



## **MGMT 3302-130, CRN 10504, Personnel / Human Resource Management**

Spring 2018 rev. 01.05.2018

Texas A&M University-Central Texas

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Amanda Eads, Adjunct Faculty

**Phone:** (254) 519-5437 – Calls will be forwarded to me if necessary

**Email:** aeads@tamuct.edu (use this email if 'Canvas Inbox' is down)

#### **Office Hours:**

I have virtual hours all day! See student-instructor interaction located below.

#### **Student-instructor interaction:**

I check Canvas Inbox and my TAMU email several times a day. Unless I tell you otherwise - during the week, expect a response from me within 12-24 hours and within 24-48 hours on the weekend. I am happy to set up a web conference or set up a face to face meeting with you schedules permitting.

#### **Mode of instruction and course access:**

This course is a 100% online course and uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. Though no specific knowledge is required as a prerequisite to this course, it will be essential that you have a familiarity with the use of Power Point, Microsoft Word, the Internet, and attaching documents at a minimum. You must also know how to access the school's library database for research purposes.

#### **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 session will include three guest speakers, opportunities to talk to HRM faculty, and information about the 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:** Study fundamental functions of human resources management, relationship between personnel management and organizations' emerging role of personnel administration in development of strategic policy for organizations.

Prerequisite(s): MGMT 3301 or permission of the department chair.

### **Course Objective:**

Upon successful completion of MGMT3302 Personnel/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 benefits practices with particular emphasis on applying concepts related to target labor demographics, compensation philosophy, benefits 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 significant 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.
7. **Professionalism:** Understand, apply and demonstrate professionalism as described under professional etiquette.

**Student Learning Outcomes:** Module level student outcomes are located in the Canvas classroom at the beginning of Module.

## Required Reading and Textbook(s):

### Required Course Materials:



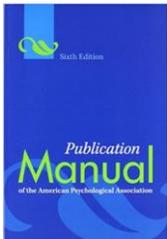
#### **Human Resource Management, 15<sup>th</sup> Edition**

Mathis, R. L., Jackson, J. H., Valentine, S., & Meglich, P. A. (2016). *Human resource management* (15th ed.). Stamford CT: Cengage Learning.

ISBN-13: 978-1305500709

ISBN-10: 1305500709

### Suggested Course Materials:



#### **Publication Manual of American Psychological Association (6th ed.)**

American Psychological Association.

ISBN 1433805618

## **COURSE REQUIREMENTS:**

A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make certain changes to better facilitate the academic environment. In such an event, changes will be announced in 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.

### **Understanding of Course Design:**

This course design is a traditional approach to learning content. This course design is intended to ensure students' understanding of foundational information related to the human resource management discipline. As a result, this course presents modularized content supported through videos and discussion; then, assessed through objective quizzes and exams as well as subjective short essays and papers.

### **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's behavior that is unprofessional and or violates netiquette expectations will receive a Canvas Inbox message from me and a 10% deduction on the course requirement. A 25% deduction per occurrence will be assessed on the course requirement thereafter. Online netiquette and in-person professional conduct is related to course outcome 6 and is required at all times.

**Discussions: (5 discussions 30 points each, total 150 points)**

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts and help to prepare you for the module level exam 1-5. 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". APA citations are required for initial responses. Discussions require 2 initial posts (1 per topic) and 4 follow-up posts for a total of 6 posts. Reply posts will NOT be graded if initial post is not done on time.

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.

**Individual Assignments: (3 assignments 50, 80, 120 points each, total 250 points)**

Assignments in this course are qualitative assessments of module level learning objectives, which are designed to help you practice applying course concepts to solve HR problems. A rubric entailing the grading criteria is located in the Canvas classroom in the Additional Resources module.

Written Assignments: Assignments 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 under the assignment link.

Assignments 1 and 2 are essay assignments intended to develop your college-level writing and APA skills, which you will need in subsequent courses. These essays are text entries in the Canvas assignment link, not an MS word file upload. Assignment 3 is substantially more significant in the time required as well as content. You are intended to have developed and practiced college-level writing and APA citation style or have sought assistance to improve these skills in previous assignments. In this assignment, you will be creating the APA layout in a word document, and providing a well-written, well-developed paper.

You are required to use American Psychological Association (APA) formatting. VeriCite is enabled. 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 and click on "Academic Support" for more information.

<http://www.tamuct.edu/departments/student-affairs/index.php>

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 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 Assignments under the Instructor's Policies. Assignments represent the independent work of students; teamwork will not be permitted on an assignment. Further, any assignment not made up as approved and arranged by the professor will receive a zero.

