



Texas A&M University—Central Texas

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## ***MGMT 4384–110, CRN 10526, Management Internship: Human Resource Development***

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

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### **INSTRUCTOR AND CONTACT INFORMATION**

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#### ***Instructor Contact Information***

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***Course Instructor:*** Rebecca McPherson Ph.D., SPHR

***Office location:*** Founders Hall, #320

***Office phone:*** 254-519-5785 or call Andrew McSweeney 254-519-5437

***Cell phone:*** 254-780-2242

***Email address:*** [becca.mcpherson@TAMU-CT.edu](mailto:becca.mcpherson@TAMU-CT.edu)

If you have any questions or concerns before class starts, please send an e-mail to [becca.mcpherson@TAMU-CT.edu](mailto:becca.mcpherson@TAMU-CT.edu). When sending an e-mail please identify MGMT 4384 in the subject line! After class starts, *e-mail is my preferred method* of communication for internships.

#### ***Instructor's TAMU-CT Office Hours***

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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***

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**This is a blended course** utilizing both online and face-to-face modalities. Canvas utilization is not a requirement of this internship. Students will be required to volunteer—be physically present at SHRM Student Chapter meetings and the non-profit organization they are assisting to complete tasks.

#### ***Student–Instructor Interaction***

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As mentioned previously, e-mail is my preferred method of communication and I typically respond to e-mails within a few hours, but not more than 24 hours. If you do not receive a response within 24 hours please contact me by phone. 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.

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

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Our HR student group will hold a welcome back meeting on February 3<sup>rd</sup> 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.

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### *911 Cellular*

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Emergency Warning System for Texas A&M University – Central Texas

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

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## **COURSE INFORMATION**

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### **Course Overview and Description**

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Human Resource Development Internship is available for 1-2 HRM students. Internship positions are unpaid and require approximately 6-9 hours per week for course credit as follows: BBA HRM internship or MBA HRM elective. Dr. Rebecca McPherson is the faculty sponsor for this internship. At the completion of this internship, student interns will have tangible work products to utilize in their e-Portfolios for future job searches. Must be a TAMU-CT SHRM #5395 student member and enrolled in the BBA HRM or MBA HRM programs. Preference given to TAMU-CT SHRM #5395 student officers.

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### **Course Objectives**

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Upon successful completion of MGMT 4384 HRD Internship students will be able to:

1. Demonstrate comprehension of strategic management concepts related to designing and implementing effective and efficient human resource development programs.
2. Apply human resource development concepts and theories related to the ADDIE process model (analysis, design, development, implementation, and evaluation), andragogy, and Maslow's hierarchy of needs.
3. Select appropriate metrics for assessing program outcomes and describe how selected metrics will impact the organization's goals and objectives.

4. Demonstrate employer-demand soft skills for HRD/HRM professionals related to oral, written and cross-cultural communication; relationship building; teamwork; conflict resolution; negotiation; customer service; professionalism; and ethics.
5. Demonstrate application of project management concepts needed to manager human resource development programs.
6. Understand, apply and demonstrate professionalism as described under [professional etiquette](#).

### Required Textbooks

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Champagne, M. (2014). *The Survey Playbook Volume 1: How to Create the Perfect Survey*. Matthew V. Champagne.

The Survey Playbook Volume 1: How to Create the Perfect Survey  
Matthew V. Champagne  
Book ISBN 10: 1499202164  
Book ISBN 13: 978-1499202168

Williams, G. (2016). Creating a Career Portfolio. *Talent Development* 33(1604), 1-18. Association of Talent Development

### Recommended Textbook

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Russell, L. (2015). *Project Management for Trainers* (2<sup>nd</sup> ed.). Alexandria, VA: ATD Press.

Project Management for Trainers, 2<sup>nd</sup> Edition  
Lou Russell  
Book ISBN 10: 1-56286-948-5  
Book ISBN 13: 978-1-56286-948-9  
e-ISBN: 978-1-60728-306-5

## COURSE REQUIREMENTS

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### Course Requirements

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

### Our Non-Profit Organization

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The non-profit organization receiving our course deliverables is the College of Business Administration BBA HRM and MBA HRM programs and the SHRM Student Chapter #5395. **Students will be required to volunteer at the non-profit and interact with the leaders and volunteers in order to develop, implement, and evaluate the HRD program.** There is no minimum or maximum volunteer requirement—you are expected to volunteer as much or as little as is required to fulfill your commitments toward completion of agreed tasks.

## Participation & Conduct: (10 points)

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Students' learning experiences will be largely impacted by interaction with the faculty sponsor and other team members as part of a learning community. Therefore, by registering for an internship course, you have made a commitment to participate in your course requirements as well as other supporting activities. Participation and conduct requirements support *course outcomes 4 and 6*.

