Texas A&M University-Central Texas

HRM 5303-110, CRN 80043, Employee Learning and Development for Competitive Advantage

Fall 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

August 28–December 15, 2023
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 254-519-5437
Email address: becca.mcpherson@tamuct.edu
If you have any questions or concerns before class starts, please send an email to becca.mcpherson@tamuct.edu. When sending an email, please identify HRM 5303 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 from 1:00 p.m. to 4:00 p.m. and Thursday from 12:00 p.m. to 3:00 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.

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](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 enhance their ability to be strategic business partners by applying learning and development frameworks to organizational issues in an increasingly global and diverse environment that supports competitive advantage. Students will investigate business drivers, employee motivation, how employees learn, training design, program design, and assessing the outcomes and the impact of employee learning and development on business goals. This course links theory and research to HRD practice, emphasizing developing students' skills in business acumen, relationship management, communication, consultation, and collaboration. Prerequisite(s): Management Leveling.

Course Objectives

Upon successful completion of HRM 5303 Employee Learning and Development for Competitive Advantage, 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.
2. Demonstrate an understanding of three motivation and learning theories used in the design and implementation of effective and efficient human resource development programs.
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).
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.
5. Ability to analyze and apply HRD concepts to human resource development practice.
6. Comprehension of organizational and community issues related to talent management, knowledge management, change management, and global mindset.
7. Understand, apply, and demonstrate professionalism as described under professional etiquette.

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. (2017/2022). MA: Cengage Learning.

Human Resource Development, Talent Development, 8th Edition
    Jon M. Werner
    Textbook ISBN: 978-0-357-51252-4
    No Access Code Required

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 this syllabus. The 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.

Exams: 375 points

There will be two 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 5 & 6*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

 Exam 1, the midterm, is 175 points with 70 questions worth 2.5 points each with 1.5 minutes per question totaling 105 minutes to complete the exam. Exam 1 covers chapters 1-6.
Exam 2, the comprehensive, is worth 200 points with 80 questions worth 2.5 points each with 1.5 minutes per question totaling 120 minutes to complete the exam. Exam 2 covers chapters 3-10, 12, 13, and 15.

 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.

 Completing Exams. All exams open on Saturday at 12:30 am before the scheduled week and close on their due date at 11:59 pm CST. Exams can only be taken one time. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. Exams 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 during exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

Weekly Quizzes: 180 points

Chapter review quizzes provide students an opportunity to self-assess progress in understanding concepts presented in the required textbook as well as to help them prepare 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 twice, 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.

About Assignments: 320 points

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 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 selected organization's needs. In the second assignment, you will be designing an effective training design. 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 past the due date 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 a 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: Why Training Fails

Assignment 1 discusses why training fails, and is *worth 120 points* supporting *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 with why many analytic and diagnostic training initiatives fail.

Completing the Assignment. 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 report includes

- o A title page
- o *The body of the paper synthesizes a minimum of 10 sources*
  - ▪ *The 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 2.0 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
- o APA 7th ed references
➢ Do NOT include an abstract
➢ Do use Times New Roman, 12-point, black font
➢ Do use 1" margins all around
➢ Do include major headings
  - o Overarching topic – Why is human resource management compliance training ineffective?
  - o Major topics – **business drivers, learner motivation, face-to-face, and online**
  - o Topics should be balanced, providing more than one viewpoint when appropriate
  - o Topics should include any limitations to the topic/perspective where applicable
  - o An informed discussion is *not* your *opinion*. At least three sources should be used for each major topic
  - o Use valid, reliable sources, i.e., sources that are <u>vetted</u> 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. A consultant's website is not a vetted source.
➢ Do use APA 7th ed citation and reference formats (Author, year), and APA 7th ed REFERENCES, *not bibliography*!
  - o A variety of sources means at least three sources when presenting a significant point
  - o However, a minimum of 10 valid and reliable sources cited within the paper is required
  - o Be sure your source is not a blog, consultant site, a site selling products, etc. It should be a reputable source that retracts inaccurate statements such as a news site, professional organization, government website etc.
  - o Be sure to paraphrase only, *no direct quotes.* **The** *Major Content* **grade will be deducted for the same percentage of direct quotes after a 5% threshold. For example, if your paper includes 37% directly quoted work, then your Major Content grade which represents your informed, summarized thoughts on these topics will receive a 37% deduction after grading.**
  - o Properly cite and reference in APA 7th ed all sources of information
  - o Sources not correctly referenced AND cited in the paper will not be counted toward the minimum number of sources (I will check for citations)
➢ Do use MS Word
➢ A formatted sample/template is provided in the assignment link 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 the submission link, and submitted on time (not met -10%). The overall paper followed directions for page length (not met -10%), and the student's paper *and conduct* demonstrated professionalism (not met -50% to 100%).

