



Texas A&M University-Central Texas

HRM 5303-110, CRN 80312, MANAGING HUMAN RESOURCE DEVELOPMENT

Fall 2020 rev. 07.31.2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 24 – December 11, 2020

This is a 100% online asynchronous course

Course Access

This is a 100% asynchronous online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor Contact Information

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

Office location: Founders Hall, #217D

Office phone: call Melanie Mason 254-519-5437

Email address: becca.mcpherson@tamuct.edu

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 5303-110 in the subject line! Email is my *preferred method* of communication after the course starts.

Office hours: If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 1:15 p.m. to 4:15 p.m. Please contact me by e-mail to set up an appointment. I will respond with a link and access information to the virtual meeting. 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.

Student–instructor interaction: University email 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 an A&M-CT Canvas classroom Monday and Wednesday between 10:00 and 14:00. 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. Finally, I am available by phone and typically answer the phone up to 6:00 pm. If I do not answer the phone, please leave a message, and I will call you back as soon as possible.

MBA HRM emphasis faculty advisor: All students interested in a career in HRM are welcome to join our Facebook Group and the HR Warriors Leadership Team.

The Facebook group includes prospective HRM students, current A&M-CT students, alumni, and HR professionals from CTHRMA and WilcoHR. SHRM Chapter #5395 Texas A&M University-Central Texas. <https://www.facebook.com/groups/731484783725618/>

Warrior Shield: Emergency Warning System for Texas A&M University-Central Texas

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 Safety Measures

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical

distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.

- o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description

In this course, students will study talent development program design and management, dominate learning process models and theories, and the changing nature of work. Identify strategic considerations of an increasingly global and diverse workforce on learning program design, development, and implementation. Investigate recent trends in instructional design and learning technologies.

Prerequisite: Management Leveling.

Course Objectives

Upon successful completion of HRM 5303 Managing Human Resource Development, you will be able to demonstrate the following competencies:

1. Comprehension of strategic management concepts and business drivers related to designing and implementing effective and efficient human resource development (HRD) programs. *ASSESSED ASSIGNMENT 1, EXAM 1, ASSIGNMENT 2*
2. Demonstrate an understanding of three motivation and learning theories used in the design and implementation of effective and efficient human resource development programs. *ASSESSED ASSIGNMENT 1, EXAM 1, ASSIGNMENT 2*
3. Demonstrate an understanding of human resource development concepts and theories related to (ADDIE) designing, implementing, and evaluating effective organizational training and development programs and Rapid Instructional Design (RID). *ASSESSED EXAM 1, EXAM 2, ASSIGNMENT 2*
4. Ability to analyze and apply HRD concepts related to levels of needs analysis, types of training, and training challenges such as employee behavior, learner motivation, organizational culture, and global mindset. *ASSESSED ASSIGNMENT 1, EXAM 1, EXAM 2, ASSIGNMENT 2*

5. Ability to analyze and apply HRD concepts to human resource development practice. ASSESSED EXAM 2, ASSIGNMENT 2, EXAM 3
6. Comprehension of organizational and community issues related to talent management, knowledge management, change management, and global mindset. ASSESSED EXAM 3
7. Understand, apply, and demonstrate professionalism as described under professional etiquette. ASSESSED ALL COURSE REQUIREMENTS

Module and week-level student outcomes are listed in the Canvas classroom at the beginning of each module and week's content.

Required Textbook

Werner, J. M. (2012/2017). Human resource development (7th ed.). Boston, MA: Cengage Learning.

Human Resource Development, 7th Edition

Jon M. Werner

Textbook ISBN-10: 1-337-29653-8

Textbook ISBN-13: 978-1-337-29653-3

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 facilitate the academic environment better. 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.

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.

Activities 160 points (6 @ 5, 2 @ 10, 3 @ 15, 1 @ 20 1 @ 45 points)

Activities are a critical part of learning and assignment completion. They are intended to provide an opportunity for student-to-student as well as student-to-instructor discussion of applied concepts. Activities are intended to facilitate students' creation of knowledge through controlling the learning process in staged hands-on activities, contributing their personal experiences, subsequently engaging in analysis, evaluation, and synthesis of multiple perspectives as well as engaging in a collaborative assessment of learning. Therefore, assignment activities allow you to get feedback from other students as well as your instructor. Some activities will require follow-up posts to other students, while other activities will not. Please monitor the course calendar carefully to avoid losing points needlessly.

Please note: Assignment activities are worth low levels of points but should not be overlooked.

Additional information will be provided in stages through the required videos and related assignment activities listed in the course schedule. Failing to watch required videos or participate in assignment activities could result in a failing grade for the assignment – especially if you misunderstood or overlooked a critical aspect of the assignment.

Activities 1-4 are related to the development of assignment 1 and are worth 5 points each.

Activities 5-9 are associated with the development of assignment 2 and are worth 15, 15, 15, 20, and 5 points respectively.