### ***Assignment #1 – Recruiting (50 points)***

Respond to the following essay: 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 how turnover impacts recruiting as well as distinctions between the operational role and strategic role of recruiting (textbook citation and reference required). This assignment supports assessment of [course outcomes 2 & 6](#).

Essay Assignment Instructions: Provide a well thought out response of 300-400 words drawing on information from the required textbook. In your response, paraphrase only, no direct quotes; provide an organized, logical progression of thought; and use correct grammar, punctuation, sentence structure. This submission is a text entry (not a file upload) with VeriCite enabled for plagiarism detection. Provide a correct citation and reference for the required textbook.

### ***Assignment #2 – Training and Development (80 points)***

Respond to the following essay: Describe each component of the ADDIE process model. Then, describe how an organization determines if its training expenditures are cost-effective and how this fits into the ADDIE process model. Be sure to indicate how training is related to both the operational role and strategic role of human resource management. This assignment supports assessment of [course outcomes 3 & 6](#).

Essay Assignment Instructions: Provide a well thought out response of 400-500 words drawing on information from the required textbook and one additional internet source. In your response, paraphrase only, no direct quotes; provide an organized, logical progression of thought; and use correct grammar, punctuation, sentence structure. This submission is a text entry (not a file upload) with VeriCite enabled for plagiarism detection. Provide correct citations and references for sources used.

### **Assignment #3 – Total Rewards (120 points)**

Respond to the following integrated essays:

Essay 1: Describe a total reward philosophy and explain why a total reward approach to benefit program and compensation design is strategically important to employers. This assignment supports assessment of *course outcomes 4 & 6*.

Essay 2: Explain how compensation philosophy and benefits selection impacts employer branding, recruiting, and retention.

Essay 3: Conduct internet research focusing on Total Rewards about either compensation philosophy, discretionary benefits, or HR metrics. Provide a reflection of how total rewards supports the strategic HR role within an organization as well as the organization's competitive advantage.

Assignment Instructions: Provide a well thought out response of 1000-1500 words drawing on information from the required textbook and two additional internet sources. In your response, paraphrase only, no direct quotes. Provide an organized, logical progression of thought, use correct grammar, punctuation, sentence structure. This assignment is a file upload submission in MS Word (not a text entry) with VeriCite enabled for plagiarism detection. Provide correct citations and references for all sources. Ensure sources selected help to demonstrate an understanding of the content learned in module 4.

Written Requirements: MS word document, APA layout, title page, body of the paper, one inch margins all around, double spaced all text - no extra double spaces, reference page, APA citations and references, APA formatting, separate headings for each major topic, text Times New Roman, black, 12 point font.

### **Weekly Quizzes: (17 quizzes 5 points each, total 85 points)**

Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the required textbook as well as to help prepare you for the module level 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.

*Choosing not to take the quizzes can have a negative impact on your grade over the duration of the course.* Quizzes include 10 questions each and anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted in the course schedule.

### **Exams: (5 exams 100 points each, total 500 points)**

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

Exams include 50 multiple choice and true/false questions, which assess content from the required text book. 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.

**Bonus Opportunities: (2 opportunities 5 points each, total 10 points):**

**Bonus Mid-Course Checkpoint worth 5 points**

This discussion gives you an opportunity to earn points for assessing your progress in the course. This checkpoint also provides you an opportunity to share potential issues that may arise during the course with your instructor.

**Bonus Class Wrap-Up worth 5 points**

This bonus gives you an opportunity to earn points for indicating you took the end of course survey. The course survey is sent to students via their Canvas Inbox. This checkpoint also provides you an anonymous opportunity to share, with your instructor and other interested parties, what you liked about the instructor and the course as well as issues that arose during the course.

**GRADING CRITERIA:**

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

Course Element	Points	% of Final Grade
Exams (5) @ 100 pts each	500	50%
Chapter Quizzes (17) @ 5 pts each	85	8.5%
Discussion Forums (5) @ 30 pts each	150	15%
Assignments (5) – 1 @ 50 pts; 1 @ 80 pts; 1 @ 120 pts; 1 @ 10 pts; 1 @ 5 pts	265	26.5%
Total	1000	100%

POINTS	EQUALS	LETTER GRADE
900 – 1000	=	A
800 – 899	=	B
700 – 799	=	C
600 – 699	=	D
Below 600	=	F

**Posting of Grades**

All student grades will be posted on the Canvas grade book and students should monitor their grading status through this tool. Always calculate you own points as Canvas may provide inaccurate averages based on what has or hasn't been graded yet. I will attempt to post grades for all assignments and discussions within one week after the due date, unless I let you know otherwise. Grades on quizzes and exams will be available 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 MGMT 3302 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.

