



Texas A&M University - Central Texas

HRM 5314-110, CRN 10281, WORKFORCE PLANNING AND EMPLOYMENT

Spring 2018 rev. 01.10.2018
Texas A&M University—Central Texas
January 16 – May 11, 2018

INSTRUCTOR INFORMATION

Instructor Contact Information

Course Instructor: Rebecca McPherson Ph.D., SPHR

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If you have any questions or concerns before class starts, please send an e-mail to becca.mcpherson@tamuct.edu. When sending an e-mail please identify HRM 5314 in the subject line! After class starts, *Canvas inbox is my preferred method* of communication.

Instructor's TAMU-CT Office Hours

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

Mode of Instruction and Course Access

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

Student – Instructor Interaction

Canvas inbox is my preferred method of communication and I typically respond within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours please contact me by phone. I am also typically online or in a TAMU-CT Canvas classroom Tuesday and Thursday between 10:00 and 14:00. If you need assistance outside the stated office hours, please send me a Canvas inbox request and we will find a time that works around our schedules. Finally, I am available by phone and typically answer the phone up to 8:00 pm. If I do not answer the phone, please leave a message and I will call you back as soon as possible.

TAMU-CT SHRM Chapter #5395 – Faculty Co-Sponsor

Our HR student group will hold a welcome back meeting on February 3rd from 1-3 in Warrior's Hall room 414. All students are invited to attend. This meeting will include 3 guest speakers, opportunities to talk to HRM faculty, and information about student group's events for the Spring semester.

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.

COURSE INFORMATION

Course Overview and Description

In this course, students will study the legal, ethical and organizational considerations related to recruitment, assessment, selection, placement and appraisal of employees and managers within various types of organizations. Learn case law as a basis for discussing the role of the EEOC, INS, DOL and other enforcement agencies in this critical human resource function. Special emphasis on career development and record-keeping. Prerequisite(s): HRM 5302, HRM Leveling, or approval of the instructor.

Course Objectives

Upon successful completion of HRM 5314 Workforce Planning and Employment you will be able to demonstrate the following competencies:

1. Understanding and application of 6 major EEO/AA federal laws and regulations as well as organizational consideration in developing, implementing, evaluating and improving workforce planning and employment programs (including recruiting, selection, on-boarding, succession, retention, and off-boarding).
2. Analysis and interpretation of organizational workforce requirements, labor market trends (including federal and state data reports), and the availability of qualified labor to meet organizational short-term and long-term goals.

3. Application of workforce planning metrics to evaluate the success of recruiting, selection, and retention programs and strategies in supporting organizational objectives and strategies.
 4. Understanding of target labor markets and organizational branding, and designing an integrated HRM functions approach to employer brand management.
 5. Demonstrate analytical thinking and decision making proficiency, which supports organizational workforce planning and employment practices in both domestic and global contexts.
 6. Understand, apply and demonstrate professionalism as described under professional etiquette.
- Module level objectives are located in the Canvas classroom at the beginning of each module.

Required Textbooks

This is a reading intensive course.

Heneman III, H. G., Judge T. A., & Kammeyer-Mueller, J. J. (2015). *Staffing Organizations* (8th ed.). New York, NY: McGraw Hill Education.

Staffing Organizations, 8th Edition
Herbert G. Heneman III; Timothy A. Judge; John Kammeyer-Mueller
Textbook ISBN 978-0-07-786241-1
E-Text Access ISBN-13: 9780077862411 (180-day access)

<http://www.coursesmart.com/staffing-organizations-8th-edition/heneman-iii-herbert-judge-timothy-kammeyer/dp/0077650921>

Mosley, R. (2014) *Employer brand management: Practical lessons from the world's leading employers*. West Sussex, UK: John Wiley and Sons LTD.

Employer Brand Management: Practical Lessons from the World's Leading Employers
Richard Mosley
ISBN-10: 1118898524
ISBN-13: 978-1118898529
Available in text-enabled audio reader

COURSE REQUIREMENTS

Course Requirements

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

Professional Etiquette

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

Understanding of Course Design: Strategic Staffing at Chern's Case Study

This course utilizes an active learning design based on the case study Strategic Staffing at Chern's from Phillips and Gully's textbook Strategic Staffing 3rd ed. (2015, pp. 383-397). The Chern's case study puts you in the role of an external team-based staffing consultant hired by Chern's. Your job is to contribute to the team-based recommendations of our consulting group. We will conduct a strategic analysis of how Chern's staffs its sales associate positions resulting in recommendations to Chern's. Our team-based collaboration will require you to provide your individual input into group discussions (Discussion/Activities) and specific recommendation components (Individual Assignments). **Please note: this is a reading intensive course. The course is laid out to support understanding of reading intensive content through multiple learning styles to include access to publisher power points, video supplementary content, and student-directed textbook based discussions.**

Discussions: (6 @ 40 points each) 240 points total

There are 6 discussions worth 40 points each. Discussions are a critical part of the learning design and are intended to provide an opportunity for student-to-student discussion of required readings and videos. Discussions also help prepare you for [exams 1 & 2](#) and activities help prepare you for [assignments 3 & 4](#). Discussions are formatted to assist students in learning and applying concepts learned in the required textbooks to a course long case study: Chern's. Discussion instructions are located in the week they are introduced on the left menu under Modules, weeks 1, 3, 5, 9, 11, and 13.