Activities 10-11 are related to the Training Design Individual Presentation worth 45 points for the initial video post and 10 points for follow-up posts in weeks 14 and 15.

Present your training design to peer students worth 45 points. Let them know if you plan to develop and implement this program for your selected organization. If yes, would additional students as a team be helpful? If not, should other students continue this project for your selected organization? In your video presentation (of you or a screencast) with Arch/Studio in Canvas, describe the following:

- The organization
- The target learners
- The type of training
- Modality and instructional method
- Learning objectives
- Overview of the outline and lesson plan
- Any specific items from your written assignment you think are important related to
 - Learner engagement
 - Inclusive environment
 - Limitations or concerns

Your video/screencast presentation should be uploaded to the week assigned for your presentation. For this activity, you will need appropriate software and hardware such as a microphone to record audio and potentially ppt software. To submit, go to your assigned week (14 or 15) and upload your presentation. Students must submit assignment 2 in order to receive credit for this follow-up activity video presentation. Students can participate in responses to students for credit without submitting assignment 2.

Activity 12 is the course wrap-up worth 5 points.

Grading Criteria: Activities

Activity Response: Student provided an initial response requested in the activity. The overall initial response was complete, demonstrated understanding and comprehension of concepts. Answers contributed to the development of the related assignment.

Student provided a good quality response (100%), Some improvement needed (80%), Substantial improvement needed (50%), Expectations are not met (0%)

- No late submissions accepted for course credit.
- 25% deduction for poor writing quality. (Writing quality should be adequate with proper sentence structure, spelling, and effective word choice.)

Activity Feedback to Peers: Student actively participated in the activity, authentically engaged other students, and met the minimum required responses to classmates in quantity and quality. Minimum responses should add/engage in a conversation, share your perspective, and *be thoughtful/critical*. Feedback to students is not merely a conversational discussion. Feedback is an informal assessment by peers of student's work products and ideas.

Participation resulted in an engaging discussion and outstanding quality responses (100%), Participation resulted in a discussion and excellent quality responses (90%), Participation resulted in a discussion and good quality responses - some improvement needed (80%), Substantial improvement needed (50%), Expectations are not met (0%)

- No late submissions accepted for course credit.
- 25% deduction for poor writing quality. (Writing quality should be adequate with proper sentence structure, spelling, and effective word choice.)
- 100% deduction for violations of [professional etiquette](#).

Please note: 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 professional etiquette expectations will receive a deduction on the course requirement. [Professional etiquette](#) (technology-based netiquette and in-person professional conduct) is related to course outcome 6 and is required at all times.

About Assignments: 240 points (120 points each)

Assignments include a course-long project, which allows you to select a non-profit organization for service learning or a for-profit organization you may be interested in working at **or where you are already working**. This choice is intended to help students adapt the learning experience to their needs, make the learning personally relevant, and garner a positive attitude about this learning endeavor. So, choose your organization wisely.

The course-long project includes two major assignments. The first assignment is an investigation into why compliance training typically fails. This assignment is intended to allow you to investigate potential problems with talent development programs, brainstorm possible solutions, investigate innovative designs, and connect talent development programs to business drivers. The second assignment builds from the first assignment. Therefore, you need to do an excellent job on the first assignment. Your investigations in the first assignment will broaden your ideas about what you can do in the second assignment.

The second assignment is an original training design related to your organization's needs. In the second assignment, you will be designing an effective training that mitigates the issues you identified in

the first assignment. You will have the opportunity to present your work to peer students for feedback in activity 10 and 11. I hope that you will have the opportunity to create your training design at a later date.

Late Assignments: 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. While assignments represent the independent work of students, collaborative teamwork is appropriate in the related activities. Also note: any assignment not made up as approved and arranged by the professor will receive a zero.

Students whose assignment includes academic integrity violations, such as but not limited to 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 the academic integrity issue was unintentional or very minor in impact. Please review the policies regarding Academic Integrity and Plagiarism” (Dr. Rebecca).

Assignment 1: Transfer of Training - Research Report

The Transfer of Training - Research Report is **worth 120 points** and supports **learning outcomes 1, 2, & 4**. This assignment is a written research paper. In 2016 the EEOC stated compliance training was found to be ineffective nationwide. Why is human resource management compliance training ineffective? In this investigation, you will provide an informed discussion of the potential cause and effect relationships impacting the transfer of training for human resource management related compliance training in the face-to-face environment as well as the online environment. This topic supports your course-long project, but it also has substantial overlaps into why many analytic and diagnostic training initiatives fail.