### Participation

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Team members refers to the faculty sponsor, additional faculty stakeholders, and all student interns reporting to the faculty sponsor for the current semester. Time commitment is anticipated to be approximately 6-9 hours per week. Communication will be conducted via email, phone, and face-to-face meetings. Required hours include both onsite and online participation and is flexible, allowing you to work around other course commitments, work commitments, and family obligations. Communication is paramount. Be sure to participate in team endeavors and communicate with team members prior to issues occurring when possible. I strive to return emails, voice mails, and texts within 24 hours. I expect the same courtesy of team members participating in an internship. If you encounter an unavoidable or unforeseeable event, please contact me as soon as possible.

### Conduct

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Students are expected to embody professionalism to include the following:

- **Appearance**—appropriate as related to student or volunteer role
- **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 as appropriate to situations, act in a responsible manner and practice sound judgement, seek assistance when appropriate
- **Ethical**—honest and trustworthy
- **Decorum**—maintaining polite and professional decorum regardless of the reception or tone of conversation being engaged in
- **Equality**—refrain from giving or seeking preferential treatment, adhere to published policies of the university and non-profit organization, seek assistance or clarification when appropriate

A student who violates professional etiquette in a manner that is egregious (as determined by the instructor) or results in the non-profit contacting the professor, the student being asked to leave, or the student being removed from the property **will result in a failing grade for the course**. I reserve the right to provide a less severe penalty depending on the circumstances of the situation.

### Participation and Conduct—Requirements and Grading Criteria

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- Participated in SHRM Student Chapter #5395 events located in the course calendar (subject to change)
- Participated in internship meetings by email, phone, and face-to-face

### **Completion of Tasks: (70 points)**

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As a team, we will meet to identify each student's strengths and weaknesses. Each student will provide a written description of their goals for the internship. Tasks will be divided by team members based on strengths, weaknesses, and individual goals. When agreed upon by the team, changes to agreed tasks can be made as the internship progresses. Tasks will include both individual tasks and collaborative tasks. ***Students will be able to use work products resulting from internship tasks for the purpose of job searching and documentation to support development of competence in an e-Portfolio.*** Task deliverables will be provided to the team and non-profit via email, drop box, physical delivery, physical demonstration, etc. as appropriate.

### **Task-Requirements and Grading Criteria**

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- Completed NIH certificate (5 points, due week 1)
  - This course requirements supports ***course outcome 4***
- Completed Research Paper (20 points, due week 5)
  - This course requirement supports ***course outcomes 1 and 2***
  - Topic specific to internship as agreed to be student intern and faculty sponsor
  - APA writing style used
  - APA references and citations used
  - No page range requirement
  - Sources included both current literature and industry best practices
  - Paper is well-developed and demonstrates understanding of the selected topic
  - Paper is impactful to survey development
  - Completed on time
  - Writing and research is of undergraduate collegiate quality
- Developed Survey (20 points, due week 12)
  - This course requirements supports ***course outcomes 2 and 4***
  - Hosted in Qualtrics
  - Included appropriate questions and structure
  - Included appropriate and complete response scales
  - Included appropriate format and instructions
- Present Onboarding Program Design (25 points, due week 15)
  - This course requirement supports ***course outcomes 1, 2, 3, 4, and 6***
  - Created onboarding program design recommendations based on research
  - Included concepts of motivation, success, and points of failure
  - Included potential metrics to assess impact
  - Presented in a professional manner to SHRM student chapter #5395 leadership
  - Presented using power point best practices

### **Reflective Journal and e-Portfolio: (20 points)**

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The reflective journal and e-Portfolio is an individual assignment, and a descriptive account of your incremental learning over the duration of the course related to *course outcomes 1-6*.

Students participating in an HRD internship are required to create an e-Portfolio. The reflective journal supports the e-portfolio and includes multiple reflections over the course of your learning experiences and learning outcomes based on your goals. The final work product is a 5-minute video capturing your transferable learning outcomes and demonstrating your development of competence not readily apparent in other work products. Such competence may include leadership, team work, conflict resolution, other soft skills, hard skill development, and employer-demand technology skills. The final video will be uploaded to YouTube as unlisted content and linked to your e-Portfolio as well as emailed to the faculty sponsor.

### *Reflective Journal—Requirements and Grading Criteria*

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- Kept weekly notes on memorable learning experiences
- Create a video based on learning experiences
- Video demonstrates competence not readily apparent in other work products
- Video is uploaded to YouTube
- Video is integrated into an e-Portfolio

### **Grading Criteria**

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Graded requirements support course objectives and include a combination of applied learning tasks. There are no quizzes or exams.

