



Texas A&M University-Central Texas

MGMT 3302-130, CRN 80365 PERSONNEL AND HUMAN RESOURCES

Fall 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 22–December 09, 2022

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, #217K

Office phone: call Melanie Mason at 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 MGMT 3302 in the subject line! **Email is my preferred method of communication.**

Office hours: If you have any questions about this course or during the course, I am available virtually Tuesday and Thursday from 12:15 p.m. to 3:15 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 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, during the work week, but not more than 24 hours. On weekends, I check my email once a day typically in the morning. 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.

BBA HRM faculty advisor: If you are a BBA HRM (major) student, please make sure you have the BBA HRM Community listed in your Canvas courses. The BBA HRM Community includes an HR Career Map, which is to be used as a guide for your academic experiences and transition from higher education to a professional HR position. All students interested in a career in HRM are welcome to join our Facebook Group and the student organization 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/>

Emergency Warning System for Texas A&M University-Central Texas SafeZone

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COVID-19 Safety Measures

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and Description

In this course, students will study the fundamental functions of human resources management (HRM) and the relationship between HRM and the development/implementation of strategic policy for organizations.

Course Objectives

Marketable Skills Focus: Items in the course identified as marketable skills are applied learning outcomes (LO) that can be directly translated into marketable skills. Pay attention to items identified as marketable skills in order to increase your value in the job market. Upon successful completion of MGMT3302 Personnel and Human Resource Management, students will be able to:

1. **Human Resource Management (HRM):** Demonstrate an understanding of HRM's integrated role in an organization by identifying and explaining HR's roles in an organization as well as identifying, describing, and applying strategic HRM concepts and business management concepts to designing and implementing effective and efficient human resource management programs that support the organization's mission, vision, values, and, strategic goals and objectives.
2. **Staffing and Labor Markets:** Identify and explain effective organizational staffing practices such as job analysis, job descriptions, job design, and major motivation theories with particular emphasis on applying concepts to workforce planning, employer branding, recruiting, selection, and retention.
3. **Human Resource Development:** Identify and explain the training planning/implementing processes, individual-centered and organization-centered approaches to talent management, performance management systems, and performance-focused organizational culture with particular emphasis on applying concepts to effective employee training, employee development, and performance management practices.
4. **Total Rewards:** Identify and describe the components of the total rewards approach to compensation management and plan and implement effective compensation and benefits practices with particular emphasis on applying concepts related to target labor demographics, compensation philosophy, benefits selection, employer branding, recruiting, and retention.
5. **Employee Relations:** Identify and describe the impact of risk management, employee protection, employee rights, and collective bargaining on the employment relationship.
6. **Legal Compliance:** Identify employment laws and their key components which impact the major functions of human resource management, including strategy and planning, equal employment opportunity, staffing, talent management, total rewards, risk management and worker protections, and employee and labor relations.
7. **Professional Etiquette:** Understand, apply, and demonstrate professionalism as described under professional etiquette (Course Requirement 7).

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

Required Textbook

- Title: HRM Core Concepts

- Author: Jean Phillips
- ISBN: 978-1-948-42685-5
- Publisher: Chicago University Press
- Publication Year: 2019

To do the assignments, you will be required to watch two movies, *Moneyball* and *Gung Ho*. TAMUCT library has the online version of these movies. The link to these movies will be provided through our Canvas website.

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. **Students are responsible for reading course announcements.** 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 including 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 judgment 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.

Introduction and Wrap-up: 10 points

You need to post your introduction at the beginning of the course (5 points).
Respond with your final thoughts about your course experience and say goodbye (5 points).

Syllabus/Plagiarism Review: 20 points

This quiz is provided to ensure students understand the course requirements as well as the writing requirements to successfully pass this course.

Students can take this quiz twice. The higher score of the two attempts will be recorded. This quiz includes 10 questions and is anticipated to take approximately 15 minutes to complete. However,

you may take up to 30 minutes to complete the quiz. Keep in mind that this quiz must be completed by the due date posted on the [weekly checklist](#). **Opportunities to complete the quiz late will only be provided with written documentation of an unavoidable or unforeseeable event.**

Discussions: 250 points (7 @ 20-40 points)

Discussions are intended to create student-to-student interaction in the course as well as teach and reinforce module concepts. The detailed instruction for each discussion will be provided through Canvas. Discussions are interactive and time-sensitive; therefore, contributions to **discussions will not be accepted late without written documentation of an unavoidable or unforeseeable event.**

Assignments: 380 points (4 @ 100, 45, 100, 135 respectively)

Assignments in this course are qualitative assessments of module-level learning objectives, which are designed to help you practice applying course concepts to solve human resource management problems. *A rubric entailing the grading criteria is provided with instruction for the assignment.* An example of an individual assignment can be found in the [Appendix](#).