Completing the assignment. Draw on information gained from activities as well as your investigations. Provide an informed discussion of why human resource management compliance training is typically ineffective in the face-to-face environment as well as the online environment. Identify any limitations in your discussion. **Demonstrate an understanding of the impact that business drivers and learner motivation have on effective training outcomes.** Draw on a variety of reliable, valid sources of information to support your significant points. Keep the following items in mind, and use them as a checklist:

- This research report includes
 - A title block
 - **The body of the paper synthesizing a minimum of 10 sources**
 - **Title block and body is 3 full pages minimum and 5 pages maximum**
 - Three pages are not equal to 2+ pages (2.1 pages, 2.2, 2.5, 2.8, etc.)
 - **Paragraph spacing is 1.5 spacing**, 0 points before and after with no extra spaces between paragraphs
 - If the body of the paper exceeds or does not meet the page limit, a substantial deduction will be assessed
 - APA references
- Do NOT include an abstract or page break
- Do use Times New Roman, 12-point, black font
- Do use 1” margins all around
- Do include major headings and sub-headings
 - Overarching topic – Why is human resource management compliance training ineffective?

- Major topics – business drivers, learner motivation, face-to-face, and online
- Topics should be balanced providing more than one viewpoint when appropriate
- Topics should include any limitations to the topic/perspective where applicable
- An informed discussion is *not* your *opinion*. At least three sources should be used for each sub-topic (major point)
- Use valid, reliable sources, i.e., sources that are vetted for accuracy and retractions are made if the information is found to be inaccurate. Such sources may include but are not limited to, peer-reviewed journal articles, industry magazines, federal and professional organizations' websites, etc.
- Do use APA citation and reference formats (Author, year), and APA REFERENCES *not bibliography!*
 - A variety of sources means at least three sources when presenting a significant point
 - However, a minimum of 10 valid and reliable sources cited within the paper is required
 - Be sure to paraphrase only, *no direct quotes*
 - Properly cite and reference in APA all sources of information
 - Sources not correctly referenced AND cited in the paper will not be counted (I will check for citations)
- Do use MS Word
- A formatted sample/template is provided in Additional Resources in Canvas

Submitting your assignment. Your assignment should be uploaded as an MS Word document by midnight of the due date. For this assignment, you will need MS Word to complete this assignment. To submit the assignment, go to the left menu under Assignments, then select Assignment 1.

Grading Criteria: Assignment 1

This assignment is graded with a grading rubric based on the criteria below. The rubric is located in the Canvas classroom with the assignment description. The grading scales includes: meets expectations/excellent (100-90%), meets most expectations/minor improvement (90-80%, meets some expectations/more than minor improvement (80-70%), meets some expectations/ needs improvement (70-60%), meets few expectation/needs substantial improvement (60-50%), does not meet expectations (50-0%).

- Directions: 0% Student followed instructions, uploaded the paper to submission link, submitted on time (not met -10%). The overall paper followed directions for page length (not met -10%), number and type of resources (not met -10%), and student's paper *and conduct* demonstrated professionalism (not met -50% to 100%).
- Formatting/Organization: 8% (9.6 points) Student's paper was presented in an organized manner, using correct layout including headings and subheadings.
- Writing Style/APA Within Paper: 8% (9.6 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few mistakes.
- Reference Requirement: 15% (18 points) Student met requirements set forth for references. 10 total reliable, valid, appropriate sources.
- Content: 69% (82.8 points) The paper demonstrated a depth of understanding where the content was
 - *well-written* (strong writing style)

- *well-developed* (no gaps in the discussion)
- *balanced* (considered alternate viewpoints)
- *limitations/concerns* (considered uncontrollable elements)
- *integrated* (references were effective and sufficient)
- *critical* (synthesized the information)

Assignment 2: Training Design

Training Design is **worth 120 points**, supports **learning outcomes 1 - 4 & 5**. In this assignment, you will design a training program for an organization. To do this, you will participate in weekly activities and provide peer feedback to other students in select activities. You will draw on the information obtained for the completion of assignment 1 to support the development of assignment 2. **Not sure what organization to use? Be sure you read the section preceding *About Assignments*.**

Completing the assignment. Draw on information gained from activities, peer feedback, and instructor feedback as well as your investigations. Provide an informed description of your training design expanding on the rationale behind this design, and make clear links between theory, research, and practice. **Demonstrate an understanding of the impact theory and research have on effective training designs.**

- This written description includes
 - A title block
 - **Title block and body is 4 full pages minimum and 6 pages maximum**
 - Four pages are not equal to 3+ pages (3.1 pages, 3.2, 3.5, 3.8, etc.)
 - **Paragraph spacing is 1.5 spacing**, 0 points before and after with no extra spaces between paragraphs
 - If the body of the paper exceeds or does not meet the page limit, a substantial deduction will be assessed.
 - APA References
- Do NOT include an abstract or page break
- Do use Times New Roman, 12-point, black font
- Do use 1" margins all around
- Do include major headings and sub-headings
- A summary of your final design choices includes the following:
 - Course/training-level objectives (scripted SMART with Bloom's Taxonomy) (listed in bullets) If an overarching program-level objective is provided, be sure to indicate this is a program level guiding the course/training-level objective
 - Modality and instructional method (face-to-face, online, blended; justify your choice)
 - Learner characteristics (specific to your selected organization, how does this impact the design)
 - Learner limitations (specific to your selected organization, how does this impact the design)
 - Links to business drivers (be very specific and clear about what the business drivers are and how this training supports them)
 - A description of how the transfer of learning and impact on business drivers will be determined (apply *Kirkpatrick's* four levels of training evaluation linked back to specific learning objectives – citation required)