## **INSTRUCTOR POLICIES:**

Individual Performance: It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the calendar as well as read or view any supplemental resources that may be found in the Module content folders for that period.

Quality Work: All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc.

Identifying Submissions: Submissions must clearly identify the student's name and the title of the assignment.

Submission Style Requirements: While not all instructors require full APA formatting, I do! Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. (Cover page, running head, 1" margins, 12pt font, double spaced, in-text citations, reference page). *All written work **must** be submitted utilizing Microsoft Word in either a .doc or .docx format.*

Plagiarism: If the instructor suspects plagiarism, that assignment will receive no more than half credit and could receive a zero based on the severity of the plagiarism. All students suspect of this academic dishonesty will be reported.

Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Late penalties are severe and as follows:

1. *Discussions* – Discussions are interactive and time sensitive; therefore, contributions to discussions will **NOT** be accepted late without written documentation of an unavoidable or unforeseeable event.
2. *Assignments* - These will remain open for 3 additional days and you will receive a 10% penalty per day.
3. *Quizzes* – You have 48 hours after a quiz is due to fill out a form located on the quiz page in Canvas. I may allow you to take the quiz with a 10% penalty and will only allow 24 hours from time of approval for you to take the quiz.
4. *Exams* – If you miss an exam without notifying me in advance, I may allow you an opportunity to take it (not guaranteed) if you contact me within 48 hours of the due date. If I allow you to take it, you will generally score no higher than a 70 regardless of how high your score is.

## COURSE OUTLINE AND CALENDAR

Dates	Chapter & Topic	Assignment
<p><b>Week 1</b></p> <p>Jan 16 – 21</p>	<p><b>Ch. 1</b> <b>HRM in Organizations</b></p>	<ul style="list-style-type: none"> <li>✓ Complete &amp; Submit <b>Student Profile and Course Agreement</b> via Canvas Assignment Link <b>due Jan 21</b></li> <li>✓ Student Introductions via Discussion Forum <b>due Jan 21</b></li> <li>✓ Read Ch. 1; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 1:</b> Available Jan 16; <b>due Jan 28</b></li> <li>✓ <b>Syllabus Quiz</b> due <b>Jan 21</b></li> </ul>
<p><b>Week 2</b></p> <p>Jan 22 – 28</p>	<p><b>Ch. 2</b> <b>HR Strategy and Planning</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 2; Study Required and Supplemental Materials</li> <li>✓ Begin DF1</li> <li>✓ <b>Quiz 2:</b> Available Jan 16; <b>due Jan 28</b></li> <li>✓ <b>APA Quiz:</b> Available Jan 16; <b>due Jan 28</b></li> <li>✓ Begin DF1</li> </ul>
<p><b>Week 3</b></p> <p>Jan/Feb 29 – 4</p>	<p><b>Ch. 3</b> <b>Equal Employment Opportunity</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 3; Study Required and Supplemental Materials</li> <li>✓ <b>DF1:</b> HRM Strategy &amp; EEO <b>Original Posts due Feb 1;</b> <b>4 Replies due Feb 4</b></li> <li>✓ <b>Quiz 3:</b> Available Jan 16; <b>due Feb 4</b></li> <li>✓ <b>Exam 1:</b> Unit 1 (Ch. 1-3). Available Jan 31; <b>due Feb 4</b></li> </ul>
<p><b>Week 4</b></p> <p>Feb 5 – 11</p>	<p><b>Ch. 4</b> <b>Workforce, Jobs, and Job Analysis</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 4; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 4:</b> Available Feb 5; <b>due Feb 11</b></li> <li>✓ Begin DF2</li> </ul>
<p><b>Week 5</b></p> <p>Feb 12 – 18</p>	<p><b>Ch. 5</b> <b>Individual / Organization Relations and Retention</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 5; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 5:</b> Available Feb 5; <b>due Feb 18</b></li> <li>✓ <b>DF2:</b> Job Description &amp; Retention <b>Original Posts due Feb 15</b> <b>4 Replies due Feb 18</b></li> </ul>
<p><b>Week 6</b></p> <p>Feb 19 – 25</p>	<p><b>Ch. 6</b> <b>Recruiting High Quality Talent</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 6; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 6:</b> Available Feb 5; <b>due Feb 25</b></li> <li>✓ <b>A1:</b> Recruiting <b>due Feb 23</b></li> </ul>