If citations and references are needed in writing your answers for any activities (e.g., discussions and assignments) in this course, you are required to use the **American Psychological Association (APA)** formatting. **Students whose assignment includes plagiarism will receive a failing grade “F” on this course and be referred to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact. Please review my policy regarding Plagiarism under [Instructor’s Policies](#). If you are unfamiliar with APA, I encourage you to investigate the links provided in the Orientation module.

Assignments are not accepted late without written documentation of an unavoidable or unforeseeable event preventing you from completing and turning in the assignment during the week it was available for submission.

Module Review Quizzes: 140 points (14 @ 10 points each)

Chapter review quizzes are provided to ensure students are reading and understanding concepts presented in the learning module as well as to help prepare you for the final exam. Quizzes reinforce key concepts from the required readings and videos related to module-level objectives. Quizzes will be completed and submitted to Canvas, then scored automatically through TAMUCT’s Web-supported Canvas application.

Students can take each quiz twice. The higher score of the two attempts will be recorded.

Quizzes include 5 to 10 questions each and are anticipated to take approximately 15 minutes to complete. However, you may take up to 30 minutes to complete the quiz. Keep in mind that quizzes must be completed by the due date posted on the [course calendar](#). **Opportunities to complete quizzes late will only be provided with written documentation of an unavoidable or unforeseeable event.**

Final Exam: 100 points

There will be a final exam at the end of the semester. The exam includes 50 multiple choice and true/false questions, which **assess content from the required readings and videos**. 50 multiple choice and true/false questions will be scored automatically through TAMUCT’s Web-supported Canvas application. To complete the 50 multiple choice and true/false questions, 150 minutes will be given and **must be completed in one sitting (multiple attempts are NOT allowed for this exam).**

Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event.

Other Instructor Policies

The instructor's policies can be found at the end of the syllabus under [Instructor's Policies](#).

Course Grading Criteria

Graded requirements support course objectives and include a combination of quizzes, worksheets, exercises, activities, discussions, exams, and assignments. There are 1000 total points in the course as delineated in the following Grade Composition:

Introduction	.5%	5 points
Wrap up	.5%	5 points
Syllabus Review	2%	20 points
Discussions	25%	250 points
Assignments	48%	380 points
Review Quizzes	14%	140 points
Final Exam	10%	100 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 are anticipated to be posted in the Canvas Grade book within seven days of submission and/or close of discussions. However, most grades will be returned within 3-5 days. If grades are not able to be returned within this timeline, an announcement will be posted in the Canvas classroom with the anticipated posting date for grades. Students should monitor their grades through this tool and report any issues or concerns immediately.

Rounding of final grades to the next higher number, i.e., 89.2 to 90 will only be permitted in two situations. First, the student participated in and completed all course requirements. Second, documentation was provided for an unavoidable or unforeseeable event impacting the completion of specific course requirements and where all others course requirements were completed.

Late Policy

Please keep in mind that any exception to the late policy requires documentation supporting an unavoidable or unforeseeable event, and the decision to accept a submission as an exception to the policy is at the sole discretion of the instructor. Students with exceptional, documented circumstances may be able to have the select course requirement deadlines adjusted if this situation is discussed with the instructor prior to the due date with the exception of course requirements due in week 16. No submissions are accepted after the last day of class unless the student has an approved incomplete contract in place.

Discussions. All discussions are due on the date designated on the syllabus course schedule unless otherwise posted in the classroom announcements. Initial posts can be posted late but may not be

posted after the discussion closes. Remember, contributions to discussions are dependent on the interaction of other students.

Final Exam. The final exams can only be taken at alternate times in exceptional circumstances and require documentation to support the exceptional circumstance.

Assignments 1-8. A ten percent penalty will be assessed for late assignments (assignments 1-8). Assignments that are late will not be accepted more than three days after the assignment due date without written documentation of an unanticipated or unavoidable event preventing the student from completing and turning in the course requirement during the week it was available for submission. The decision to accept an assignment after the late deadline is at the sole discretion of the instructor and will require documentation of an unavoidable or unforeseeable event. All assignments should be uploaded to the Canvas classroom.

Participation and Learning Reinforcement. Quizzes can be submitted late with documentation of an unavoidable or unforeseeable event. However, they cannot be completed after the due date of the related exam. If you were provided an alternate due date for the exam, these items must be completed prior to the alternate due date. Remember, quizzes are intended to ensure students are keeping up with weekly reading assignments, watching videos, and preparing for the related exam or assignment.

Submitting Course Requirements

Please submit all course requirements 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 MGMT 3302 in the subject line! Then, post or complete the course requirement in the Canvas classroom as soon as you can, so that you may receive feedback and a grade for the course requirement.