- A description of which *learning theories or models* to be used and how (use at least three, how does this impact the design, support your rationale – citations required)
- A description of how learner engagement will be facilitated and maintained (explain and justify your choices, this should be linked back to *theory* and learner characteristics/limitations – citations may be needed)
- A description of how *learner preferences* will be incorporated into the training design (explain and justify your choices, this should be linked back to theory and learner engagement – citations may be needed)
- A description of training content concerns related to an *accessible and inclusive environment* as well as how these concerns will be addressed (this is not building code issue, but training design issues – citations may be needed)
- Do use APA citation and reference formats (Author, year), and APA REFERENCES *not bibliography!*
 - Making clear links between theory, research, and practice means to provide sources when presenting support for your design choices
 - However, a minimum of *5 valid and reliable sources* cited within the paper is required (areas emphasized in blue above should be developed with an informed opinion)
 - Be sure to paraphrase only, *no direct quotes*
 - Properly cite and reference in APA all sources of information.
 - Sources not correctly referenced AND cited in the paper will not be counted (I will check for citations)
- Do use MS Word
- Use the same formatted sample/template provided in Additional Resources in Canvas

Submitting your assignment. Your assignment should be uploaded as an MS word document by 11:59 p.m. on the due date to the assignment two link. To submit this assignment, go to the left menu under Assignments, then select Assignment 2.

Assignment 2: Grading Criteria

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. The grading scales includes: meets expectations/excellent (100-90%), meets most expectations/minor improvement (90-80%), meets some expectations/more than minor improvement (80-70%), meets some expectations/ needs improvement (70-60%), meets few expectation/needs substantial improvement (60-50%), does not meet expectations (50-0%).

- Directions: 0% Student followed directions, uploaded the paper to submission link, submitted on time (not met -10%). The overall paper followed directions for page length (not met -10%), number and type of resources (not met -10%), and student's paper *and conduct* demonstrated professionalism (not met -50% to 100%).
- Formatting/Organization: 8% (9.6 points) Student's paper was presented in an organized manner, using correct layout including headings and subheadings.
- Writing Style/APA Within Paper: 8% (9.6 points) Student's paper had minimal grammatical errors, followed APA formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- Reference Requirement: 15% (18 points) Student met requirements set forth for references. 5 total reliable, valid, appropriate sources.

- Content: 69% (82.8 points) The paper demonstrated a depth of understanding where the training design was
 - **complete and correct** (adequately addressed all required items)
 - **well-written** (strong, clear writing style)
 - **well-developed** (no gaps in content or logic)
 - **correctly aligned** (elements supported design)
 - **addressed limitations/concerns** (addressed uncontrollable elements)
 - **properly integrated HRD concepts** (references to support design choices were effective and included)

Reflective Journals: 10 points (2 @ 5 points each)

Reflective journals are a mile marker in your learning experience where you are provided the opportunity for self-reflection, sharing your learning experience to this point in the course, self-assessment of progress, and an opportunity to create needed change and control the learning process. The reflective journal is an individual assignment and 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 with an opportunity to reflect on what you have learned so far, but 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 you and subsequent students.

This reflection is worth 5 points. Please answer all of the questions below.

- Describe your most memorable learning experience(s) in completing this assignment.
- Which activities most contributed to your ability to complete this assignment and why?
- Which activities least contributed to your ability to complete this assignment and why?
- How did you contribute to the learning experiences of other students?
- How did other students contribute to your learning experience?
- What aspects of the course allowed you to control your learning pace and experience?
- Are there any aspects of the course that could be improved to allow better control of 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% (2.5 points) Student provided a thoughtful reflection of questions posed.
- Complete: 50% (2.5 points) Student provided a timely and complete response to questions posed for reflection.

Weekly Quizzes: 210 points (14 @ 15 points each)

Chapter review quizzes provide students an opportunity to self-assess progress in understanding concepts presented in the required textbook as well as to help prepare you for **exams 1-3**. Quizzes reinforce critical concepts from the required readings related to **module-level objectives**. Quizzes will be completed and submitted in Canvas, then scored automatically through A&M-CT's Web-supported Canvas application.

Completing quizzes. Each quiz includes 15 questions (1 point each) and is anticipated to take approximately 10 minutes to complete. However, you may take up to 15 minutes to complete the quiz.

Quizzes are low stress based on their design, allowing them to be retaken **two** times keeping the highest grade. However, keep in mind that quizzes must be completed by the due date posted in the [course schedule](#). A note of caution, choosing not to take the quizzes can harm your grade over the duration of the course. Finally, opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.