<p><b>Week 7</b> Feb/Mar 26 – 4</p>	<p><b>Ch. 7</b> <b>Selecting Human Resources</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 7; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 7:</b> Available Feb 5; <b>due Mar 4</b></li> <li>✓ <b>Exam 2:</b> Unit 2 (Ch. 4-7). Available Feb 28; <b>due Mar 4</b></li> </ul>
<p><b>Week 8</b> Mar 5 – 11</p>	<p><b>Ch. 8</b> <b>Training Human Resources</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 8; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 8:</b> Available Mar 5; <b>due Mar 11</b></li> </ul>
<p><b>Week 9</b> Mar 19 – 25</p>	<p><b>Ch. 9</b> <b>Talent, Careers, and Development</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 9; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 9:</b> Available Mar 5; <b>due Mar 25</b></li> <li>✓ <b>A2:</b> Training and Development <b>due Mar 23</b></li> <li>✓ Begin DF3</li> </ul>
<p><b>Week 10</b> Mar/Apr 26 – 1</p>	<p><b>Ch. 10</b> <b>Performance Management and Appraisal</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 10; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 10:</b> Available Mar 5; <b>due Apr 1</b></li> <li>✓ <b>DF3:</b> Talent Mgmt &amp; Performance Mgmt <b>Original Posts due Mar 29</b> <b>4 Replies due Apr 1</b></li> <li>✓ <b>Exam 3:</b> Unit 3 (Ch. 8-10). Available Mar 28; <b>due Apr 1</b></li> </ul>
<p><b>Week 11</b> Apr 2 – 8</p>	<p><b>Ch. 11</b> <b>Total Rewards and Compensation</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 11; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 11:</b> Available Apr 2; <b>due Apr 8</b></li> </ul>
<p><b>Week 12</b> Apr 9 – 15</p>	<p><b>Ch. 12</b> <b>Variable Pay and Executive Compensation</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 12; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 12:</b> Available Apr 2; <b>due Apr 15</b></li> <li>✓ <b>A3:</b> Total Rewards Design <b>due Apr 13</b></li> <li>✓ Begin DF4</li> </ul>
<p><b>Week 13</b> Apr 16 – 22</p>	<p><b>Ch. 13</b> <b>Managing Employee Benefits</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 13; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 13:</b> Available Apr 2; <b>due Apr 22</b></li> <li>✓ <b>DF4:</b> Compensation Philosophy &amp; Benefits <b>Original Posts due Apr 19</b> <b>4 Replies due Apr 22</b></li> <li>✓ <b>Exam 4:</b> Unit 4 (Ch. 11-13). Available Apr 18; <b>due Apr 22</b></li> </ul>

<p><b>Week 14</b> <b>Apr 23 – 29</b></p>	<p><b>Ch. 14 Risk Management and Worker Protection</b></p> <p><b>Ch. 15 Employees Rights and Responsibilities</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 14 &amp; 15; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 14 &amp; 15:</b> Available Apr 23; <b>due Apr 29</b></li> </ul>
<p><b>Week 15</b> <b>Apr/May 30 – 6</b></p>	<p><b>Ch. 16 Union / Management Relations</b></p>	<ul style="list-style-type: none"> <li>✓ Read Ch. 16; Study Required and Supplemental Materials</li> <li>✓ <b>Quiz 16:</b> Available Apr 23; <b>due May 6</b></li> <li>✓ Begin DF5</li> </ul>
<p><b>Week 16</b> <b>May 7 – 11</b></p>	<p><b>Wrap Up Week</b></p>	<ul style="list-style-type: none"> <li>✓ <b>DF5:</b> Risk Mgmt &amp; Unions and Employee Rights <b>Original Posts due May 8</b> <b>4 Replies due May 11</b></li> <li>✓ <b>Exam 5:</b> Unit 5 (Ch. 14-16). Available May 7; <b>due May 11</b></li> <li>✓ <b>Bonus:</b> Course Wrap-Up <b>due May 9</b></li> <li>✓ <b>IDEA Course Eval</b></li> </ul>

**Important University Dates:**

- January 16, (Tuesday) Classes Begins
- January 31, (Wednesday) Last day to drop 16 week classes with no record
- February 2, (Friday) Priority Deadline to Submit Graduation Application
- February 15, (Thursday) Last day to apply for Clinical Teaching
- 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) Deadline for Admissions applications
- March 12-16, (Monday) Spring Break Begins
- March 19, (Monday) Class Schedule Published
- March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W
- April 2, (Monday) Scholarship Deadline
- April 2, (Monday) Registration begins
- April 5, (Thursday) Priority Deadline for International Student Admission Applications
- April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
- 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.

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements.**

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

(xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Technology Support.**

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

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): [<http://hdc.tamu.edu>]

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

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

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

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## **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) [[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.

### **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](#), 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](mailto: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 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 [WCOonline](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).

### **University Library.**

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/].

## **OPTIONAL POLICY STATEMENTS:**

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

### **Copyright Notice.**

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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