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 between 30 and 90 minutes each week. Additional videos may be added throughout the course as commentary related to concepts in the required textbook and student questions. **Links to all course requirements are located in the Module for each week.**

Week 1: August 22, Monday – August 28, Sunday

Orientation

To get started - Go to the Canvas classroom. On the left menu select Modules. Begin at the top with the Orientation Module:

[Complete Student Introductions: \(3 posts-5 points, Due Sunday\)](#)

Read Course Information, download, and read the syllabus.

Watch Multimedia

[Complete Syllabus/Plagiarism Review Quiz \(20 points, Due Sunday\)](#)

Week 2: August 29, Monday – September 4, Sunday

Module 1 – Part 1

Read Ch. 1 Strategic HRM

Watch Required Videos (~55 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Discussion 1 \(3 posts\) \(30 points, Due Sunday\)](#)

Topics Covered

HRM Functions / HRM Roles / Strategic Fit / High Performance Work Systems / Organizational Culture / Organizational Change / HRM Metrics / Global HRM

Week 3: September 5, Monday – September 11, Sunday

Module 1 – Part 2

Read Ch. 2 The Role of HRM in Business

Read the US News, HuffPost, White House, and Academic article (Hyperlinks located in the Assignment 1 submission link)

Watch Required Videos (~13 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Assignment 1 \(50 points, Due Sunday\)](#)

Topics Covered

HRM Functions / HRM Roles / Strategic Fit / High Performance Work Systems / Organizational Culture / Organizational Change / HRM Metrics / Global HRM

Week 4: September 12, Monday – September 18, Sunday

Module 1 – Part 3

Read Ch. 3 The Legal Context of HRM

Search TAMUCT Library and Read the article by Robinson Dechant (1997), Building a case for diversity

Search TAMUCT Library and Read the article by Skerry (2002), Beyond Sushiology: Does Diversity Work?

Watch Required Videos (~11 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Discussion 2 \(3 posts-40 points, Due Sunday\)](#)

Topics Covered

Employment Laws / Equal Employment Opportunity / Types of Employment Lawsuit / Job Analysis / Job Design / Job Description / Organizational Structure

Week 5: September 19, Monday – September 25, Sunday

Module 2 – Part 1

Read Ch. 4 Analyzing Work and HR Planning
Read the article by McKinney and Company
Read the article by Mercer
Watch Required Videos (~30 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
[Complete Assignment 2 \(60 points, Due Sunday\)](#)

Topics Covered

Employment Laws / Equal Employment Opportunity / Types of Employment Lawsuit / Job Analysis / Job Design / Job Description / Organizational Structure

Week 6: September 26, Monday – October 2, Sunday

Module 2 – Part 2

Read Ch. 5 Sourcing and Recruiting
Watch Required Videos (~33 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
[Complete Discussion 3 \(3 posts-40 points, Due Sunday\)](#)

Topics Covered

Internal and External Recruiting / Recruiting Metrics / Selection / Assessment Goals / Assessment Methods / Branding

Week 7: October 3, Monday – October 9, Sunday

Module 2 – Part 3

Read Ch. 6 Selection and Hiring
Read the Introduction and [Section 1 \(from pages 3 to 14\)](#) of the following guide by U.S. Office of Personnel Management (2008)
Watch Required Videos (~14 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
[Complete Assignment 3 \(50 points, Due Sunday\)](#)

Topics Covered

Internal and External Recruiting / Recruiting Metrics / Selection / Assessment Goals / Assessment Methods / Branding

Week 8: October 10, Monday – October 16, Sunday

Module 3 – Part 1

Read Ch. 7 Training and Development
Watch Required Videos (~27 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
[Complete Discussion 4 \(3 posts-40 points, Due Sunday\)](#)

Topics Covered

Five Steps to Effective Training (ADDIE) / Types of Training / Socialization / Human Resource Development / Performance Management / / Balanced Scorecard / Performance Measurement Methods / Performance Feedback and Reward

Week 9: October 17, Monday – October 23, Sunday

Module 3 – Part 2

Read Ch. 8 Performance Management
Read the article by The Wall Street Journal
Watch Required Videos (~18 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
[Complete Assignment 4 \(50 points, Due Sunday\)](#)

Topics Covered

Five Steps to Effective Training (ADDIE) / Types of Training / Socialization / Human Resource Development / Performance Management / / Balanced Scorecard / Performance Measurement Methods / Performance Feedback and Reward

Week 10: October 24, Monday – October 30, Sunday

Module 4 – Part 1

Read Ch. 9 Base Compensation
Read the article by the Bureau of Labor Statistics
Watch Required Videos (~15 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
Watch Required Videos for Discussion 5 (~8 minutes) (located in the discussion link)
[Complete Discussion 5 \(3 posts-30 points, Due Sunday\)](#)