Exams: 375 points (3 @ 125 points each)

There will be three objective exams administered during the semester, which assess knowledge and understanding of module-level objectives. Exam 1 supports *course outcomes 1 - 4*, exam 2 supports *course outcomes 2 - 5*, and exam 3 supports *course outcomes 5 & 6*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Completing exams. Exams include 50 questions (2.5 points each), which assesses content from the required readings as well as written and video lectures. Question types may include single choice - select one and fill in the blank; multiple choice - select all that apply, multiple answers, and order/match/sequence the concepts. Exams are open book; 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 A&M-CT's Web-supported Canvas application. Exams are anticipated to take approximately 65 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 at 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.

Instructor Policies:

Instructors policies can be found at the end of the syllabus under [Instructor Policies Related to Absence, Grading, etc.](#)

Course Grading Criteria:

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

Grade Composition

37.5%	Exams 375 points (3 @ 125 points)
21%	Weekly Quizzes 210 points (14 @ 15 points each)
24%	Assignments 240 points (2 @ 120 points)
1%	Reflective Journals 10 points (2 @ 5 points each)
16%	Activities 160 points (6 @ 5, 2 @ 10, 3 @ 15, 1 @ 20 1 @ 45 points)
.5%	Introduction 5 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. There are no bonus assignments in this course.

Posting of Grades

All student grades will be posted in the Canvas Grade book within 7 days of submission or close of discussions. However, most grades will be returned within 3-5 days except assignment 2. Students should monitor their grades through this tool and report any issues immediately.

Submitting Course Requirements

Please submit all course requirements (activities, 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 me an e-mail explaining the difficulty. Be sure to place HRM 5303 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 “required” videos will be added throughout the course as commentary related to concepts in the required textbook as well as expanding on topics not adequately covered in the textbook. “Required” video content will be included on exams. *Links to all course requirements are located in the Module for each week.*

Week 1: August 24, Monday – August 30, Sunday

Module 1 – Part 1

Course Information

Student Introductions (5 points, due Sunday 08/30)

Read Ch. 1 –Introduction to HRD

Complete Chapter Review Quiz 1 (15 points, due Sunday 08/30) SUPPORTS EXAM 1

Required Videos (~24-30 minutes), Supplemental Videos (~29 minutes)

Activity 1 Course Project – Choose an organization as the context for your course project. I highly encourage you to consider approaching a non-profit or small for-profit organization to provide training design services tailored to their organization’s needs. **However, you can also select your own employer with their approval.** *Students who do an outstanding job on this design and have support from the selected organization are encouraged to fully develop, implement, and evaluate the organization’s training.* (1 post minimum - 5 points, due Sunday 08/30) SUPPORTS ASSIGNMENT 1

Topics Covered

- Course Expectations
- HRD Functions
- HRD Roles
- HRD Strategy
- HRD Challenges
- Boards of Directors
- ATD Competency Model
- HRCI

August 24th Class Begins

August 26-31st Add/Drop/Late Registration

Week 2: August 31, Tuesday – September 06, Sunday

Module 1 – Part 2

Read Ch. 2 – Influences on Employee Behavior

Chapter Review Quiz 2 (15 points, due Sunday 09/06) SUPPORTS EXAM 1

Required Videos (~23-30 minutes), Supplemental Videos (~30 minutes)

Activity 2 Course Project – Investigate why compliance training is typically ineffective. Discuss one reason why compliance training is typically ineffective, related to **leadership or employee motivation**, and how this cause can be mitigated in the training design. Make sure your source meets the requirements of assignment 1. Provide an APA reference and citation for the cause and training design solution. (1 post minimum - 5 points, due Sunday 09/06) SUPPORTS ASSIGNMENT 1

Topics Covered

- Employee Behavior
- Leadership
- Organizational Culture
- Motivation Theory
- Behaviorism
- Cognitivism
- Constructivism

Week 3: September 07, Monday – September 13, Sunday

Module 1 – Part 3

Read Ch. 3 – Learning and HRD

Complete Chapter Review Quiz 3 (15 points, due Sunday 09/13) SUPPORTS EXAM 1

Required Videos (~38 minutes), Supplemental Videos (~28 minutes)

Activity 3 Course Project – Investigate why compliance training is typically ineffective. Discuss one reason why compliance training is typically ineffective, related to **learner characteristics, andragogy, active practice/learning, or transfer or training**, and how this cause can be mitigated in the training design. Make sure your source meets the requirements of assignment 1. Provide an APA reference and citation for the cause and training design solution. (1 post minimum - 5 points, due Sunday 09/13)

SUPPORTS ASSIGNMENT 1

Topics Covered

- Learner Characteristics
- Pedagogy/Andragogy
- Informal Learning/Constructivism
- Learning Preferences
- Gagne’s Theory/Cognitivism
- Active Practice/Learning
- Transfer of Training

September 9th Last day to drop with no record

Week 4: September 14, Monday – September 20, Sunday

Module 1 – Part 4

Read Ch. 4 – Assessing HRD Needs

Complete Chapter Review Quiz 4 (15 points, due Sunday 09/20) SUPPORTS EXAM 1

Required Videos (~15-25 minutes), Supplemental Videos (~13 minutes)