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

Please note: Discussions and activities are interactive and time sensitive; therefore, contributions to discussions and activities will not be accepted for course credit after they close. Further: A student's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter. Online netiquette and in-person professional conduct is related to course outcome 6, and is required at all times.

All discussions follow the same general format. Each discussion has four topics as follows:

- Discussion 1 allows students to discuss content related to the strategic staffing text. Use this discussion to clarify concepts you did not understand and contribute to other students' understanding of the content. – clarify understanding!
- Discussion 2 allows students to discuss content related to the employer brand management text. Use this discussion to test out and formulate your response to assignment 4. This means you should read assignment 4 early and understand the complexities of this assignment to reduce work later. – be productive!
- Discussion 3 allows students to discuss content covered in videos. Videos are supplementary and expand on content being presented for the week. This discussion simply asks you to share what you found most and least helpful in the videos. – easy!
- Discussion 4 is an activity related to Chren's. These are collaborative discussions and applications of content to the ongoing case study and directly supports completion of ALL assignments. – apply what you learn!

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

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

Submitting your responses. To submit an initial post, click on the link provided in the module for the week the discussion is open. This link will take you to the discussion board. Each topic within the discussion *requires a separate post*. Be sure to label your response with an appropriate title heading so that you receive full credit for your initial submission. For example: RebeccaM DISCUSSION 1:1 or something similar.

Please note: Professional etiquette is required at all times.

Grading Criteria Discussions

- Initial Responses: 65% (26 points) Provided initial responses to all required topics. Overall initial responses were complete, demonstrated understanding and comprehension of concepts. Answers were thorough and clearly demonstrated understanding of assigned readings and videos.
- Responses to Classmates: 25% (10 points) Actively participated in the discussion met the minimum required responses to classmates in quantity and quality. Minimum responses should add to the conversation beyond "good point" or "I agree". Responses are intended to be conversational, but well written and add value.

- Timeliness and Academic Writing Style: 10% (4 points) Met expectations for active and timely responses. Writing quality was adequate with good sentence structure, spelling, effective word choice. APA formatting of citations was provided. Links to outside sources or APA formatted reference provided for sources other than the required textbook.

Individual Assignments: (1 @ 60 points, 2 @ 80 points, 1 @ 120 points) 340 points total

Assignments in this course are qualitative assessments of course learning objectives, which are designed to help you practice applying course concepts to demonstrate mastery of course objectives.

Assignments are an integrated part of the course and draw from class discussions and activities as well as individual work. Individual assignments together assess *course outcome 5*.

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event. For more information about my policy regarding late work please review Late Assignments under the [Instructor's Policies](#). Further: any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs. However, "I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor's Policies](#)" (Dr. Rebecca). If you are unfamiliar with APA, I encourage you to purchase your own copy of the Publication Manual of the American Psychological Association (APA, 6th ed.). Keep in mind, you are required to use American Psychological Association (APA) formatting for assignment formatting, layout, citations, and references as part of your HRM5314 assignments.

Written Requirements & Submitting Assignments

Your responses to assignments should be:

- submitted using MS word
- formatted in APA writing style
 - title page, body, reference page
 - double spaced
 - one-inch margins all around
 - use third person (recommendations include)
 - do not use first person (I recommend or I think)
 - essay questions or calculations should be addressed separately and should include separate headings
 - use tables if appropriate for calculations
 - text should be Times New Roman, black, 12-point font
- no minimum or maximum page count for assignments 1-3
 - ensure that you answer the questions/prompts in a way that demonstrates your knowledge and understanding
- **6-8 pages required for assignment 4 (papers not within this page range will receive a 10% deduction for failing to follow directions)**
- assignments should be uploaded to Canvas assignment links by the due date in the course calendar

Assignment 1: Chern's Adverse Impact Analysis (60 points)

This assignment assesses [course outcomes 1 and 5](#). Follow the written requirements listed in [written requirements & submitting your assignments](#). Additional information about the assignment context is listed in Canvas under Assignments under the left menu. You will need [Tables A-2, A-3, and A-4](#) to complete this assignment (located in Additional Resources module). If the assignment is not visible at the beginning of the course, please let me know. In this assignment, students will provide a response to the following:

1. Provide a disparate impact analysis. To do this, evaluate the
 - stock statistics,
 - concentration statistics, and
 - use the four-fifths rule to analyze the flow statistics.
2. Recommend strategies that Chern's can use to alleviate any discrimination you may find.

Grading Criteria Assignment 1

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

- Assignment Directions: 10% (6 points) The response followed assignment directions for written requirements and submitting assignments.
- Analytical Reasoning / Data Acuity: 60% (36 points) Analytical reasoning and proficiency was correct and informed appropriate decision making. The set up to recommendations was well supported. [bullet 1]
- Decision Making: 40% (24 points) The response was complete, appropriate, and demonstrated understanding and comprehension of related course content supporting course outcomes 1 and 5. Student did an excellent job on assignment component outcomes. [bullet 2]
- Presentation of Decision Making: 10% (6 points) The submission was professional, well written and, well developed. When appropriate, APA citations and references were provided.