Topics Covered

Total Rewards / Compensation Types / Job Evaluation / Market Pay / Equity Theory / Executive Compensation / Compensation Laws and Regulations / Incentives / Bonuses / Pay-for-Performance / Expectancy Theory

Week 11: October 31, Monday – November 6, Sunday

Module 4 – Part 2

Read Ch. 10 Incentives
Watch Required Videos (~36 minutes)
[Complete Review Quiz \(10 points, Due Sunday\)](#)
Watch Required Videos for Assignment 5 (~10 minutes) (located in the assignment link)
[Complete Assignment 5 \(50 points, Due Sunday\)](#)

Topics Covered

Total Rewards / Compensation Types / Job Evaluation / Market Pay / Equity Theory / Executive Compensation / Compensation Laws and Regulations / Incentives / Bonuses / Pay-for-Performance / Expectancy Theory

Week 12: November 7, Monday – November 13, Sunday

Module 4 – Part 3

Read Ch. 11 Benefits

Read the information provided by the U.S Department of Labor

Watch Required Videos (~23 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Discussion 6 \(3 posts-30 points, Due Sunday\)](#)

Topics Covered

Purpose of Benefits / Benefit Types / Benefit Administration / Employee Safety / OSHA / Employee Wellness / Workplace Security

Week 13: November 14, Monday – November 20, Sunday

Module 5 – Part 1

Read Ch. 12 Creating a Healthy Work Environment

Read the article by the Wall Street Journal

Watch Required Videos (~12 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Assignment 6 \(60 points, Due Sunday\)](#)

Topics Covered

Purpose of Benefits / Benefit Types / Benefit Administration / Employee Safety / OSHA / Employee Wellness / Workplace Security

Week 14: November 21, Monday – November 27, Sunday

Module 5 – Part 2

Read Ch. 13 Creating Positive Employee-Management Relations

Read the article by Keller (2012)

Watch Required Videos (~8 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Discussion 7 \(3 posts-40 points, Due Sunday\)](#)

Topics Covered

Unions / Collective Bargaining / Employee Engagement / Turnover / Organizational Commitment / Employee Retention / Succession Management

Week 15: November 28, Monday – December 4, Sunday

Module 5 – Part 3

Read Ch. 14 Managing Engagement and Turnover

Read the article by the Bureau of Labor Statistics

Watch Required Videos (~36 minutes)

[Complete Review Quiz \(10 points, Due Sunday\)](#)

[Complete Assignment 7 \(60 points, Due Sunday\)](#)

Topics Covered

Unions / Collective Bargaining / Employee Engagement / Turnover / Organizational Commitment / Employee Retention / Succession Management

Week 16: December 5, Monday – December 9, Friday

Course – Wrap Up

[Complete Assignment 8 \(100 points, Due Friday\)](#)

[Complete Final Exam \(100 points, Due Friday\)](#)

Complete course wrap-up (5 points, Due Friday)

Important University Dates:

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

August 22 Class Begins

August 22-24 Add/Drop/Late Registration

September 7 Last day to drop with no record

October 17 Class schedule for spring semester published

October 28 Deadline to submit a graduation application for participation

October 31 Spring registration opens

November 4 Last day to drop a course with a “Q” or withdraw with a “W”

November 11 Veteran’s Day

November 24-25 Thanksgiving Break

December 9 Deadline to submit a graduation application for conferral

December 9 Class ends

December 9 Commencement Ceremony Bell County Expo 7 PM

December 13 Grades due to the University

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 plugin.

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

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 Warrior Center for Student Success, Equity 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>]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from the 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956)

[https://tamuct.libcal.com/appointments/?g=6956]. 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]

University Writing Center

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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 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 [WOnline](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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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/bit) website for more information [https://www.tamuct.edu/bit]. 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.

- The Canvas class begins on Monday and concludes on Sunday. Each week includes practices quizzes, worksheets, and discussions supporting assignments and exams.
- I suggest briefly reviewing the discussion and assignment descriptions due in the current module before you complete the required reading assignments and view multimedia.
- Read assigned readings and provide your initial response to the topics by the due date. Then, go back and follow up with other student postings. Remember this is a discussion. So, plan time to read other students' posts.
- Read the assignment descriptions at the beginning of the course and ask questions early. Some students will complete assignments quickly, and others will take much longer. Please plan accordingly to ensure you do not encounter technical difficulties trying to submit an assignment to Canvas at the last minute.
- Complete quizzes and retake them to increase your score. Quizzes are typically open in advance and due by Sunday of their respective 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.

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!