- Reference Requirement: 15% (18 points) The student met the requirements set forth for references—10 total reliable, valid, appropriate sources.
- Major 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)
- APA 7th ed Within Paper/ Writing Style: 8% (9.6 points) The student's paper had minimal grammatical errors, followed APA 7th ed formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- Formatting/Organization: 8% (9.6 points) The student's paper was presented in an organized manner, using the correct layout, including major headings.

Assignment 2: Training Design

Assignment 2 is a training design for your selected organization, and it is ***worth 200 points*** supporting ***learning outcomes 1 - 4 & 5***. In this assignment, you will design a training program for an organization. You will draw on the information obtained for the completion of Assignment 1 to support the development of Assignment 2. In other words, don't design a program that uses points of failure noted in assignment 1. **Be sure to read the grading criteria about the evidence requirement.**

Completing the Assignment. 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 page
    - *The 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 2.0 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 7th ed References

➢ Do NOT include an abstract
➢ Do use Times New Roman, 12-point, black font
➢ Do use 1" margins all around
➢ Do include major headings
➢ A summary of your final design choices includes the following **required items**:
   o 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
   o Modality (face-to-face, online, blended; justify your choice) and instructional method (justify your choice)
   o Learner characteristics (specific to your selected organization, how does this impact the design)
   o Learner limitations (specific to your selected organization, how does this impact the design)
   o Links to business drivers (be very specific and clear about what the business drivers are and how this training supports them)
   o 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)
   o 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)
   o 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)
   o 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)
   o A description of training <u>content</u> concerns related to an *accessible and inclusive environment* as well as how these concerns will be addressed (this is not a building code issue, but training design issue – citations may be needed)
➢ Do use APA 7th ed citation and reference formats (Author, year), and APA 7th ed REFERENCES, *not bibliography*!
   o Making clear links between theory, research, and practice means providing sources when presenting support for your design choices
   o 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)
   o Be sure your source is not a blog, consultant site, a site selling products, etc. It should be a reputable source that retracts inaccurate statements such as a news site, professional organization, government website etc.
   o Be sure to paraphrase only, *no direct quotes.* **The** *Major Content* **grade will be deducted for the same percentage of direct quotes after a 5% threshold. For example, if your paper includes 37% directly quoted work, then your Major Content grade which represents your informed, summarized thoughts on these topics will receive a 37% deduction after grading.**
   o Properly cite and reference in APA 7th ed all sources of information.

- Sources not correctly referenced AND cited in the paper will not be counted toward the minimum number of sources (I will check for citations)
- ➢ Do use MS Word
- ➢ Use the same formatted sample/template provided in assignment 2 link in Canvas

Submitting your assignment. Your assignment should be uploaded as an MS Word document by 11:59 pm 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%). ==Students must submit evidence of the organization's agreement and collaboration to receive credit for this assignment. A lack of appropriate evidence will result in a 0. Students who falsify organization agreement or collaboration will receive a 0 for the course and a referral to Student Affairs.==

- Reference Requirement: 15% (30 points) The students met the requirements set forth for references—5 total reliable, valid, appropriate sources.
- Major Content: 69% (138 points) The paper demonstrated a depth of understanding of 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)
- APA 7th ed Within Paper/ Writing Style: 8% (16 points) The student's paper had minimal grammatical errors, followed APA 7th ed formatting rules, in-text and parenthetical citations as well as references are correct or show very few errors.
- Formatting/Organization: 8% (16 points) The student's paper was presented in an organized manner, using the correct layout, including headings and subheadings.
- Directions: 0% Student followed directions, uploaded the paper to the submission link, and submitted on time (not met -10%). The overall paper followed directions for page length (not met -10%), and the student's paper *and conduct* demonstrated professionalism (not met -50% to 100%).

Activities and Discussions 125 points

Discussions 20 points

Student Introduction is worth 10 points.
Course Wrap up is worth 10 points.

Activities 120 points

Activities are a critical part of learning and assignment completion.

