



Texas A&M University-Central Texas

MGMT 4304-110, CRN 10216, RECRUITMENT AND SELECTION Service-Learning Course

Spring 2023

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 17–May 12, 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 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 4304 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, but not more than 24 hours, during the work week. On weekends, I check my email once a day, typically in the morning. On occasion, I may be out of town related to academic conferences or speaking engagements. If I am out of town, a notice will be posted in the classroom. However, I check my email at least once a day unless there is not sufficient internet at the conference location. 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](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 recruitment and selection of human resources for organizations. Examine optimal utilization of human resources within organizations, and the use of tests and other techniques in human resource management. Prerequisite(s): MGMT 3302 and BUSI 3301.

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 MGMT 4304 Recruitment and Selection students should be able to:

- LO 1. demonstrates strong, formal language, written communication skills, and the use of MS Word and Excel.
- LO 2. understand and apply EEO, Affirmative Action, and ADA legal requirements to evaluate staffing processes.
- LO 3. identify types of turnover and measure turnover related to informing staffing decision-making and predicting hiring needs.
- LO 4. understand O*net and its use in developing person specifications and job descriptions to meet hiring needs.
- LO 5. demonstrate strong MS power point software and presentation skill.
- LO 6. understand and apply EEO, Affirmative Action, and ADA legal requirements to develop an appropriate sourcing strategy based on relevant data.
- LO 7. understand and identify the uses of an HRIS system in relation to internal sourcing, applicant tracking, and assessing staffing outcomes.
- LO 8. strong oral communication skills, including the ability to create a realistic job preview, recruit at job fairs, and demonstrate a professional tone and image.
- LO 9. demonstrate the ability to interview applicants and score assessments while ensuring compliance with EEO, Affirmative Action, and ADA.
- LO 10. understand and identify legal concerns related to job offers and evaluate job offers for EEO legal compliance.
- LO 11. demonstrate an understanding of the staffing process and recent trends impacting an organization's ability to staff a qualified workforce.
- LO 12. understand, apply and demonstrate professionalism as described under professional etiquette.

Week-level student learning outcomes are listed in the Canvas classroom as well as in the course calendar in this syllabus.

Service-learning course designation. This course is designated as a service-learning course. The non-profit organization we are serving is CASA Texas. You will apply your learning during this course to help CASA Texas develop plans to source and recruit underrepresented demographics for CASA volunteer needs.

Required Textbook

Phillips, J. M. (2022). *Strategic staffing* (5th ed.). New York, NY: Pearson.
Textbook ISBN- 9781948426398
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.

Understanding of Course Design

This course is different from MGMT 3302 – a traditional approach to learning content. MGMT 3302 sought to ensure students' understanding of foundational information related to the human resource management discipline. As a result, MGMT 3302 assessed students' learning through quizzes, exams, and short essays. Unlike MGMT 3302, MGMT 4304 seeks to challenge students in learning and applying concepts learned in this course. This means you are expected to learn and apply unique skills – not taught in previous courses – to the recruitment and selection of human resources for an organization.

Weekly Quizzes: 60 points

Weekly readings in the textbook provide an introduction to the content for each week. Weekly chapter review quizzes allow students to assess their understanding of content. Quizzes reinforce key concepts from the required readings related to **weekly objectives**. Quizzes will be completed and submitted in Canvas, then scored automatically through A&M-CT's Web-supported Canvas application.

Completing quizzes. Twelve quizzes include 10 questions and are anticipated to take approximately 10 minutes to complete. However, you may take **up to 15 minutes** to complete these quizzes. *Quizzes are low-stress and can **be retaken as many times as you like**, keeping the highest grade.* However, keep in mind that quizzes must be completed by the due date posted in the course schedule.

Worksheets: 105 points

Weekly videos and written lessons provide additional instruction and focus on key concepts from the textbook or expand on concepts needed to understand concepts related to **weekly learning objectives** and other course requirements. You can open videos on a different webpage and complete the worksheet while watching related videos. Worksheets include both multiple-choice and essay questions. There is **no time limit** for completing the worksheet. All questions on the worksheet are available at one

time; however, worksheets **can only be attempted one time**. Multiple-choice questions are graded automatically, and essay questions are graded by the instructor.

