

Talent Acquisition
Fall 2026
Last Revised: June 18, 2026

Course number: 37:533:311:02
Sessions: Mondays. 2:00 – 5:00
Classroom: Tillett 246
Course Delivery In Person

Instructor: Bill Kane
Office: 215E JLB
Office Hours: By Appointment (Mondays or Tuesdays) and virtually as arranged
Quick Meets: Before/After Class
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1. Course Overview

This course discusses the effective management of the flow of talent into and through the organization. Particular attention is given to the impact of business strategy, internal and external labor markets, recruiting, selection, and person-job and person-organization match on staffing practices. Specifically, we will cover human resource planning, career transitions, layoffs, and other workforce movement. An important goal of the class will be to provide opportunities to develop hands-on skills that are relevant to effectively managing talent flow. Thus, experiences focusing on the transfer of course material to real-world situations will be an integral part of the class.

SMLR Learning Objectives

- Theoretical Perspectives - Demonstrate an understanding of relevant theories and apply them given the background context of a particular work situation.
 - Demonstrate an understanding of the practical perspectives, theories and concepts in their field of staffing
 - Evaluate and apply theories from staffing and more broadly social science disciplines to workplace issues
- 1) Understanding Context - Evaluate the context of workplace issues, public policies, and management decisions
 - Analyze the degree to which forms of human difference shape a person's experience of, and perspectives on work
 - Analyze a contemporary global issue in their field from a multi-disciplinary perspective
 - Analyze issues related to business strategies, organizational structures, and work systems

- Analyze issues related to the recruiting, measurement, and selection of talent in a global context
- 2) Application – Demonstrate an understanding of how to apply knowledge necessary for effective work performance
- Apply concepts and substantive institutional knowledge, to understanding contemporary developments related to work
 - Understand the legal, regulatory and ethical issues related to the staffing
 - Develop human resource management functional capabilities used to recruit, measure, and select workers
 - Understand the internal and external alignment and measurement of human resource practices
- 3) Written & Oral Communication – Communicate effectively at a level and in modes appropriate to an entry level professional.
- Communicate complex ideas effectively, in standard written English
 - Analyze and synthesize information and ideas from multiple sources to generate new insights
 - Produce quality research papers with proper convention of attribution/citation
 - Produce high quality executive summaries
 - Make an argument using contemporary and/or historical evidence
 - Present ideas and arguments in a logical and effective way

2. My Commitment to You

To accomplish the learning goals associated with this course, I will do my best to:

- Prepare helpful and interesting course materials
- Lead meaningful lectures and discussions
- Share my perspective of “real-world” HR, and its classroom implications
- Provide developmental feedback to help students
- Evaluate students’ performance with objectivity and fairness
- Treat each student with respect and dignity
- Listen to suggestions on how to improve the course and course correct when things are not working
- Provide you with timely and relevant feedback
- Use multiple resources to enhance your classroom experience

3. Our Classroom Community

We all learn differently. It is my intention to respect your preferred learning style and to be sensitive to any and all factors that may cause barriers to our mutual success. By extension, I also ask that you be respectful of each other’s learning processes, and preferences.

The course work for this class is generally designed for collective classroom engagement, balanced with independent study. Certainly, you are encouraged to explore the course content with your peers, in small groups, as a way to facilitate subject matter discovery and to provide an avenue for the informal exchange of ideas and opinions. Helping each other is encouraged.

4. Rutgers Diversity Statement

The Division of Student Affairs works to create an environment of **inclusion** which respects and affirms the inherent dignity, value, and uniqueness of all individuals, communities and perspectives. Our practices reflect awareness and understanding of the complexity of identity and the increasing interconnectedness of our world. It is our **responsibility** to promote and maintain a community of compassion, embracing the rich dimensions of **diversity**, and facilitating opportunities for understanding and the expression of both individual and shared truths.

5. Class Materials

Optional Text

Phillips, J. M. (2023). *Strategic Staffing* (5th ed.). Chicago Business Press. ISBN: 978-1-948426-39-8

Additional Course Materials

All other additional course materials, such as links to videos and articles, PDFs, lecture PowerPoint documents, are provided in the relevant module section of the course. You do not need to purchase these materials.

Technology Requirements

- Access to the internet
- Reliable computer
- Headphones/Headsets - optional
- Webcam - optional
- Microsoft Word, PowerPoint - refer to [Rutgers University Software Portal - Free Access](#) to download/access if you don't have these applications already.

Canvas Postings

In addition to the text, articles, cases, and/or exercises will also be provided in class. We will also be utilizing the [Canvas](#) learning management system to access learning materials, pre-and-post class presentations, post announcements, submitting assignments, and communicating via the Inbox feature. (Note: Whenever anything is posted to this site, you will automatically receive a notification to your rutgers.edu email account. Checking that email account frequently is highly recommended as well.)