Activity 4 Course Project – Investigate why compliance training is typically ineffective. Discuss one reason why compliance training is typically ineffective, related to **needs analysis or business drivers**, and how this cause can be mitigated in the training design. Make sure your source meets the requirements of assignment 1. Provide an APA reference and citation for the cause and training design solution. (1 post minimum - 5 points, due Sunday 09/20) SUPPORTS ASSIGNMENT 1

Topics Covered

- Levels of Needs Analysis
- Conducting Needs Analysis
- Compliance Needs
- Analytic Needs
- Diagnostic Needs
- Business Drivers
- HRIS Software

Week 5: September 21, Monday – September 27, SundayModule 1 – Part 5

Read Ch. 5 – Designing Effective HRD Programs

Complete Chapter Review Quiz 5 (15 points, due Sunday 09/27) SUPPORTS EXAM 1

Required Videos (~30 minutes), Supplemental Videos (~30 minutes)

Required Lesson SMART Objectives

Activity 5 Course Project – In collaboration with your selected organization, select a training topic that needs to be addressed within their organization. Identify why your chosen topic is important to your selected organization. Pay particular attention to legal concerns, social climate, and business drivers. Develop SMART training objectives based on your selected organization and research report data - used in place of an organization needs analysis. (1 post minimum - 5 points, due Sunday 09/27)

Complete Assignment #1- Transfer of Training - Research Report (120 points, due Sunday 09/27)

SUPPORTS COURSE OUTCOME 1, 2, & 4

Reflective Journal Entry #1 (5 points, due Sunday 09/27) SUPPORTS COURSE OUTCOME 1, 2, & 4

Topics Covered

- Learning Objectives
- Lesson Plans
- Training Materials
- Subject Matter Experts
- Training Methods Instructor-led
- Training Methods Self-paced
- Program Outline
- Training Media

Week 6: September 28, Monday – October 04, SundayModule 1 – Wrap-Up

Activity 5 Peer Feedback – Engage with at least two students providing a critical assessment of their learning objectives, i.e. are the objectives SMART? (2 posts minimum - 10 points, due Sunday 10/4)

Complete Exam #1 (Major Assessment Ch. 1-5) (125 points, due Sunday 10/04) SUPPORTS COURSE OUTCOMES 1 - 4

CAUTION! Students who do not have appropriate SMART objectives completed at this point are in danger of cumulative negative impacts on the assignment two project outcome and grade. This is because the remaining activities for the course project assume you have appropriate SMART objectives. If you received feedback from the instructor that your objectives need to be revised into SMART objectives, please contact the instructor for assistance.

Topics Covered

- Review Course Outcomes 1 - 4

Week 7: September 05, Monday – October 11, Sunday

Module 2 – Part 1

Module 2 Opens (09/28)

Read Ch. 6 – Implementing HRD Programs

Complete Chapter Review Quiz 6 (15 points, due Sunday 10/11) SUPPORTS EXAM 2

Required Videos (~19-30 minutes), Supplemental Videos (~14 minutes)

Activity 6 Course Project – First, provide your revised learning objective based on feedback from activity 5 and if applicable, a discussion with your instructor. Then, identify potential modality and instructional method(s) (face-to-face, online, blended; justify your choice) to be used **and the rationale** for using them (including a discussion of the principles on which the choices are based) (1 post minimum - 5 points, due Sunday 10/11) SUPPORTS ASSIGNMENT 2

Activity 6 Peer Feedback – Engage with at least two students providing a critical assessment of their rationale. (2 posts minimum - 10 points, due Sunday 10/11) SUPPORTS ASSIGNMENT 2

Topics Covered

- Technology
- Implementing Media
- Synchronous/Asynchronous
- Implementation Instructor-led
- Implementation Self-paced
- Experiential Learning
- Active Learning
- Learner Reflection

Week 8: October 12, Monday – October 18, Sunday

Module 2 – Part 2

Read Ch. 7 – Evaluating HRD Programs

Complete Chapter Review Quiz 7 (15 points, due Sunday 10/18) SUPPORTS EXAM 2

Required Videos (~10-20 minutes), Supplemental Videos (~29 minutes)

Activity 7 Course Project - Develop an evaluation plan that specifies the data to be collected, instruments to be used, analyses to be performed, decision criteria for drawing conclusions from the analyses, and a rationale with support for all choices. The program should be evaluated on both the reaction and learning levels. Be sure this links back to corrected learning objectives. (1 post minimum - 5 points, due Sunday 10/18) SUPPORTS ASSIGNMENT 2

Activity 7 Peer Feedback - Engage with at least two students providing suggestions to improve their evaluation plan. (2 posts minimum - 10 points, due Sunday 10/18)

Topics Covered

- Program Evaluation
- Kirkpatrick Model
- Research Design & Ethics
- Quantitative Methods
- Qualitative Methods