### *Grade Composition:*

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**10% Participation & Conduct (10 points)**

**70% Completion of Tasks (70 Points)**

- **NIH Certificate (5 points)**
- **Research Paper (20 points)**
- **Survey Design (20 points)**
- **Onboarding Program Design and Presentation (25 points)**

**20% Reflective Journal and e-Portfolio (20 points)**

***100%= 100 total points***

Grades will be computed using the following point scale. A= 100-90, B= 89-80, C= 79-70, D= 69-60, and F= 59 or less.

***Posting of Grades:*** All student grades will be finalized at the end of the internship. Students who are under performing will receive an email or face-to-face conversation regarding poor performance in week 8 or as needed.

## **COURSE OUTLINE AND CALENDAR**

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### **Complete Course Outline**

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I reserve the right to make changes to the course schedule if the need arises. If changes are made you will be notified in advance of the change through email.

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

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Internet research: What is an onboarding program?

Internet research: What is project management? (or)

- Suggested reading (Russell, 2015) Chapter 1 Beginning the Project
- Read (Champagne, 2014) Lessons 1 & 2

#### **What to Do?**

Task - Complete NIH Certificate (due by Sunday 01/21, 5 points)

Begin drafting your internship goals for week 2

#### **Topics Covered**

Expectations, student goals

Technology skill gaps

Onboarding project

Surveys - items and question structure

#### ***January 16 Class Begins***

#### ***January 16 -18 Add/Drop/Late Registration***

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

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Internet research: HR websites for information related to onboarding

Internet research: Defining project scope and objectives (or)

- Suggested reading (Russell, 2015) Chapter 2 Defining the Project
- Read (Champagne, 2014) Lessons 3, 4 & 5
- Read Chapter 2 of Werner and DeSimone' Motivation Theory (see faculty)

#### **What to Do?**

F2F meet with faculty

- Task – Provide student goals
- Discussion of internet research
- Task - Start research paper

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 fund raiser and recruiting event

#### **Topics Covered**

Learn technology skills as needed

Motivation theory

Sources of information (SHRM, WorldatWork, ATD)

Surveys - items and question structure

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

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Internet research: ADDIE Process

- Suggested reading (Russell, 2015) Chapter 3 A Course Development Template

Internet research: Needs analysis, levels of analysis

Internet research: Organizational culture

Read (Champagne, 2014) Lessons 6, 7, & 8

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Task – Update on research paper
- Discussion of internet research

Participate - Build relationships with non-profit

- SHRM Student Chapter welcome back meeting Feb 03 1pm-3pm

**Topics Covered**

ADDIE process

Needs analysis

Levels of analysis

Organizational culture

Surveys - items and question structure

***January 31 Last day to drop with no record***

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

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Internet research: Purpose of training

Internet research: Project planning (or)

- Suggested Reading (Russell, 2015) Chapter 4 Planning the Project

Read (Champagne, 2014) Lessons 9, 10, & 11

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Task – Update on research paper
- Discussion of internet research

**Topics Covered**

Analysis

Purpose of training (diagnostic, analytic, compliance)

Project planning

About surveys- Advice for response scales

***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***

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Read (Champagne, 2014) Lessons 12 & 13

**What to Do?**

No meeting

Task - Submit finished research paper (due Sunday 02/18, 20 points)

**Topics Covered**

ADDIE – Analysis

About surveys- Advice for response scales

*Dr. Rebecca at AHRD February 13-18th*

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

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Internet research: Methods of training

Internet research: Resolving issues and problems with stakeholders

Read (Champagne, 2014) Lessons 14 & 15

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Task – Review of research paper
- Discussion of internet research
- Begin survey development

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 fund raiser and recruiting event

**Topics Covered**

About surveys- Advice for response scales

Methods of training (active learning, face-to-face, online, blended)

Relationship building

Conflict management

Stakeholders

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

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Internet research: Learning objectives

Internet research: Lesson plans

Internet research: Kirkpatrick's evaluation

Read (Champagne, 2014) Lessons 16 & 17

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Task – Continue survey development
- Discussion of internet research

Blended

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Participate - Build relationships with non-profit

- SHRM Student Chapter employer tour Mar 02 TBA

#### Topics Covered

About surveys- Advice for format, process, & instructions

Learning objectives

Lesson plans

Kirkpatrick's evaluation

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

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

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Internet research: Development and concerns

Read (Williams, 2016) What is a Career Portfolio

Read (Champagne, 2014) Lessons 18, 19, & 20

#### What to Do?

Phone/f2f/zoom meeting with faculty

- Task – Continue survey development
- Discussion of internet research

#### Topics Covered

ADDIE- Development

About surveys- Advice for format, process, & instructions

***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***

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# Spring Break!