6. Grading Matrix

Percent Achievement Reflected in Canvas	Final Grade Earned
90 or above	A
85 - 89	B+
80 - 84	B
75 - 79	C+
70 - 74	C
60 - 69	D
Equal to or less than 59	F

7. Course Assessments

Activity	Possible Points
Test 1	100
Test 2	100
Test 3	100
Test 4	100
Test 5	100
Individual Research Paper	100
Attendance & Participation (4 x 25)	100

Tests

There will be 5 non-cumulative tests.

The common test format will be “true” or “false,” multiple choice, or fill-in the blank questions. For these tests, you are responsible for ALL assigned readings scheduled before the test, as well as all classroom lectures, handouts, and other course material (e.g., articles, guest lecturers, videos, class activities).

Test Procedures include:

- All tests will be in class. All tests must be completed in class. No exceptions.
- All tests are “closed book” and under direct teacher/TA supervision. No exceptions.
- You are expected to complete your test UNAIDED. Failure to do so will be considered a violation of the university’s academic integrity policy and you will be subject to its potential disciplinary procedures.
- All/most tests will be administered through Canvas. Tests should only be systemically accessed when advised. No other browsers may be open.

- All of your personal belongings (i.e., cell phones) and any class materials must be stowed away and out of sight during the tests.
- If a class is cancelled and it impacts a test date, an announcement will be made in Canvas.
- Any questions or appeals about test content or your scores must be made in writing via e-mail within 7 days after the test grades are given to students. Tests will be kept by me.

The dates of the tests are noted on the course agenda. A test grade of zero (0) will be assigned to any student who is absent unless a university-provided excuse is provided.

Individual Research Paper

What is Talent Acquisition?

You are a curious college student conducting research on the topic of “Talent Acquisition.” As part of your information-gathering, you are to interview someone in the “working world” from a large or small business who works directly in or with their TA/HR function. You are seeking an overview of the topic.

Your source and his/her organization may stay anonymous for your paper.

For your research, begin by asking your interviewee to briefly describe their work environment/company, their role, and the nature of their relationship/involvement with TA. Then proceed to get their perspective and views of TA in their company.

Some sample questions to spur your discussion might include:

Strategic Support

- How does TA “work” in their organization
- How does TA reflect the company’s business strategy (operational excellence; cost leadership, customer intimacy, growth)?
- Are TA’s goals aligned with the business strategy?

The Landscape

- What are TA’s current challenges?
- What is their view of the current labor market?
- Does DEI play a role in recruiting?

Sourcing

- From where do they source talent?
- Where do they place their job postings/ads and why?
- Is their job messaging consistent with their organizational brand?
- What do they do to attract applicants (i.e., to differentiate themselves as an “Employer of Choice”)?

Talent Assessment

- What do they generally look for in applicants?
- Do they have an ATS and/or use AI in the recruiting process?

- Do they use personality/psychological/proficiency tests or other tools?
- How important is organizational/team/culture “fit?”

Talent Selection

- How do TA and/or hiring managers select finalists?

Keeping Score

- What are the key metrics they monitor?
- What do today’s candidates want from their employer?

Operational Aspects

- What is the reputation of TA in the company?
- What parts of TA add value to their company? What parts of TA need improvement?

Have fun! Explore! Listen. Learn. Take notes. Gain impressions. Develop a point of view.

The submissions should be made in Canvas. Submission dates will be discussed in class. If outside references are not necessary, but should be properly cited if used (APA). Submitted papers will be scanned for integrity purposes.

For your submission, any format is fine (ex., Q and A script, summary paragraphs, “bullets,” etc.).

For this assignment, 75% of your grade will be based upon the content of your paper as it highlights an overview of the TA process; 25% is based upon your substantive impressions, reflections and/or opinions about what you have learned. As part of this effort, students should be prepared to share their work/findings for class discussion.

Your voice is important to this assignment. ChatGPT (or like resources) are not permitted. I want to hear your critical thinking.

Your submission should be a minimum of 800 words, and preferably no more than 1,000. This is approximately 3 – 4 double-spaced pages. Papers of shorter length (i.e., less than 800 words) are subject to greater scrutiny and will be penalized; longer papers are fine. No references are required

Papers are to be submitted on time. Early submissions are welcome. In the event an extension is needed due to extenuating circumstances, please see me prior to the deadline and receive written approval such. Late submissions will be penalized, and only partial credit may be received. You should contact me directly with any questions about this paper and/or any anticipated or realized challenges with its content or deadline.

I make every effort to devote my full attention to each submission and to provide you with feedback in a timely manner; however, please be patient as my review may be extended pending the demands of other classes.