Discussions: 140 points

Discussions require a higher level of student engagement in key concepts each week. Discussions are opened at the beginning of the course and close on their respective due date. Discussion content is related to weekly learning outcomes and the student's skill development and application of the content in assignments (15 points each). Smaller discussions include the introduction of students in the first week and the course wrap-up in the last week (5 points each). One discussion is related to the content being provided to the non-profit organization on sourcing strategies and is worth 55 points. Remember, attention to strong written communication skills is related to LO 1. Therefore, a deduction of 2.5 posts will be applied to poorly written posts in discussions.

Grading Criteria: Discussions

- Initial Response: 10 points. Overall, initial responses were complete and demonstrated understanding and comprehension of concepts. Answers were thorough and demonstrated an understanding of the assigned material or key components.
- Responses to Classmates: 5 points for each discussion except for the introduction and class wrap-up. Actively participated in the discussion and met the minimum required responses to classmates in quantity and quality. Responses added to the conversation beyond "good point" or "I agree." Responses are intended to be conversational but well-written and add value. Students must complete the initial response to receive credit for follow-up responses.
- Professional Writing: -2.5 points per post that do not meet expectations for writing quality, including good sentence structure, spelling, and effective word choice.

Exams: 350 points

There will be three objective exams administered during the semester, which assess knowledge and understanding of week-level and course-level objectives. Exam 1 supports *course learning outcomes 1-4*, exam 2 supports *course learning outcomes 5-8*, and exam 3 supports *course learning outcomes 1-10*. Similar to quizzes, exams will be completed and submitted by the due date posted in the course schedule.

Completing exams. Exams 1 and 2 include 40 multiple-choice questions, which assess content from the required textbook. **Exam 3 is a comprehensive final exam** and includes 60 multiple-choice questions, which assesses content from the required textbook.

Exams are open-book exams; 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. You may only take the exam one time. Questions will be scored automatically through A&M-CT's Web-supported Canvas application. **Exams 1 and 2** are anticipated to take approximately 40 minutes each, and they must be completed in **one 55-minute sitting** by the due date posted in the course schedule. **Exam 3** is anticipated to take approximately 60 minutes and must be completed in **one 80-minute sitting** by the due date posted in the course schedule. Opportunities to complete exams late will only be provided with written documentation of an unavoidable or unforeseeable event. Exams represent the independent work of students; teamwork will not be permitted on exams. Further: any exam not made up as approved and arranged by the professor will receive a zero.

All exams open on Sunday before the scheduled week and close on their due date at 11:59 p.m. CST. Exams can only be taken one time.

Assignments: 345 points

Assignments in this course are qualitative assessments of course learning objectives and focus on marketable skill development. Assignments are designed to help you practice applying course concepts to demonstrate mastery of course objectives.

Assignments may be turned in up to three days late with a 10% late penalty. Assignments are not accepted after three days late without written documentation of an unavoidable or unforeseeable event, and the decision to accept an assignment late is at the sole discretion of the instructor. For more information about the policy regarding late work, please review Late Assignments under the Instructor's Policies. Please note that assignments represent the independent work of students, and 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). If you are unfamiliar with APA, I encourage you to purchase your own copy of the Publication Manual of the American Psychological Association (APA, 7th ed.). Keep in mind that you are required to use the American Psychological Association (APA) formatting for written assignment formatting, layout, citations, and references as part of your MGMT4304 assignments.

Assignment 1: 100 points

Trends in Workforce Planning and Talent Management: According to SHRM, one of the top trends in human resources management is designing employee experiences to meet organizational goals. Therefore, the purpose of this article review is to investigate **how organizations create and use employee experiences to attract and retain talent**. The assignment supports *learning outcomes 1 and 11 and reinforces learning outcome 12*.