Assignment 2: Chern's Forecasting and Planning (80 points)

This assignment assesses [course outcomes 2 and 5](#). Follow the written requirements listed in [written requirements & submitting your assignments](#). Additional information about the assignment context is listed in Canvas under Assignments under the left menu. If the assignment is not visible at the beginning of the course, please let me know. In this assignment, students will provide a response to the following:

1. Summarize the flagship store's internal labor market and highlight any trends or forecasted gaps based on the transition probability matrix in [Table A-5](#) (located in the Canvas classroom in the Additional Resources module).
2. If Chern's wants to keep its flagship store staffed with 140 full-time sales associates, how many full-time sales associates should it expect to have to hire from outside the company annually?
3. Chern's indicated, traditionally, 25 percent of the store's job applicants for sales associate positions become job candidates, and 20 percent of the job candidates receive job offers, 75 percent of which are accepted. How many applicants it will need to generate each year to acquire the number of new hires you forecasted?

Grading Criteria Assignment 2

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

- Assignment Directions: 10% (8 points) The response followed assignment directions for written requirements and submitting assignments.
- Analytical Reasoning / Data Acuity: 40% (32 points) Analytical reasoning and proficiency was correct and informed appropriate decision making. [bullets 1 and 2]
- Decision Making: 40% (32 points) The response was complete, appropriate, and demonstrated understanding and comprehension of related course content supporting course outcomes 2 and 5. Student did an excellent job on assignment component outcomes. [bullet 3]
- Presentation of Decision Making: 10% (8 points) The submission was professional, well written and, well developed. When appropriate, APA citations and references were provided.

Assignment 3: Chern's Selection Plan (80 points)

This assignment assesses [course outcomes 3 and 5](#). Follow the written requirements listed in [written requirements & submitting your assignments](#). Additional information about the assignment context is listed in Canvas under Assignments under the left menu. If the assignment is not visible at the beginning of the course, please let me know. In this assignment, students will provide a response to the following:

1. Create a sales associate assessment and selection plan that does not exceed a \$4,000 budget. The selection plan includes what needs to be assessed (major KSAOs) and how each element will be assessed (assessments). [Table A-7](#) describes the different assessment options and their associated costs (located in the Additional Resources module).
2. Your plan should indicate the following determinants of the effectiveness:
 - Validity- how well the assessment method predicts relevant components of a person's job performance. [Table 9-3](#) describes typical validities for various assessment tools across many different occupations. You can look at Table 9-3 and consider the results of your job analysis/competency model to determine which assessment is most likely to predict job performance at Chern's
 - Return on investment- the extent to which the assessment method generates a financial return that exceeds the cost associated with using it.
 - Applicant reactions- the extent to which applicants perceive the assessment methods to be job related and fair.
 - Selection ratio- the extent to which the selection ratio is low. A low ratio means hiring only a few applicants, which allows an assessment method to have maximal impact in terms of improving the performance of the people hired.
 - Usability- the extent to which people in the organization are willing and able to use the method consistently and correctly.
 - Adverse impact- the extent to which an assessment method predicts job performance and other important hiring outcomes without discriminating against members of a protected class.

Grading Criteria Assignment 3

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

- Assignment Directions: 10% (8 points) The response followed assignment directions for written requirements and submitting assignments.
- Analytical Reasoning / Data Acuity: 40% (32 points) Analytical reasoning and proficiency was correct and informed appropriate decision making. [bullet 2]
- Decision Making: 40% (32 points) The response was complete, appropriate, and demonstrated understanding and comprehension of related course content supporting course outcomes 3 and 5. Student did an excellent job on assignment component outcomes. [bullet 1]
- Presentation of Decision Making: 10% (8 points) The submission was professional, well written and, well developed. When appropriate, APA citations and references were provided.

Assignment 4: Chern's Employer Brand Management (120 points)

This assignment, worth 120 points, assesses *course outcomes 4 and 5*. Follow the written requirements listed in [written requirements & submitting your assignments](#). Additional information about the assignment context is listed in Canvas under Assignments under the left menu. If the assignment is not visible at the beginning of the course, please let me know. This assignment is **6-8 pages using APA writing style and layout**. Based on readings from Mosley (2014) and information learned about Chern's over the duration of the course, provide an employer brand management recommendation to our team using the following bullets as a guide. Be sure to adequately explain/support why your approach would be effective for Chern's. Please note the corresponding chapters from Mosley as guidance to draw on in your assignment response. This assignment is due Sunday of [week 14](#).