Activities 1 and 2 are associated with the development of assignment 2 and are worth 30 points each. **Activity 3** is associated with the development of assignment 2 and is worth 60 points. This activity is an individual virtual meeting with students as a check-in with the instructor to ensure that each student has an appropriate topic and learning objectives developed for the training design assignment. Students should be prepared for the meeting by preparing questions about their current progress, issues with the selected employer, and the remainder of the project.

Grading Criteria: Activities & Discussions

- 100% The student completed the discussion or activity within the time permitted and provided a thoughtful response.
- 50% The student was not prepared and did not sufficiently complete the activity (activity only)
- 0% The student did not complete the discussion or activity within the time permitted.

    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.

Instructor Policies:

Instructor's 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:

Exams	37.5%	375 points
Weekly Quizzes	18%	180 points
Assignments	32%	320 points
Activities & Discussions	12.5%	125 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 other 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 have the select course requirement deadlines adjusted if this situation is discussed with the instructor before the due date, except for 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.

Exams. Exams can only be taken at alternate times in exceptional circumstances and require documentation to support the exceptional circumstance.

Assignments 1 & 2. A ten percent penalty will be assessed for late assignments (assignments 1 & 2). Late assignments 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, exercises, and activities 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 before the alternate due date. Remember, quizzes, exercises, and activities 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 cannot post to the Canvas classroom due to an unexpected difficulty, please send me an email 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 possible 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 <u>estimated</u> 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 in exams. *Links to all course requirements are located in the module for each week.*

Week 1-2: August 28, Monday – September 10, Sunday

Participate in the Student Introductions (10 points, due Sunday, September 3rd)

All Other Sunday due dates for weeks 1-2 are 09/10
Read Course Information DOWNLOAD THE PDF SYLLABUS
Read Ch. 1 –Introduction to HRD
Complete Chapter Review Quiz 1 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 1 Required Videos (~24-30 minutes), Supplemental Videos (~29 minutes)
Read Ch. 2 – Influences on Employee Behavior
Chapter Review Quiz 2 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 2 Required Videos (~23-30 minutes), Supplemental Videos (~30 minutes)
Activity 1 Course Project/Employer (1 post minimum - 30 points, due Sunday) SUPPORTS ASSIGNMENT 1
==CAUTION! Students will be required to show evidence of collaboration with the selected organization. If you are not the decision-maker, i.e., HRD is not part of your work role in the organization, then you will also need evidence of an agreement to participate from the organization.==

Week 3-4: September11, Monday – September 24, Sunday

All Sunday due dates for weeks 3-4 are 09/24
Read Ch. 3 – Learning and HRD
Complete Chapter Review Quiz 3 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 3 Required Videos (~38 minutes), Supplemental Videos (~28 minutes)
Read Ch. 4 – Assessing HRD Needs
Complete Chapter Review Quiz 4 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 4 Required Videos (~20 minutes), Supplemental Videos (~13 minutes)
Complete Assignment #1- Why Training Fails (120 points, due Sunday) SUPPORTS COURSE OUTCOMES 1, 2, & 4
Confirm an appointment day and time with Dr. Rebecca for your virtual appointment for weeks 7-8 (==This canvas page must be viewed to move to the next two-week block==)

Week 5-6: September 25, Monday – October 8, Sunday

All Sunday due dates for weeks 5-6 are 10/08
Read Ch. 5 – Designing Effective HRD Programs
Complete Chapter Review Quiz 5 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 5 Required Videos (~30 minutes), Supplemental Videos (~30 minutes)
Required Lesson SMART Objectives (==This canvas page must be viewed to move forward)==

Read Ch. 6 – Implementing HRD Programs
Complete Chapter Review Quiz 6 (15 points, due Sunday) SUPPORTS EXAM 1
Chapter 6 Required Videos (~24 minutes), Supplemental Videos (~14 minutes)
Activity 2 Course Project/Training Topic & SMART Objectives – (3 posts minimum - 30 points, due Sunday)

Week 7-8: October 9, Monday – October 22, Sunday

All Sunday due dates for weeks 7-8 are 10/22
<mark>Activity 3 Course Project/Individual Virtual Appointment– (60 points, due Sunday)</mark>
Complete Exam #1 (Midterm Ch. 1-6) (175 points, due Sunday) SUPPORTS COURSE OUTCOMES 1 - 4