Completing the assignment. The **article review** includes a title page, **NO abstract**, the paper's body of 2.5-3 pages, and a reference page.

This article review requires four brief articles from reputable sources such as a government publication or website, the Society for Human Resource Management, the Association for Talent Development, or an academic conference paper, less than two years old. A reputable source is NOT a blog post, a sales or consulting website, or other sources that do not print retractions and are not vetted by the readership. This paper requires **a minimum of 4 sources**.

Within the body of the paper, provide an APA citation, summarize the article in your own words, and explain what content from the article increased their understanding of how organizations create and use employee experiences to attract and retain talent. The summary should be written in paragraph form with NO bullet points. **Be sure to paraphrase only, no direct quotes**. Properly cite and reference in APA all sources of information. Utilize APA writing style and layout. Sources not correctly referenced AND cited in the paper will not be counted. References lacking complete content to demonstrate the source is a reputable source will not be counted. I will check for citations. I will also spot-check the dates. Changing dates is an ethical violation of professional conduct. Below is a list of items to check before submitting your paper.

- Do use APA 7th edition
- Do include a title page
- Do include the running head and page numbers
- Do include 1-inch margins
- Do NOT include an abstract
- Do not exceed the page limit of 2.5-3 pages for the body of the paper
- Do include a reference page
- Do use Times New Roman, 12-point, black font
- Do double-space all content, do not add extra double spaces, and use 0 points before and after
- Do use properly formatted subheadings
- Do use the page break function, so the content does not break in the wrong place
- Do correctly cite the reference using APA 7th ed
- Do correctly and completely reference the source using APA 7th ed
- Do not use direct quotes; therefore, citations do not have page numbers
- Do use formal language
- Do edit your writing, do not use contractions, do not use first person, and do not include your personal opinion or experiences
- Do use outside assistance to edit, if needed, such as the writing center or a program such as Grammarly
- Do make sure each summary is clearly related to the REQUIRED topic
- Do use 4 timely reputable sources less than 2 years old

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

Be sure to check your SimCheck similarity report and ensure it is less than a 15% match.

Grading Criteria

Expectations	Meets (100%)	Meets-Most (50%)	Meets Some (25%)	Not Relevant or Missing	Points
Internet articles 1-4	1) An internet article from reputable sources such as a government publication or website, the Society for Human Resource Management, the Association for Talent Development, or an academic conference paper (A reputable source is NOT a blog post, a sales or consulting website, or other sources that do not print	Criteria 1 and 2 are met. Two of the other criteria are met.	Criteria 1 is met. Two of the other criteria are met.	Criteria are not sufficiently met.	20 each

	retractions and are not vetted by the readership). 2) The article is less than 2 years old. 3) Provide a correct APA citation and reference. 4) Summarize the article in your own words. 5) Explain what content from the article increased their understanding of how organizations create and use employee experiences to attract and retain talent.				
Directions and Formatting	1) Student followed directions for four articles and uploaded the paper to the submission link, 2) The paper included a title page (page break), NO abstract, the paper's body is 2.5-3 pages, double-spaced, with 12-point Times New Roman font (page break), and a reference page. 3) The summary was written in paragraph form with NO bullet points and paraphrased with no direct quotes.	Two criteria are met.	One criterion is met.	Missing, late or no criteria met	20
Total Points					100

Assignment 2: 45 points

For this assignment, you will develop a resume using the course resume template and apply learning from this course's content in the development of your resume. Students should plan ahead and make an appointment with CPD. Failure to plan ahead in order to obtain an appointment in a timely manner will result in a 0 for the assignment. Upload your resume and evidence of completing the resume review appointment with CPD. This assignment assesses *learning outcomes 1 and 4*, and it *supports learning outcomes 8, 9, and 12*.

Submitting your assignment. Upload your resume and evidence of completing the resume review appointment with CPD following the steps below.