1. The Context of Employer Brand Management at Chern's
 - a. Brand Ideology (ch. 3-wk 3)
 - b. Brand Strategy (ch. 4/5- wk 4)
 - c. The Perfect Employee (ch.6-wk 5)
2. Target Labor Demographic Considerations
 - a. Talent Segmentation (ch. 7-wk 6)
 - b. Talent Attraction (ch. 8-wk 7)
 - c. Talent Retention (ch. 9-wk7)
3. The Employee Value Proposition (ch. 10/11-wk 9)
4. Managing the Brand Experience (internal versus external) (ch. 14/17/18- wks 10/11/12)
5. Employer Brand Metrics (ch. 20-wk 13)
6. Justifications why this approach would be effective (critical thinking)

Grading Criteria Assignment 4

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

- Assignment Directions: 10% (12 points) The response followed assignment directions for written requirements and submitting assignments. Within the stated page range.
- Analytical Reasoning / Data Acuity: 30% (36 points) Analytical reasoning and proficiency was correct and informed appropriate decision making. [bullets 1, 2, and 3] A large portion of information for these bullets are based on group discussions, which is why this group accounts for a lower portion of the assignment grade.

- Decision Making: 50% (72 points) The response was complete, appropriate, and demonstrated understanding and comprehension of related course content supporting course outcomes 4 and 5. Student did an excellent job on assignment component outcomes. [bullets 4, 5, and 6]
- Presentation of Decision Making: 10% (12 points) The submission was professional, well written and, well developed. When appropriate, APA citations and references were provided.

Reflexive Journals: (2 @ 15 points each) 30 points total

The reflexive journal is an individual assignment, which is intended to provide a descriptive account of your incremental learning over the duration of the course related to course outcomes 1-5. This journal not only provides you an opportunity to reflect on what you have learned so far, it also helps the professor to understand your unique learning experience. Information from journal entries will also help to improve the overall course experience for subsequent students. Please answer the following questions:

- Describe your most memorable learning experience(s) in completing this assignment.
- Which discussions or activities most contributed to your ability to complete assignments and why?
- Which discussion or activities least contributed to your ability to complete assignments and why?
- How did the Instructor contribute to your learning experience?
- What could the Instructor do to improve your learning experience?
- How did other students contribute to your learning experience?
- What aspects of the course allowed you to control your learning pace and experience?
- What aspects of the course could be improved to better allow you to control your pace and learning experience?
- Are there any other comments you would like to share about your learning experiences so far?

Grading Criteria Reflective Journal

- Reflection: 50% (7.5 points) Student provided a thoughtful reflection of questions posed.
- Complete: 50% (7.5 points) Student provided a timely and complete response to questions posed for reflection.

Weekly Quizzes: (14 @ 10 points each) 140 points total

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 **exams 1 and 2**. 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 you can keep the highest grade. However, choosing not to take quizzes can have a negative impact on your grade over the duration of the course. Each quiz includes 10 questions and is anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the [course schedule](#). Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: (2 exams @ 125 points each) 250 points total

There will be two objective exams (worth 125 points each) administered during the semester, which assess knowledge and understanding of course level objectives. Exam 1 supports *course outcomes 1 & 2*, and exam 2 supports *course outcomes 1 & 3*.

Exams include 40 multiple choice questions (worth 3.13-3.10 points each), which **assess content from the required text book *Staffing Organizations***. These are open book exams; however, if you do not study and choose to look up all of the answers during the exam you will not have sufficient time to complete the exam. Questions will be scored automatically through TAMU-CT's Web-supported Canvas application. Exams are anticipated to take approximately 55 minutes each, and they must be completed in one sitting by the due date posted in the [course schedule](#). Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

All exams open on Saturday 12:30 am before the scheduled week, and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Grading Criteria

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

Grade Composition:

2% Introduction (5 points), Syllabus Review (10 points) and Class Wrap-up (5 points) 20 points total

25% Exams (2 @ 125 points each) 250 points total

Exam 1 Modules 1 & 2

Exam 2 Modules 3 & 4

14% Quizzes (14 @ 10 points each) 140 points total

24% Discussions (6 discussions @ 40 points each) 240 points total

32% Chern's Individual Assignments (4 assignments) 340 points total

Assignment 1: Chern's Adverse Impact Analysis (60 points)

Assignment 2: Chern's Forecasting and Planning (80 points)

Assignment 3: Chern's Selection Plan (80 points)

Assignment 4: Chern's Employer Brand Management (120 points)

3% Reflexive Journal Entries (2 @ 15 points each) 30 total points

100%= 1000 total points

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

Posting of Grades

All student grades will be posted in the Canvas Grade book within 7 days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. Students should monitor their grades through this tool and report any issues immediately.

Submitting Course Requirements

Please submit all course requirements (discussions, assignments, quizzes, and exams) through the Canvas classroom. If you are unable to post to the Canvas classroom due to an unexpected difficulty, please send the course requirement to me via e-mail (please explain the difficulty in submitting the course requirement). Be sure to place HRM 5314 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

COURSE OUTLINE AND CALENDAR

Complete Course Outline

“I reserve the right to make changes to the course schedule if the need arises” (Dr. Rebecca). If changes are made you will be notified in advance of the change through a posted announcement in the Canvas classroom. Required video time commitment is estimated as ~ minutes. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

Week 1: January 16, Tuesday–January 21, Sunday

Module 1 – Part 1 The Staffing Context

Course Information

Student Introductions (5 points, due Sunday 01/21)

