Reference and Background Checks

**3. Other important dates**

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

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**Module 3 – Part 1**

Things to do	Points	Due date	Where to find	Done?
Watch Module 3 Introduction Video and read Module 3 Learning Objectives	-	-	Modules > Module 3	<input type="checkbox"/>
Read Ch. 8 Training Human Resources	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 5 videos / 27 minutes	-	-	Modules > Module 2-Part 1	<input type="checkbox"/>
Complete Chapter 8 Review Quiz	5	Oct 22 <sup>nd</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

ADDIE / Types of Training

**3. Other important dates**

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

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**1. Things to do**

**Module 3 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 9 Talent, Careers, and Development	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 1 videos / 15 minutes	-	-	Modules > Module 3-Part 2	<input type="checkbox"/>
Complete Chapter 9 Review Quiz	5	Oct 27 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Assignment 3 –Training and Development	35	Oct 29 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

Individual-Centered Career Planning / Organization-Centered Talent Management / Human Resource Development

**3. Other important dates**

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**Week 10: October 30th, Monday – November 5th, Sunday****Module 3 – Part 3**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 10 Performance Management and Appraisal	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 4 videos / 36 minutes	-	-	Modules > Module 3-Part 3	<input type="checkbox"/>
Discussion #3 initial responses (1 initial post per topic / total of 2 posts)	12+	Nov 1 <sup>st</sup> , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Chapter 10 Review Quiz	5	Nov 3 <sup>rd</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Discussion #3 (At least 4 follow-up posts)	12+	Nov 3 <sup>rd</sup> , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Exam #3 (Major assessment Ch. 8-10)	100	Nov 5 <sup>th</sup> , Sunday	Assignments > Exams	<input type="checkbox"/>

**2. Topics covered**

Performance Management / Performance Feedback / Identify and Measure Performance

**3. Other important dates**

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

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**1. Things to do**

**Module 4 – Part 1**

Things to do	Points	Due date	Where to find	Done?
Watch Module 4 Introduction Video and read Module 4 Learning Objectives	-	-	Modules > Module 4	<input type="checkbox"/>
Read Ch. 11 Total Rewards and Compensation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 4 videos / 41 minutes	-	-	Modules > Module 4-Part 1	<input type="checkbox"/>
Complete Chapter 11 Review Quiz	5	November 12 <sup>th</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

Total Rewards / Compensation Philosophy

**3. Other important dates**

November 10<sup>th</sup>: 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*

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**Module 4 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 12 Variable Pay and Executive Compensation	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 4 videos / 34 minutes	-	-	Modules > Module 4-Part 2	<input type="checkbox"/>
Complete Chapter 12 Review Quiz	5	Nov 17 <sup>th</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Assignment 4 -Total Rewards Design	75	Nov 19 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>

**2. Topics covered**

Variable Pay / Pay-for-Performance Programs / Incentive Programs

**3. Other important dates**

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*Weeks 13 and 14: November 20th, Monday – December 3rd, Sunday*

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**1. Things to do**

**Module 4 – Part 3**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 13 Managing Employee Benefits	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 5 videos / 18 minutes	-	-	Modules > Module 4-Part 3	<input type="checkbox"/>
Discussion #4 initial responses (1 initial post per topic / total of 2 posts)	12+	Nov 29 <sup>th</sup> , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Chapter 13 Review Quiz	5	Dec 1 <sup>st</sup> , Friday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Discussion #4 (At least 4 follow-up posts)	12+	Dec 1 <sup>st</sup> , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Exam #4 (Major assessment Ch. 11-13)	100	Dec 3 <sup>rd</sup> , Sunday	Assignments > Exams	<input type="checkbox"/>

**Module 5 – Part 1**

Things to do	Points	Due date	Where to find	Done?
Watch Module 5 Introduction Video and read Module 5 Learning Objectives	-	-	Modules > Module 5	<input type="checkbox"/>
Read Ch. 14 Risk Management and Worker Protection	-	-	Textbook	<input type="checkbox"/>
Read Ch. 15 Employee Rights and Responsibilities	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 5 videos / 63 minutes	-	-	Modules > Module 5-Part 1	<input type="checkbox"/>
Complete Chapter 14 and 15 Review Quizzes	5	Dec 3 <sup>rd</sup> , Sunday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>

**2. Topics covered**

Benefit Administration / Benefit Programs / OSHA / Risk Management / ADA / Workers Compensation / Employee Rights / Employee Discipline / Terminations

**3. Other important dates**

November 23<sup>rd</sup> – 24<sup>th</sup>: Thanksgiving, CAMPUS CLOSED

**Weeks 15 and 16: December 4th, Monday – December 15th, Friday**

**1. Things to do**

**Module 5 – Part 2**

Things to do	Points	Due date	Where to find	Done?
Read Ch. 16 Union/Management Relations	-	-	Textbook	<input type="checkbox"/>
Watch Required Videos: 3 videos / 15 minutes	-	-	Modules > Module 5-Part 2	<input type="checkbox"/>
Discussion #5 initial responses (1 initial post per topic / total of 2 posts)	12+	Dec 6 <sup>th</sup> , Wednesday	Assignments > Discussion	<input type="checkbox"/>
Complete Chapter 16 Review Quiz	5	Dec 6 <sup>th</sup> , Wednesday	Assignments > Chapter Review Quizzes	<input type="checkbox"/>
Complete Discussion #5 (At least 4 follow-up posts)	12+	Dec 8 <sup>th</sup> , Friday	Assignments > Discussion	<input type="checkbox"/>
Complete Assignment 5 –Risk Management	35	Dec 10 <sup>th</sup> , Sunday	Assignments > Assignments	<input type="checkbox"/>
Complete Exam #5 (Major assessment Ch. 14-16)	100	Dec 15 <sup>th</sup> , Friday	Assignments > Exams	<input type="checkbox"/>

**Course Wrap-up**

Things to do	Points	Due date	Where to find	Done?
Complete Bonus Opportunity Comprehensive Final Exam	40 (Bonus)	Dec 15 <sup>th</sup> , Friday	Assignments > Bonus Opportunities	<input type="checkbox"/>
Complete Course Wrap-up	5 (Bonus)	Dec 15 <sup>th</sup> , Friday	Assignments > Bonus Opportunities	<input type="checkbox"/>

**2. Topics covered**

Unions

**3. Other important dates**

December 15<sup>th</sup>

- 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

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### 6-1. Drop Policy

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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

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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

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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

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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](mailto: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

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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](mailto: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](mailto:bruce.bowles@tamuct.edu).

#### 6-6. University Library

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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**

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### ***Assignment 1 Response***

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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***

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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***

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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*

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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 required videos, 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 required videos, 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*

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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.