Step 1. Using the course resume template, complete your resume **using content learned in the course** about KSAOs and related job requirements from your selected job from previous discussions. (MS Word Upload to assignment link)

Step 2. Participate in an appointment (in person or online) with Career and Professional Development to be completed before Friday of week 8. (Evidence of completion uploaded to assignment link)

Step 3. A) Provide a thoughtful summary (in the text box) of what you learned during the CPD resume review and how you will improve your resume or need to seek additional skill development, and B) explain how O*net can be used to create a person specification and job description for an open position.

To submit the assignment, go to the left menu under Assignments, then select Assignment 2. You may need to upload each item separately.

Grading Criteria

Expectations	Meets (100%)	Meets Most (66%)	Meets Some (33%)	Does Not Meet (0%)	Points
Step 1 Resume	Used the resume template. Resume reflected thoughtful completion and use of content in the course including O*net.	The resume used the template but needed some improvement in content or attention to detail.	The resume was incomplete, lacked attention to detail, or needed substantial improvement.	The resume template was not used. The resume is of poor quality. The resume was not uploaded.	20
Step 2, 3 A & B CPD Resume Review and Summary	The resume template was used. 2) The appointment was made and attended to in a timely manner. 3A) The student provided a summary of the CPD appointment and 3B) an explanation of O*net.	The resume template was used. Two criteria are met.	The resume template was used but one criterion is met.	The student did not make an appointment or attend an appointment within the stated time range. Insufficient evidence was provided by the student. Missing, late or no criteria met.	25

Assignment 3: 100 points

For this assignment, the student will demonstrate advanced MS Power Point skills with video in developing a realistic job preview related to job fit, recruiting the right talent, and supporting a recruiting strategy. **Because this is a service-learning course assisting CASA Texas, the job preview and job fit refer to the volunteer role preview and volunteer role fit.** This assignment assesses *learning outcomes 5 and 8*, and it *reinforces learning outcomes 2, 3, and 12*. The selected organization and information needed to complete this assignment is located in **Discussions 1-5** and the assignment link in the Canvas classroom. Go to the canvas classroom, on the left menu select Assignments, then click on Assignment 3.

You are the HR Coordinator for CASA Texas, and you have been asked to create a realistic job preview for the difficult-to-fill CASA Texas child advocate volunteer position utilizing an open-continuous recruiting strategy. This organization is committed to Equal Employment Opportunities and seeks to expand underrepresented groups in this volunteer role. The realistic job preview of the volunteer role will be used on social media, on the organization's website, as well as **sources you identified previously in the course in Discussion 5 Sourcing**. Your goals include (1) increasing organization fit, (2) increasing self-selection for job fit (volunteer role fit); (3) reducing turnover due to undesirable job qualities (volunteer role qualities), while also (4) creating enthusiasm about the purpose of the organization.

Most items needed to support this assignment are located in the discussion content. Therefore, please be sure to participate in the discussions!

- Information about the organization was provided in **Discussion 1 Introduction**, and the organization's website includes information about the organization as well as the mission, vision, values, and purpose of the organization. This information will be used to assess organization fit.
- An overview of competition for talent, both employees and volunteers, was discussed in **Discussion 2 The War for Talent**, which will provide insight into volunteerism and shifting priorities.
- A summary is provided by the organization in **Discussion 3 Workflow** about why volunteers typically leave. This information will be used to identify the undesirable aspects of the job (volunteer role) as well as the most valuable aspects of the relationship (volunteerism).
- A job announcement (volunteer role summary) is provided in **Discussion 4 Job Fit** needed to identify minimum person specifications (KSAOs) for job fit (volunteer role fit).

Submitting your assignment. Create a storyboard for a realistic job preview using MS Power Point that is **targeted to a specific underrepresented demographic for the CASA volunteer child advocate role**. In the Power Point, identify which elements will be included in the realistic job preview (on the slide) and why (**in the notes**). You need to address how the presentation will meet each of the four stated goals in the notes section. In this presentation, you will need to embed a video introduction to the organization. **The Power Point presentation should include a minimum of the title slide, one slide per goal, the embedded video, and the concluding slide (6-7 slides total)**. Your assignment should be uploaded as an MS PPT document by 11:59 pm of the due date. You will need MS PPT to complete this

assignment. Submit your assignment to this link. No voiceover is required, but notes in the slide are required. To submit the assignment, go to the left menu under Assignments, then select Assignment 3.