Syllabus Review (5 points, due Sunday 01/21) SUPPORTS MODULE LEVEL OUTCOMES

Read Ch. 1 – Staffing Models and Strategy (Heneman III, Judge, & Kammeyer-Muller, 2015) (29 pages)

Read Ch. 1 – Introduction (Mosley, 2014) (10 pages)

Watch Videos (~50 minutes)

Review – Strategic Staffing at Chern’s (located in Modules, Additional Resources)

Complete Chapter Review Quiz #1 of Staffing Organizations (10 points, due Sunday 01/21) SUPPORTS EXAM 1

Begin Reviewing Discussion #1 (initial posts due Thursday 01/25 of week 2) (40 points)

- (DISCUSSION 1:1) Strategic Staffing (1 initial post)
- (DISCUSSION 1:2) Employer Brand Management (1 initial post)
- (DISCUSSION 1:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 1:4) Chern’s Staffing Strategies, (1 initial post)
 - Located in Additional Resources - Tables 1-2 and 1-3

Topics Covered

Course Expectations

Student Goals

Staffing Strategy

Employer Brand Management (EBM)

January 16 Class Begins

January 16 -18 Add/Drop/Late Registration

Week 2: January 22, Monday–January 28, Sunday

Module 1 – Part 2

Read Ch. 2 – Legal Compliance (Heneman III, Judge, & Kammeyer-Muller, 2015) (35 pages)

Read Ch. 2 – Business Case (Mosley, 2014) (12 pages)

Watch Videos (~42 minutes)

Complete Chapter Review Quiz #2 of Staffing Organizations (10 points, due Sunday 01/28) SUPPORTS

EXAM 1

Complete Discussion #1 initial responses to 1:1, 1:2, 1:3, 1:4 are due Thursday (3 follow-up posts, due Sunday 01/28) (40 points) SUPPORTS EXAM 1 & ASSIGNMENTS 1-4**Complete Assignment #1** Chern's Adverse Impact Analysis (60 points, due Sunday 01/28) SUPPORTS

COURSE OUTCOMES 1 & 5

Topics Covered

Title VII of the Civil Rights Act 1964, 1991

Age Discrimination in Employment 1967

Americans with Disabilities Act 1990, 2008

Genetic Information Nondiscrimination Act 2008

Rehabilitation Act 1973

Executive Order 11246 1965

Disparate Impact

Affirmative Action

Why invest in EBM

Target Labor Demographics

Week 3: January 29, Monday–February 4, Sunday

Module 1 – Part 3

Read Ch. 4 – Job Analysis and Rewards (Heneman III, Judge, & Kammeyer-Muller, 2015) (45 pages)

Read Ch. 3 – Brand Ideology (Mosley, 2014) (14 pages)

Watch Videos (~40 minutes)

Complete Chapter Review Quiz #4 of Staffing Organizations (10 points, due Sunday 02/04) SUPPORTS

EXAM 1

Begin Reviewing Discussion #2 (initial posts due Thursday 02/08 of week 4) (40 points)

- (DISCUSSION 2:1) Strategic Staffing (1 initial post)
- (DISCUSSION 2:2) Employer Brand Management (1 initial post)
- (DISCUSSION 2:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 2:4) Chern's Strategic Job Analysis and Competency Modeling (1 initial post)
 - Located in Additional Resources – Job Requirements Matrix Sample

Topics Covered

Job Analysis

Job Requirements Matrix

Job Reward Matrix

EBM versus product brand

Branding versus EBM
Organizational Identity
Core Values

January 31 Last day to drop with no record

Week 4: February 5, Monday–February 11, Sunday

Module 2 – Part 1 Planning, Sourcing, and Recruiting

Read Ch. 3 – Planning (Heneman III, Judge, & Kammeyer-Muller, 2015) (52 pages)

Read Ch. 4 – Brand Hierarchy and Adaption (Mosley, 2014) (8 pages)

Read Ch. 5 – Strategy and Capability (Mosley, 2014) (14 pages)

Watch Videos (~53 minutes)

Complete Chapter Review Quiz #3 of Staffing Organizations (10 points, due Sunday 02/11) SUPPORTS

EXAM 1

Complete Discussion #2 initial responses 2:1, 2:2, 2:3, 2:4 due by Thursday 02/08 (3 follow-up posts due Sunday 02/11) (40 points) SUPPORTS EXAM 1 & ASSIGNMENTS 2-4

Complete Assignment #2 Chern’s Forecasting and Planning (80 points, due Sunday 02/11) SUPPORTS

COURSE OUTCOMES 2 & 5

Reflexive Journal Entry #1 (15 points, due Sunday 02/11)

Topics Covered

Ratio Analysis

Trend Analysis

Transition Analysis

Brand Ownership

Parent Brands

Employer Brand Strategy

Talent Strategy

February 8th CTHRMA 11:30 a.m. – 1:00 p.m. Dead Fish Grill, Belton

February 9th WilcoHR 11:15 a.m. – 1:00 p.m. Holiday Inn North, Round Rock

Week 5: February 12, Monday–February 18, Sunday

Module 2 – Part 2

Read Ch. 5 – External Recruiting (Heneman III, Judge, & Kammeyer-Muller, 2015) (53 pages)