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

Module 2 – Part 3

Read Ch. 8 – Onboarding: Employee Socialization and Orientation

Complete Chapter Review Quiz 8 (15 points, due Sunday 10/25) SUPPORTS EXAM 2

Required Videos (~17-25 minutes) Supplemental Videos (~33 minutes)

Activity 8 Course Project – Provide a tentative training outline/plan with a description of timing (if appropriate), instructional methods, training materials/media, and the use of SMEs. (1 post minimum - 10 points, due Sunday 10/25) SUPPORTS ASSIGNMENT 2

Activity 8 Peer Feedback - Engage with at least two students providing suggestions for improvement, identify any concerns that may have been overlooked. (2 posts minimum - 10 points, due Sunday 10/25)

Topics Covered

- Socialization
- Group Norms
- Expectations
- Realistic Job Previews
- Orientation Programs
- Orientation Challenges

October 19th Class schedule for spring semester published

Week 10: October 26, Monday – November 01, Sunday

Module 2 – Part 4

Read Ch. 9 – Skills and Technical Training

Complete Chapter Review Quiz 9 (15 points, due Sunday 11/01) SUPPORTS EXAM 2

Required Videos (~30 minutes), Supplemental Videos (~14 minutes)

Activity 9 Course Project – Many training courses include the use of power point. Conduct an internet search on power point presentation best practices. Participate in the discussion and share three tips on what to do or what not to do when presenting training with power point. Provide a link to your internet source. (1 post minimum - 5 points, due Sunday 11/01) SUPPORTS ASSIGNMENT 2

Course Project – Utilizing feedback from your instructor and peer reviews, begin developing your assignment #2-training design. SUPPORTS ASSIGNMENT 2

Topics Covered

- Employability
- Basic Skills
- Workforce Programs
- Workforce Boards
- Soft Skills
- Hard Skills
- Team Dynamics and Training
- Professional Development
- ROI

October 30th Deadline to submit a graduation application for participation in the commencement ceremony

Week 11: November 02, Monday – November 08, Sunday

Module 2 – Wrap-Up

Read Ch. 10 – Coaching and Performance Management

Complete Chapter Review Quiz 10 (15 points, due Sunday 11/08) SUPPORTS EXAM 3

Required Videos (~10-20 minutes)

Course Project – Continue developing your training design. SUPPORTS ASSIGNMENT 2

Complete Exam #2 (Major Assessment Ch. 6-10) (125 points, due Sunday 11/08) SUPPORTS COURSE OUTCOMES 3 & 4

Topics Covered

- Poor Performance
- Links to Training
- Coaching
- Remote Workers
- Review Course Outcomes 3, 4, & 5

November 2nd Registration for spring semester opens

November 6th Last day to drop a course with a “Q” or withdraw with a “W”

Week 12: November 09, Monday – November 15, Sunday

Module 3 – Part 1

Module 3 Opens (11/02)

Read Ch. 11 – Employee Counseling, Well-being, and Wellness

Complete Chapter Review Quiz 11 (15 points, due Sunday 11/15) SUPPORTS EXAM 3

Required Videos (~21-30 minutes)

Course Project – Continue developing your training design. SUPPORTS ASSIGNMENT 2

Complete Assignment #2 –Training Design (125 points, due by Sunday 11/15) SUPPORTS COURSE OUTCOMES 1 - 5

Topics Covered

- Counseling
- EAP Programs
- Mental Health
- Stress Management
- Wellness
- Expatriate Issues

November 11th Veterans Day

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

Module 3 – Part 2

Read Ch. 12 – Career Management and Development

Complete Chapter Review Quiz 12 (15 points, due Sunday 11/22) SUPPORTS EXAM 3

Required Videos (~45 minutes), Supplemental Videos (~20 minutes)

Reflective Journal Entry #2 (5 points, due Sunday 11/22) SUPPORTS COURSE OUTCOMES 1, 3, & 5

Topics Covered

- Career Development
- Career Management
- The Gig Economy
- Levinson’s Life Course Theory
- Employability
- Job Mobility
- Turnover Intentions
- Career Plateaus
- Expatriate Repatriation

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

Module 3 – Part 3

Read Ch. 13 – Management Development

Complete Chapter Review Quiz 13 (15 points, due Sunday 11/29) SUPPORTS EXAM 3

Required Videos (~10-20 minutes)

Training Design Individual Presentation– First grouping of students uploads presentations for peer feedback. (45 points, uploaded by Monday 11/23) SUPPORTS COURSE OUTCOMES 1, 2, & 7

Activity 10 Course Project – Provide peer feedback to each student’s presentation from the first grouping. (10 points, due Sunday 11/29) SUPPORTS COURSE OUTCOMES 1, 2, & 7

Topics Covered

- Roles and Competencies
- Global Mindset
- Current Issues in Global HRM
- Post-Secondary Education
- Corporate Universities
- Leadership Training