Grading Criteria

Expectations	Meets (100%) 25-	Meets Most (66%) 16.5-	Meets Some (33%) 8.25-	Does Not Meet (0%) 0	Points
Goal 1 Increase Organization Fit	The identified elements on the slide and an explanation of why in the notes were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
Goal 2 Increase self-selection for job fit	The identified elements on the slide and an explanation of why in the notes were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
Goal 3 Reduce Turnover Due to Undesirable Job Qualities	The identified elements on the slide and an explanation of why in the notes were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25
Goal 4 Create Enthusiasm for the Purpose of the Organization	The identified elements on the slide and an explanation of why in the notes were appropriate	The identified elements and explanation of why needed some improvement	The identified elements and explanation of why needed some substantial improvement	The identified elements and explanation of why were incorrect or mostly incorrect	25

MS Power Point	A professional, appropriate power point design was provided with notes and used best practices including images. A video was embedded in the presentation	Power Point design needed some improvement (-10 points)	MS Power Point or video was not adequate (-20 points)	MS Power Point was not used, or no video was provided (-30 points)	0
Total Points					100

Assignment 4: 100 points

For this assignment, students will develop an interview protocol and score-key rubric, conduct a mock interview, and access the process for improvement as well as ADA & EEO compliance. This assignment assesses *learning outcomes 2 and 9*, and it reinforces *learning outcomes 1, 7, and 12*.

You are the HR Coordinator for CASA Texas, and you have been asked by the HR Manager to create an interview protocol and score key to be used by multiple interviewers in assessing job candidates (volunteer CASA Child Advocates) for the position used in the previously completed Realistic Job (volunteer role) Preview. The three items the HR Manager would like assessed in the interview protocol for all applicants include the following:

- organizational fit [**accountability**] as being accountable to others for our actions and the impact these actions have on others (Casa Texas, courts, children and their families, and self),
- work group fit [**collaborative**] as being collaborative and actively seeking opportunities to collaborate with and assist others in seeking win-win solutions, and
- job fit [**empathy**] as being understanding of multiple perspectives and poor choices in difficult situations.

Submitting your assignment. Your assignment should be uploaded as an MS Word document by 11:59 pm of the due date. You will need MS Word to complete this assignment.

Step 1. Create an interview protocol and score key for each of the three items using the format located on page 10 of the Structured Interviews: A Practical Guide. Ensure that the interview questions conform to the following requirements (1) is an open-ended question, (2) is not a leading question, and (3) is not a negative question. Develop a score key for each question with four levels and describe the response at each level.

Step 2. Test the interview protocol and score key in a mock interview with a test subject. The test subject can be with a family member, another student, or a colleague. Record the interview (audio or video).

Step 3. After completing the mock interview, consider the answers provided by the test subject and how the interview protocol and score key could be improved.

Step 3A. Interview protocol - Did the test subject understand the question and the information you were seeking? Did the test subject need clarification to answer the question? Was the answer provided by the test subject the information you were seeking? How can the questions be improved to obtain the desired answer?

Step 3B. Score key – Was the level of response clearly apparent in the description of the response criteria? Does the description of the criteria need to be more specific or less specific? Does the score key need another level to assess the range of potential responses accurately? Could another interviewer use the score key and obtain similar scored outcomes?

In an MS Word document, provide a copy of the interview protocol and score key from step 1, the name and your relationship to the test subject as well as a recording of the interview from step 2, a reflection of how to improve the interview protocol and score key by responding to the questions posed in step 3 A and B. Properly label each item. To submit the assignment, go to the left menu under Assignments, then select Assignment 4.