Read Ch. 6 – The Perfect Employee (Mosley, 2014) (10 pages)

Watch Videos (~57 minutes)

Complete Chapter Review Quiz #5 of Staffing Organizations (10 points, due Sunday 02/18) SUPPORTS

EXAM 1

Begin Reviewing Discussion #3 (initial posts due Thursday 02/22 of week 6) (40 points)

- (DISCUSSION 3:1) Strategic Staffing (1 initial post)
- (DISCUSSION 3:2) Employer Brand Management (1 initial post)
- (DISCUSSION 3:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 3:4) Chern’s Identifying Recruits (1 initial post)

- Located in Additional Resources - Tables A-6

Topics Covered

Open Recruitment
Targeted Recruitment
Defining Recruiting Constraints
Employer Brand Management and Branding
Communication Messages
Recruitment Metrics
Target Labor Demographics

Dr. Rebecca at AHRD February 13-18th

Week 6: February 19, Monday–February 25, Sunday

Module 2 – Part 3

Read Ch. 6 – Internal Recruiting (Heneman III, Judge, & Kammeyer-Muller, 2015) (53 pages)
Read Ch. 7 – Diversity and Segmentation (Mosley, 2014) (8 pages)
Watch Required Videos (~45 minutes)
Complete Chapter Review Quiz #6 of Staffing Organizations (10 points, due Sunday 02/25) SUPPORTS

EXAM 1

Complete Discussion #3 initial responses 3:1, 3:2, 3:3, 3:4 due by Thursday 02/22 (3 follow-up posts due Sunday 02/25) (40 points) SUPPORTS EXAM 1 & ASSIGNMENTS 3-4

Topics Covered

Mobility Paths and Policy
Closed, Open, and Hybrid Recruiting
Talent Management Systems
e-RPL
Diversity
Talent Segmentation

Week 7: February 26, Monday–March 4, Sunday

Module 1 & 2 Wrap-Up

Complete Exam #1 Modules 1 & 2 (125 points, due Sunday 03/04) SUPPORTS COURSE OUTCOMES 1 & 2
Read Ch. 8 – Reputation and Attraction (Mosley, 2014) (16 pages)
Read Ch. 9 – Engagement and Retention (Mosley, 2014) (12 pages)
Read Ch. 10 – Employer Brand Positioning and Differentiation (Mosley, 2014) (14 pages)

Topics Covered

Review Utility Analysis
Industry Image
Organizational Image
Attraction Drivers
Retention Drivers

Linking Organizational and Employee Purpose

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

Week 8: March 5, Monday–March 11, Sunday

Module 3 – Part 1 Selection

Read Ch. 7 – Measurement (Heneman III, Judge, & Kammeyer-Muller, 2015) (46 pages)

Watch Videos (~75 minutes)

Complete Chapter Review Quiz #7 of Staffing Organizations (10 points, due Sunday 03/11) SUPPORTS

EXAM 2

Topics Covered

Measurement

Scores

Correlation Between Scores

Validity

Reliability

Adverse Impact

March 8th CTHRMA 11:30 a.m. – 1:00 p.m. Dead Fish Grill, Belton

March 9th WilcoHR 11:15 a.m. – 1:00 p.m. Holiday Inn North, Round Rock

March 12, Monday–March 18, Sunday

Spring Break!

Week 9: March 19, Monday–March 25, Sunday

Module 3 – Part 2

Read Ch. 8 – External Selection I (Heneman III, Judge, & Kammeyer-Muller, 2015) (46 pages)

Read Ch. 11 – EVP Development (Mosley, 2014) (20 pages)

Watch Videos (~11 minutes)

Complete Chapter Review Quiz #8 of Staffing Organizations (10 points, due Sunday 03/25) SUPPORTS

EXAM 2

Begin Reviewing Discussion #4 (initial posts due Thursday 03/29 of week 10) (40 points)

- (DISCUSSION 4:1) Staffing Organizations (1 initial post)
- (DISCUSSION 4:2) Employer Brand Management (1 initial post)
- (DISCUSSION 4:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 4:4) Chern’s Give-Get or Strength-Stretch Challenge (1 initial post) Links to assignment 4
 - Located in Additional Resources – Job Rewards Matrix Sample

Topics Covered

Predictors

Developing a Selection Plan

EVP Ingredients

EVP Give-Get Challenge

EVP Strength-Stretch Challenge

Scripting the EVP

Week 10: March 26, Monday–April 1, Sunday

Module 3 – Part 3

Read Ch. 9 – External Selection II (Heneman III, Judge, & Kammeyer-Muller, 2015) (61 pages)

Read Ch. 14 – Media Channels and Behaviors (Mosley, 2014) (14 pages)

Watch Required Videos (~20 minutes)

Complete Chapter Review Quiz #9 of Staffing Organizations (10 points, due Sunday 04/01) SUPPORTS

EXAM 2

Complete Discussion #4 initial responses 4:1, 4:2, 4:3, 4:4 due by Thursday 03/29 (3 follow-up posts due Sunday 04/01) (40 points) SUPPORTS EXAM 2 & ASSIGNMENTS 3-4