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

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Internet research: Investigate online sites for career portfolios and content curation

Read (Williams, 2016) What's in a Career Portfolio

Read (Champagne, 2014) Lessons 21 & 22

#### What to Do?

Phone/f2f/zoom meeting with faculty

- Task – Continue survey development

Blended

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- Discussion of internet research

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 fund raiser and recruiting event

#### **Topics Covered**

Career portfolios

Content curation

About surveys- Advice for format, process, & instructions

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

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Internet research: Implementation and concerns

Read (Williams, 2016) Selecting Items for Your Portfolio

Read (Champagne, 2014) Lessons 23, 24, & 25

#### **What to Do?**

Phone/f2f/zoom meeting with faculty

- Task – Continue survey development
- Discussion of internet research

#### **Topics Covered**

ADDIE - Implementation

Career portfolios

About surveys- Advice for format, process, & instructions

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

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

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Read (Williams, 2016) Organizing Your Portfolio

#### **What to Do?**

Phone/f2f/zoom meeting with faculty

- Task - Continue survey development

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 meeting April 6 at 6pm

#### **Topics Covered**

Implementation

Career Portfolios

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

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Read (Williams, 2016) Career Portfolio Tools

**What to Do?**

Task - Submit Qualtrics survey design

**Topics Covered**

CTHRMA scholarship announcements Apr 12

Career portfolios

*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***

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Read (Williams, 2016) Sharing Your Portfolio

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Review Qualtrics survey design
- Begin onboarding program design

**Topics Covered**

Evaluation

Career portfolios

Networking

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

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Read (Williams, 2016) Using Your Portfolio

**What to Do?**

Phone/f2f/zoom meeting with faculty

- Update/discuss onboarding program design progress

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 meeting salary negotiation and interviewing Apr 27

**Topics Covered**

Analysis

Career Portfolios

Networking

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

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Read (Williams, 2016) Conclusion and Job Aids

**What to Do?**

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 lunch mixer celebration May 5th
- Task – Present onboarding program design to SHRM student group

**Topics Covered**

Analysis

Design

Career Portfolios

*May 2 Last day to file for Degree Conferral*

***Week 16: May 7, Monday–May 11, Friday***

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**What to Do?**

Task – Complete reflexive journal and e-portfolio (due Monday 05/07, 30 points)

Participate - Build relationships with non-profit

- SHRM Student Chapter #5395 fund raiser and recruiting event

Next SHRM Student Chapter #5395 meeting Jun 01

*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:**

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***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

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## TECHNOLOGY REQUIREMENTS AND SUPPORT

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### Technology Requirements

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

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

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

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- Logon to <https://TAMU-CT.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***

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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***

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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.*

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

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### ***Drop Policy***

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If you discover that you need to drop this class, you must complete a [Drop Request Form](#) [[https://www.TAMU-CT.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.TAMU-CT.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

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

## Academic Accommodations

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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.TAMU-CT.edu/student-affairs/access-inclusion.html) webpage [https://www.TAMU-CT.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.TAMU-CT.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

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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@TAMU-CT.edu](mailto:deeadra.albertgreen@TAMU-CT.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

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Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMU-CT 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 [WOnline](https://TAMU-CT.mywconline.com/) at [https://TAMU-CT.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@TAMU-CT.edu](mailto:bruce.bowles@TAMU-CT.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@TAMU-CT.edu](mailto:bruce.bowles@TAMU-CT.edu).

## Library Services

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The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://TAMU-CT.libguides.com/) [https://TAMU-CT.libguides.com/].

## Instructor Policies Related to Absence, Grading, etc.

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### *Lateness*

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All course requirements are dependent on the non-profit, faculty, and student intern utilizing appropriate communication and flexibility as issues may arise. As such, acceptance of late course requirements for course credit will be dependent upon students' professionalism, communication, and efforts to overcome project-based issues as they arise. Late course requirements that do not adequately demonstrate students' professionalism, communication skills, student effort (as determined by the faculty sponsor) will result in a 0 for the late course requirement.

### *Plagiarism*

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**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.

### *Operation of the Blended Course and Being a Student Intern*

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Students' learning experiences will be largely impacted by interaction with the faculty sponsor and other team members as part of a learning community. Therefore, by registering for an internship course, you have made a commitment to participate in your course requirements as well as other supporting activities. Plan to participate regularly.

### *Keep in Mind this is a Sixteen-Week Course*

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- Create goals that are relevant, attainable, and specific.
- Each week make notes on memorable learning experiences and progress toward goals.
- Be sure to keep up with required readings each week.
- Seek to apply readings to project components as it progresses.
- Keep a log of assigned tasks and due dates as agreed to in meetings as well as listed in the syllabus.
- Communicate frequently and immediately as issues or problems arise.
- Keep in mind the outcome should include demonstrable, transferable skills!

### *Dr. Rebecca's Personal Statement*

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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!*