Grading Criteria

Expectations	Meets	Meets Most	Meets Some	Does Not Meet	Points
Step 1 The interview protocol and score key	30 One appropriate question and score key was created for each item (3 total) Each question was (1) open-ended question, (2) not a leading question, and (3) not a negative question. Each score key followed the format example on page 10 and was complete and appropriate	20 The interview questions and score key met most of the requirements	10 The interview protocol or score key needed substantial improvement	0 The interview protocol or score key was incorrect, mostly incorrect, or inadequate/insufficient	30
Step 2 Mock Interview	30 The mock interview was conducted (audio or video recorded) and	-	-	0 Insufficient information was provided to establish that the mock	30

	the required information for the test subject was provided			interview was completed	
Step 3 Process Improvement A. Interview Protocol B. Score Key	30 An appropriate and complete critical reflection was provided about areas for improvement of the interview protocol and score key. The reflection was labeled as steps 3A and 3B. The suggestions for improvement were appropriate.	20 The critical reflection in steps 3A or 3B needed additional explanation or development. The overall reflection for one reflection may have been superficial.	10 Substantial improvement was needed in the critical reflection. The critical reflection in steps 3A and 3B was superficial or underdeveloped.	0 The critical reflection was incomplete, insufficient, or mostly incorrect	30
MS Word doc	10 The content is well written, uses unbiased, neutral formal language conveys the required information in the requested format, and is labeled step 1, step 2 step 3A, Step 3B	6.6 The written content needed some improvement. The required labeling of answers was not used for step 1, step 3A and step 3B.	-	0 The written content was not adequate	10
Total Points					100

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:

Quizzes	6%	60 points
Worksheets	10.5%	105 points
Discussions	14%	140 points
Exams	35%	350 points
Assignments	34.5%	345 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. 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 missed coursework's due date adjusted if this situation is discussed with the instructor prior to the due date or as soon as possible with the exception of coursework due in week 16. Coursework that is dependent on other students' interactions cannot be submitted late even with documentation. Major course assignments 1-4 can be submitted up to three days late with a 10% penalty. No submissions are accepted after the third day late. No coursework is accepted after 11:59 CST on that 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 1-4. A ten percent penalty will be assessed for late assignments (assignments 1-4). 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 and worksheets 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 and worksheets are intended to ensure students are keeping up with weekly reading assignments, watching videos, and preparing for the related exam or assignment.

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.

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 4304 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 under Module by week. All items are due on Sunday of the respective week except week 16, which is due on Friday.**

Week 1: January 17th-22nd

At the end of this week, students should understand how staffing can be different in different industries, how the pace of change may impact the staffing function, and link to increased

competition for high-quality labor, i.e., the staffing process and decision-making is not done in a silo and supports how the organization competes in the marketplace.

Due Sunday, 01/22nd

5 points, 1 post-Watch the 3-minute CASA Texas video and participate in the student introduction discussion 1

5 points-Read the course information, read the syllabus, then complete the Syllabus Review worksheet

5 points-Read chapter 1, Strategic Staffing, and complete the chapter 1 review quiz

5 points-Watch the chapter 1 multimedia (32 minutes) and complete the Strategic Staffing worksheet

Week 2: January 23rd-29th

At the end of this week, students should understand how making decisions about staffing and the staffing process support how the organization competes in the marketplace; the goals, strategies, and processes should all support the organization.

Due Sunday, 01/29th

5 points-Read chapter 2, Business and Staffing Strategies, and complete the chapter 2 review quiz

10 points-Watch chapter 2 multimedia (30 minutes) and complete the Business and Staffing Strategies worksheet

15 points, 3 posts-Watch the video about the War for Talent, participate in discussion 2 about the War for Talent and respond to at least two other students

10 points-Watch the 11-minute video about Thinking Ahead on Employability, contact CPD and make an appointment for a resume review, then complete the Appointment Confirmation worksheet

Week 3: January 30th-February 5th

At the end of this week, students should understand the importance of equal employment opportunities in the staffing process and assume personal responsibility for learning about EEO and ensuring EEO in their organizations.