Complete Assignment #3 Chern’s Selection Plan (80 points, due Sunday 04/01) SUPPORTS COURSE

OUTCOMES 3 & 5

Topics Covered

Substantive Assessment Methods

Discretionary Assessments

Contingent Assessment Methods

Websites

Professional Networks

Video and E-Portfolios

March 30 Last day to drop a course with a “Q” or withdraw with a “W”

Week 11: April 2, Monday–April 8, Sunday

Module 3 – Part 4

Read Ch. 10 – Internal Selection (Heneman III, Judge, & Kammeyer-Muller, 2015) (29 pages)

Read Ch. 15 – Content Marketing (Mosley, 2014) (14 pages)

Read Ch. 17 – Internal Marketing and Engagement (Mosley, 2014) (12 pages)

Watch Videos (~20 minutes)

Complete Chapter Review Quiz #10 of Staffing Organizations (10 points, due Sunday 04/08) SUPPORTS

EXAM 2

Begin Reviewing Discussion #5 (initial posts due Thursday 04/12 of week 12) (40 points)

- (DISCUSSION 5:1) Staffing Organizations (1 initial post)
- (DISCUSSION 5:2) Employer Brand Management (1 initial post)
- (DISCUSSION 5:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 5:4) Chern’s Assessing Internal Candidates (1 initial post)

Topics Covered

Substantive Assessment Methods
Discretionary Assessments
Job Descriptions and Content Marketing
Recruitment
Engagement
Commitment

Week 12: April 9, Monday–April 15, Sunday

Module 3 – Part 5

Read Ch. 11 – Decision Making (Heneman III, Judge, & Kammeyer-Muller, 2015) (32 pages)

Read Ch. 18 – Managing the Brand Experience (Mosley, 2014) (14 pages)

Watch Videos (~20 minutes)

Complete Chapter Review Quiz #11 of Staffing Organizations (10 points, due Sunday 04/15) SUPPORTS

EXAM 2

Complete Discussion #5 initial responses 5:1, 5:2, 5:3, 5:4 due by Thursday 04/12 (3 follow-up posts due Sunday) (40 points) SUPPORTS EXAM 2 & ASSIGNMENT 4

Topics Covered

Assessment Method Choice
Assessment Scores
Hiring Standards
Cut Scores
Touch Point Planning

April 12th CTHRMA 11:30 a.m. – 1:00 p.m. Dead Fish Grill, Belton

April 13th WilcoHR 11:15 a.m. – 1:00 p.m. Holiday Inn North, Round Rock

Week 13: April 16, Monday–April 22, Sunday

Module 4 – Part 1 Managing the Staffing System

Read Ch. 12 – Final Match (Heneman III, Judge, & Kammeyer-Muller, 2015) (43 pages)

Read Ch. 20 – Employer Brand Metrics (Mosley, 2014) (20 pages)

Watch Videos (~14 minutes)

Complete Chapter Review Quiz #12 of Staffing Organizations (10 points, due Sunday 04/22) SUPPORTS

EXAM 2

Begin Reviewing Discussion #6 (initial posts due Thursday 04/26 of week 14) (40 points)

- (DISCUSSION 6:1) Staffing Organizations (1 initial post)
- (DISCUSSION 6:2) Employer Brand Management (1 initial post)
- (DISCUSSION 6:3) Videos (1 initial post)
- (DISCUSSION/ACTIVITY 6:4) Chern’s Managing Workforce Flow (1 initial post)
 - Located in Additional Resources - Tables 12-1

Topics Covered

Employment Contracts
Job Offers

100% Online

HRM 5314—Spring 2018

Socialization

Orientation

Onboarding

Week 14: April 23, Monday–April 29, Sunday

Module 4 – Part 2

Read Ch. 13 – Staffing Management Systems (Heneman III, Judge, & Kammeyer-Muller, 2015) (32 pages)

Watch Videos (~52 minutes)

Complete Chapter Review Quiz #13 of Staffing Organizations (10 points, due Sunday 04/29) SUPPORTS

EXAM 2

Complete Discussion #6 initial responses 6:1, 6:2, 6:3, 6:4 due by Thursday 04/26 (3 follow-up posts due Sunday 05/06) (40 points) SUPPORTS EXAM 2 & ASSIGNMENT 4

Complete Assignment #4 Chern's Employer Brand Management (120 points, due Sunday 04/29)

SUPPORTS COURSE OUTCOMES 4 & 5

Reflexive Journal Entry #2 (15 points, due Sunday 04/29)

Topics Covered

Policies and Procedures

Evaluating Staffing

Metrics

Employer Brand Image

Benchmarking

Surveys

Week 15: April 30, Monday–May 6, Sunday

Module 4 – Part 3

Read Ch. 14 – Retention Management (Heneman III, Judge, & Kammeyer-Muller, 2015) (44 pages)

Watch Videos (~41 minutes)

Complete Chapter Review Quiz #14 of Staffing Organizations (10 points, due Sunday 05/06) SUPPORTS