November 23rd Student End of Course Survey Opens

November 26-27 Thanksgiving

Week 15: November 30, Monday – December 06, Sunday

Module 3 – Part 4

Read Ch. 15 – HRD and Diversity: Diversity Training and Beyond

Complete Chapter Review Quiz 15 (15 points, due Sunday 12/06) SUPPORTS EXAM 3

Required Videos (~10-20 minutes)

Training Design Individual Presentation– Second grouping of students uploads presentations for peer feedback. (45 points, upload by Monday 11/30) SUPPORTS COURSE OUTCOMES 1, 2, & 7

Activity 11 Course Project – Provide peer feedback to each student’s presentation from the second grouping. (10 points, due Sunday 12/06) SUPPORTS COURSE OUTCOMES 1, 2, & 7

Topics Covered

- Organizational Culture
- Discrimination
- Affirmative Action
- Diversity Training
- Diversity and Inclusion
- Global Mindset/Diversity

- Current Issues in Global HRM
- Cultural Acuity
- Generational Acuity
- Linguistics
- GLBT Issues

Week 16: December 07, Monday – December 11, Friday

Module 3 – Wrap-up

Activity 12 Course Project Wrap-up – What lessons did you learn from designing a training design that may transfer into designing effective analytic or diagnostic training? (1 post minimum - 5 points, due Friday 12/11) SUPPORTS COURSE OUTCOMES 1 - 3

Complete Exam #3 (Major Assessment Ch.11, 12, 13, & 15) (125 points, due Friday 12/11) SUPPORTS COURSE OUTCOMES 5 & 6

Topics Covered

- Review Course Outcomes 5 and 6

December 11th Last day to file for Degree Conferral

December 11th Class ends

December 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.

Important University Dates:

A list of important university dates can be found at <https://www.tamuct.edu/registrar/academic-calendar.html>

August 24th Class Begins

August 26-31st Add/Drop/Late Registration

September 9th Last day to drop with no record

October 19th Class schedule for spring semester published

October 30th Deadline to submit a graduation application for participation in the commencement ceremony

November 2nd Registration for spring semester opens

November 6th Last day to drop a course with a “Q” or withdraw with a “W”

November 11th Veterans Day

November 23rd Student End of Course Survey Opens

November 26-27 Thanksgiving

December 11th Last day to file for Degree Conferral

December 11th Class ends

December 11th Commencement Ceremony Bell County Expo Center 7:00 p.m.

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

For this course, you will need reliable and frequent access to a computer and 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 A&M-CT computer lab (Founder’s Hall, 113) or contact [Dr. Rebecca](#) to discuss your situation.

To complete assignments, you will need MS Word and PowerPoint 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 online resources and record voice narration and video presentation for the Project. If you do not have MS PowerPoint, you can get [Microsoft Office Suite free through your myCT](#).

This course will use the A&M-Central Texas Instructure Canvas learning management system. This course will use the A&M-Central Texas Instructure Canvas learning management system. **We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

- Logon to <https://tamuct.instructure.com> to access the course.
 - or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.
- 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.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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.

For issues related to course content and requirements, contact [Dr. Rebecca](#). Remember, technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly, address issues well in advance of deadlines, and have a backup plan.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](#), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

If you know of potential honor violations by other students, you may [submit a report](#), [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](#) Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](#) [https://www.tamuct.edu/student-affairs/index.html]. 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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center

The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay,

proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor 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 if you have any questions about the UWC and/or need any assistance with scheduling.

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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Instructor Policies

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.

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. Each week includes practices quizzes supporting exams and activities supporting assignments.
- I suggest briefly reviewing the course-long project that is broken down into two assignments. Be sure to reread assignment descriptions due in the current period before you complete the required readings and view multimedia.
- Read assigned readings and investigate the activity's topic. Provide a well-written, well-thought-out, and complete response to the activity. Then, go back and follow-up with other student postings when required. Remember, at the graduate level, student interaction in activities allow for the guided application of content, practice, and informal feedback. Activities are also intended to be a point of student-to-student interaction and student-to-instructor interaction, which facilitates sustained involvement in the learning experience, group collaboration on challenging content, and relevance focusing on the course-long project. So, plan time to read other students' posts!
- The course-long project allows you to select a non-profit organization for service learning or a for-profit organization that you may be interested in working at or where you are already working. This choice is intended to help students adapt the learning experience to their needs, make the learning personally relevant, and garner a positive attitude about this learning endeavor. ***So, choose your organization wisely.***
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their particular week. However, exams are only open the week they are due and close on Sunday at midnight. Remember the week for this course is Monday-Sunday. Quizzes and exams at the graduate level assess mastery of content learned in the textbook and videos. Quizzes are developed and updated to provide a self-assessment opportunity, but also a point of application, practice, and feedback for developing and growing competence in the HRD domain. ***Exams are formal assessments of mastery level, which reinforce content learned from the textbook, quizzes, and videos.***

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.

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.

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Have a wonderful winter break!