Due Sunday, 02/5th

5 points-Read chapter 3, The Legal Context, and complete the chapter 3 review quiz

10 points-Watch chapter 3 multimedia (70 minutes) and complete the Legal Context worksheet

Week 4: February 6th-12th

At the end of this week, students should understand the importance of a holistic retention program beginning from the recruiting process, throughout the employment relationship, and including termination. They should understand the importance of identifying and tracking different types of turnover to address specific problems to meet retention goals.

Due Sunday, 02/12th

5 points-Read chapter 12, Managing Workflow, and complete the chapter 12 review quiz

5 points-Watch chapter 12 multimedia (40 minutes) and complete the worksheet, Managing Workflow

15 points, 3 posts-Read the information from CASA Texas about why volunteers often leave the organization; then, participate in discussion 3 about Managing Workflow and Exit Surveys and respond to at least two other students

100 points-Complete *Assignment 1 – Article Review*

Week 5: February 13th-19th

At the end of this week, students should understand how forecasting is an important underpinning of strategic staffing and is a needed skill to ensure that the organization has the needed human capital available to compete in the marketplace.

Due Sunday, 02/19th

5 points-Read chapter 5, Forecasting and Planning, and complete the chapter 5 review quiz

5 points-Watch the chapter 5 multimedia (70 minutes) and complete the Forecasting and Planning worksheet

Week 6: February 20th-26th

At the end of this week, students will be able to identify and recall important concepts related to strategic staffing, being a business partner, legal compliance, turnover, workflow management, and forecasting labor needs.

Due Sunday, 02/26th

100 points-Complete **Exam 1** (Chapters 1, 2, 3, 12, & 5)

Week 7: February 27th-March 5th

At the end of this week, students should understand that multiple different techniques can be used and combined to create effective and legally compliant job descriptions and person specifications.

Due Sunday, 03/5th

5 points-Read chapter 4, Strategic Job Analysis and Competency Modeling, and complete the chapter 4 review quiz

10 points-Watch the chapter 4 multimedia (45 minutes) and complete the Job Analysis and Competency Modeling worksheet

15 points, 3 posts-Watch the 6-minute video about The Difference Between a Job Analysis, Job Description, and Person Specification. Participate in discussion 4 about Job Fit, and respond to at least two other students

Download the resume template, identify your KSAOs, and add them to your resume. Complete your resume review with CPD in week 7 or 8 and upload your resume, based on the resume template from this course, with evidence of your appointment with CPD (Due in week 8; no late submissions accepted. Do not fail to plan as CPD has limited appointments available.)

Week 8: March 6th-12th

At the end of this week, students should understand that sourcing is the foundation of equal opportunity in an organization and should be reviewed to ensure appropriately diverse and qualified applicant pools for managers to choose qualified individuals.

Due Sunday, 03/12th

5 points-Read chapter 6, Sourcing: Identifying Recruits, and complete the chapter 6 review quiz

5 points-Watch the chapter 6 multimedia (40 minutes) and complete the Identifying Recruits worksheet

55 points, 5 posts-Read the recruiting and retention information provided about CASA volunteers, participate in discussion 5 about **Sourcing Underrepresented Groups for**

CASA and respond to at least two other students

45 points-Complete **Assignment 2: CPD Resume Review**

Week 9: March 20th-26th

At the end of this week, students should understand how staffing systems help HR practitioners to manage and draw from data in decision-making.

Due Sunday, 03/26th

5 points-Read chapter 13, Staffing System Evaluation and Technology, and complete the chapter 13 review quiz

10 points-Watch the chapter 13 multimedia (24 minutes) and complete the Staffing Technology worksheet

Week 10: March 27th-April 2nd

At the end of this week, students should understand that recruiting is the actionable part of the sourcing plan. It is the point of interaction with individuals in seeking to convert a qualified individual into a job applicant. Students should be able to explain the importance of a realistic job preview in the recruiting process.

Due Sunday, 04/2nd

5 points-Read chapter 7, Recruiting, and complete the chapter 7 review quiz

10 points-Watch the chapter 7 multimedia (55 minutes) and complete the Recruiting worksheet

15 points, 3 posts-Watch the realistic job preview videos (20 minutes), including Being a Caseworker and C&S Wholesale Grocers Selectors. Participate in discussion 6 about RJP Samples and respond to at least two other students.