EXAM 2

Topics Covered

Turnover

Retention

Reasons for Leaving

Ease of Leaving

May 2 Last day to file for Degree Conferral

Week 16: May 7, Monday–May 11, Friday

Module 3 & 4 – Wrap-up

Complete Exam #2 Modules 3 & 4 (125 points, due Friday 05/11) SUPPORTS COURSE OUTCOMES 1 & 3

Complete Final Discussion Class Wrap-up (5 points, due Friday 05/11)

May 10th CTHRMA 11:30 a.m. – 1:00 p.m. Dead Fish Grill, Belton

May 11th WilcoHR 11:15 a.m. – 1:00 p.m. Holiday Inn North, Round Rock

May 11 Class ends

May 12 Commencement

Important University Dates

January 2018

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline

January 11, (Thursday) Convocation

January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)

January 15, (Monday) Martin L. King Jr. Day

January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)

January 16, (Tuesday) Classes Begins

January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)

January 23, (Tuesday) Last day to drop 1st 8-week classes with no record

January 31, (Wednesday) Last day to drop 16 week classes with no record

February 2018

February 2, (Friday) Priority Deadline to Submit Graduation Application

February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W

February 15, (Thursday) Last day to apply for Clinical Teaching

February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)

March 2018

March 1, (Thursday) Deadline to submit application to Teacher Education Program

March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation

March 9, (Friday) 1st 8 week classes end

March 9, (Friday) Deadline for Admissions applications

March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)

March 12, (Monday) Spring Break Begins

March 12, (Monday) 1st 8-week grades from faculty due by 3pm

March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)

March 16, (Friday) Spring Break Ends

March 19, (Monday) 2nd 8 week begins

March 19, (Monday) Summer Advising Starts

March 19, (Monday) Class Schedule Published

March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late *registrants*) (2nd 8-week classes)

March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)

March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record

March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W

April 2018

- April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
- April 2, (Monday) Scholarship Deadline
- April 2, (Monday) Registration begins
- April 5, (Thursday) Priority Deadline for International Student Admission Applications
- April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
- April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
- April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)

May 2018

- May 7-11, Finals Week
- May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
- May 11, (Friday) Spring Term Ends
- May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
- May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
- May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
- May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
- May 14, (Monday) Minimester begins
- May 15, (Tuesday) Last Day to clear Thesis Office
- May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
- May 21, (Monday) Priority Deadline for Admissions applications
- May 25, (Friday) VA Certification Request Priority Deadline
- May 28, (Monday) Memorial Day

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

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

To complete assignments you will need MS Word software. You will also need a headset or speakers to listen to on-line resources. If you do not have MS Power Point you are able to get Microsoft Office Suite free through your myCT.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

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

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](#)

[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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

Academic Integrity

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

Academic Accommodations

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

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

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

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday 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 [WCOOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in

the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

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

Library Services

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/].

Instructor Policies Related to Absence, Grading, etc.

Late assignments

All discussions and activities are due on the date designated on the syllabus course schedule, unless otherwise posted in the classroom announcements. In some situations, an alternate due date can be arranged for assignments prior to the due date, with the exception of items due in week 16. **A ten percent penalty will be assessed for late assignments. Assignments that are late will not be accepted more than three days late without written documentation of an emergency or unavoidable unplanned event.**

All late assignments should be uploaded to the Canvas classroom. Contributions to discussions will not be accepted after the discussion closes, because it is dependent on the interaction of other students. Students with written documentation supporting an emergency or unplanned event may contact me for an alternate assignment of equal value and work related to each missed discussion. It is your responsibility to contact me and request the alternate assignment at the time you return to the virtual class.

Plagiarism

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

The operation of the online course and being an online student

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

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

- The Canvas class begins on Monday and concludes on Sunday. This course includes weekly practices quizzes, as well as discussions and activities supporting assignments and exams.
- **There are a lot of readings**, which will form the basis of discussions. So, be sure to read the required readings. **Make a plan!**
- I suggest briefly reviewing the discussion overview and related assignment descriptions due in the current period, before you complete required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the topics as soon as the discussion is open. Then go back and follow-up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Begin developing ideas for your assignment when you read the related chapter. Some students will complete 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 to increase your score. Quizzes and exams are due on Sundays. Remember the week for this course is Monday-Sunday.
- In addition to the discussions and individual assignments, this course includes a midterm and a final exam. The exams are intended to provide objective assessment of learning related to the ***Staffing Organizations* (2015)** textbook. **Exam questions will focus on course outcomes identified in related modules.**

Dr. Rebecca's Personal Statement

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

My approach to students draws from my own life experiences as an adult working student with family responsibilities and those of close family members struggling in the academic environment with severe dyslexia. I believe each student is different in their capacity to handle stress, which comes from

the multiple and conflicting demands of being a non-traditional adult student. Because I acknowledge students' disparate life demands and unique backgrounds, I try to partner with students to ensure appropriate support and access to educational resources is provided when needed facilitating both self-efficacy and achievement. I have found that despite the heavy demands of adult non-traditional students' lives, the very nature of their demanding lives allows them to bring to the classroom a wealth of experience and knowledge that helps to shape the learning environment and enrich the learning experience of all involved – me included.

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

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

Have a wonderful summer break!