Week 9-10: October 23, Monday – November 5, Sunday

All Sunday due dates for weeks 9-10 are 11/05
Read Ch. 7 – Evaluating HRD Programs
Complete Chapter Review Quiz 7 (15 points, due Sunday) SUPPORTS EXAM 2
Chapter 7 Required Videos (~24 minutes), Supplemental Videos (~29 minutes)
Read Ch. 8 – Onboarding: Employee Socialization and Orientation
Complete Chapter Review Quiz 8 (15 points, due Sunday) SUPPORTS EXAM 2
Chapter 8 Required Videos (~17 minutes) Supplemental Videos (~33 minutes)

Week 11-12: November 06, Monday – November 19, Sunday

All Sunday due dates for weeks 11-12 are 11/19
Read Chapter 9 – Skills and Technical Training
Complete Chapter Review Quiz 9 (15 points, due Sunday) SUPPORTS EXAM 2
Required Videos (~30 minutes), Supplemental Videos (~14 minutes)
Read Ch. 10 – Coaching and Performance Management
Complete Chapter Review Quiz 10 (15 points, due Sunday) SUPPORTS EXAM 2

Week 13-14: November 20, Monday – December 03, Sunday

All Sunday due dates for weeks 13-14 are 12/03
Read Ch. 12 – Career Management and Development
Complete Chapter Review Quiz 12 (15 points, due Sunday) SUPPORTS EXAM 2
Chapter 12 Required Videos (~45 minutes), Supplemental Videos (~20 minutes)
Read Ch. 15 – HRD and Diversity: Diversity Training and Beyond
Complete Chapter Review Quiz 15 (15 points, due Sunday) SUPPORTS EXAM 2
Complete Assignment #2 –Training Design (200 points, due by Sunday) SUPPORTS COURSE OUTCOMES 1 - 5

Week 15-16: December 4, Monday – December 15, Friday

All Friday due dates for weeks 15-16 are 12/15

Course 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 - 10 points, due Friday) SUPPORTS COURSE OUTCOMES 1 - 3

Complete Exam #2 (Major Comprehensive Assessment) (200 points, due Friday) SUPPORTS COURSE OUTCOMES 5 & 6

Important University Dates:

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

August 28 Class Begins
August 28-30 Add/Drop/Late Registration
September 13 Last day to drop with no record
October 23 Class schedule for spring semester published
October 27 Deadline to submit a graduation application for participation
November 6 Spring registration opens
November 9 Last day to drop a course with a "Q" or withdraw with a "W"
November 10 Veteran's Day
November 23-24 Thanksgiving Break
December 1-15 Students' end-of-course survey
December 15 Deadline to submit a graduation application for conferral
December 15 Class ends
December 15 Commencement Ceremony Bell County Expo 3 PM
December 19 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 software. You will also need a headset or speakers to be able to listen to online resources.

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.

- Log on 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 email 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 search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk. 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.

Please note that HRM 5303 with Dr. Rebecca does not require the use of Proctorio.

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]
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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas, dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a wide range of programs and services to ensure every student reaches their full potential, and is a haven for students seeking guidance, resources, and a strong support network to excel in their educational journey.

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]

ADA Access and Accommodations: Texas A&M University-Central Texas ensures that students with disabilities have equal access to educational opportunities by providing appropriate accommodations and support services. If you believe you have a physical, learning or socio-emotional disability requiring reasonable accommodations, please visit Access and Inclusion [https://www.tamuct.edu/student-affairs/access-inclusion.html] for more details or contact the Office of Access and Inclusion, WH-212; (254) 501-5836. Any information you provide is private and confidential.

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-501-5928 or visit Academic Support [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the Testing Center [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit Tutoring Services [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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].

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

Drop Policy

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Pregnant and/or Parenting Students Rights and Accommodations

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 US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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]. 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 workspaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The

library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/index)
[https://tamuct.libguides.com/index]

University Writing Center

Located in Warrior Hall 416 and online, 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 face-to-face hours of operation are from 10:00 a.m.-5:00 p.m. Monday and Thursday in Warrior Hall 416. Online tutoring is available Monday through Thursday from 10:00 a.m.-5:00 p.m. and from 6:00-9:00 p.m. and on Saturdays from 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 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 [WCOnline](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.

OTHER POLICY STATEMENTS

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

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

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 online.

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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 254-501-5805.

Copyright Notice

Have a wonderful winter break!