Week 11: April 3rd-9th

At the end of this week, students should be able to identify and recall important concepts related to job analysis, competency modeling, sourcing, HRIS systems, and recruiting.

Due Sunday, 04/9th

100 points-Complete Exam 2 (Chapters 4, 6, 13, & 7)

Week 12: April 10th-16th

At the end of this week, students should understand multiple assessment methods. In addition, students should have the tools and skills needed to complete a realistic job preview design.

Due Sunday, 04/16th

5 points-Read chapter 9, Assessing External Candidates, and complete the chapter 9 review quiz

5 points-Watch the chapter 9 multimedia (63 minutes) and complete the Assessing External Candidates worksheet

100 points-Complete **Assignment 3 - Realistic Job Preview**

Week 13: April 17th-23rd

At the end of this week, students should understand different internal assessment methods, including interview questions, and score key development to ensure legal compliance.

Due Sunday, 04/23rd

5 points-Read chapter 10, Assessing Internal Candidates, and complete the chapter 10 review quiz

5 points-Watch the chapter 10 multimedia (26 minutes) and complete the Assessing Internal Candidates worksheet

Read the content, Structured Interviews: A Practical Guide, and the sample of the score key on page 10 for assignment 4

Begin working on assignment four by identifying and gaining the agreement of an individual to interview.

Week 14: April 24th-30th

At the end of this week, students should understand the collaborative nature of the recruiter's role with the hiring manager in selecting final candidates and how organizations approach negotiating job offers differently.

Due Sunday, 04/30th

5 points-Read chapter 11, Choosing and Hiring Candidates, and complete the chapter 11 review quiz

5 points-Watch the chapter 11 multimedia (46 minutes) and complete the Choosing and Hiring Candidates worksheet

15 points, 3 posts-Watch the video about Job Offer Strategies (13 minutes) and read the article Tips for making confident job offers by Maurer (2016). Then, participate in discussion 7 about Job Offers by drawing from these resources, identify at least two key points from each source that you found to be important, and properly cite the source (4 bullet points). Explain how the information from the article may influence your job offer strategies or inform negotiating your next job offer (1 paragraph). Respond to at least two other students.

Continue to work on assignment four by conducting the interview.

Week 15: May 1st-7th

At the end of this week, students should reflect upon concepts learned in this course related to legally compliant and ethical sourcing, recruiting, and selection of qualified talent applied to their own career aspirations.

Due Sunday, 05/7th

5 points-Watch the career multimedia (21 minutes) and complete the Career Development worksheet

100 points-Complete **Assignment 4 – Interview Assessment**

Week 16: May 8th-12th

At the end of this week, students should be able to identify and recall important concepts learned over the duration of this course, including legal compliance, forecasting, sourcing, recruiting, assessing, and selecting talent, as well as the use of HRIS systems.

Due Friday, 05/12th

150 points, due Friday-Complete the **Final Exam** (Chapters 3, 5- 7, 9-12)

5 points, 1 post, due Friday-Participate in the Class Wrap-up discussion 8

Important University Dates:

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

January 17 Class Begins

January 17-19 Add/Drop/Late Registration

February 1 Last day to drop with no record

March 13-17 Spring Break

March 31 Deadline to submit a graduation application for participation

April 7 Last day to drop a course with a “Q” or withdraw with a “W”

May 12 Deadline to submit a graduation application for conferral

May 12 Class ends

May 13 Commencement Ceremony Bell County Expo 3 PM

May 16 Grades due to the University 3 PM

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 or audio recording device to be able to listen to online resources and record your assignment 4 interview. 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
- 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>].

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?PartnerIdpld=https://eis-prod.ec.tamuct.edu:443/samlso&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.

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 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 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)

[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 work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](#)

[<https://tamuct.libguides.com/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.

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

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

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Have a wonderful summer break!