Attendance & Participation

Attendance

- The content for this course is delivered Face-to-Face in our class setting. As such, attendance is a significant factor in your learning journey of this subject matter.
- Attendance will be randomly taken 4 times during the semester, with attendance in each of those classes worth 25 points.
- Your ability to perform best on tests is enhanced by coming to each class and listening attentively. Often, materials/topics are covered outside of the lecture notes. (Ask former students.)

Participation

- Students are expected to stay current with readings and assignments.
- Students are encouraged to ask questions and to answer questions posed in lecture. These questions will correspond to the topics at hand, to highlight important take-aways.
- Some lecture periods will include completion of a related exercise/activity. Although these exercises are not graded, they help students to utilize course concepts to give them direct, concrete experiences that are applicable to their personal and professional needs. Further, participating in these exercises will often give you the opportunity to interact with your fellow students. I try to emphasize teamwork and a collaborative, supportive work environment, and I strongly believe that learning and development should be structured to provide support and feedback not only from the instructor, but also from your peers.
- All efforts should be made to foster a classroom climate that exemplifies respect for both the instructor and other class members.

Note: I reserve discretion with adjusting this grade if I sense a student is disengaged from the classroom experience.

8. Your voice is important!

I value the diversity of background and perspective that students bring to the classroom. Students come with a wide range of backgrounds, knowledge, interests, and perspectives. These views should be shared.

But sometimes, it's not so easy to raise your hand.

Just as we learn differently, we all experience the world differently. Some of us are more introverted; some are socially anxious; some are making cultural adjustments; some are dealing with significant challenges outside the classroom: some of us are just trying to fit in; or maybe it's just a bad day.

I want this classroom to be a "safe to say" environment, where you feel as comfortable as

possible to join in the community discussion and express yourself. I will do anything and everything I can toward this end. Accordingly, please think of this class as your place to experiment and to push yourself outside of your comfort zone. Your ability to contribute can start here, as it will be called upon in months and years to follow.

For any reason, if you are not comfortable participating in the class dialogue, please see me early in the semester to discuss applicable participatory options.

9. For the Unexpected...

Accommodation Requests

You may need some type of accommodation during the semester. I will help to the extent that I can, in accordance with university policy. If it is a serious/extended accommodation request, you should go through the university's ODS. For general short-term needs (without going to the ODS), I will consider the following:

- Extended time for tests and/or assignment submissions (already built in for all but let me know if you require something different).
- Make-up tests or assignment extensions are offered for those with excused absences around unforeseen life events.

Accordingly, please contact me prior to class (or as soon as possible if an emergency is transpiring) and we can discuss how best to accommodate the missed obligation.

Make-up Policy

Only excused absences will be considered for a makeup up test per Rutgers University policy-approval.

For those providing an approved absence notice from the university, make-up tests will be administered as soon as possible with agreement/coordination with the instructor.

Absences

It is recognized that “life happens.” You will be excused from class for legitimate reasons. Accordingly, you may be asked to provide appropriate documentation.

Examples of personal excused absences include religious observation, athletic or other Rutgers-sponsored travel, illness/injury, a personal/family emergency, another university commitment of priority, a death in the family, or other critical circumstances.

Class suspensions may result from inclement weather (when Rutgers Information Service, 732-932-INFO indicates that Rutgers is closed) or if the instructor is unavailable due to unforeseen circumstances.

In the event of a projected or actual personal absence, please contact me as soon and we can discuss how best to accommodate the missed course work. My overarching concern is for your well-being; we can then figure out how to ensure that you don't fall behind on your course work.

Rutgers policy on religious holidays: <https://scheduling.rutgers.edu/scheduling/religious-holiday-policy>

10. Chain of Inquiry

If you have any *course-related* questions during the semester (e.g., general questions about assignments, grading policies, exams, due dates): **First**, check the syllabus. **Second**, send an email to me. Be sure to include the topic of your question in the subject line of the email.

NOTE: You, as a member of the class and community, are welcome to answer your fellow students' questions on discussion boards or the like. In fact, you are encouraged to do so! You can all benefit from each other's knowledge and support. I will check others' responses for accuracy.

11. University Guidelines and Resources

Academic Honesty

The University's policy on cheating and use of copyrighted materials is enforced in this class. Students are expected to pursue knowledge with integrity. Please refer to the Academic Integrity Policy for more detail regarding these policies: <http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers>

All students registered for this course are asked to sign an Academic Integrity Contract (refer to the last two pages of this syllabus). You must return a signed copy to me or the course TA and keep a copy for yourself. This contract includes detailed explanations of behavior that constitutes plagiarism and cheating. Examples of a breach of this contract with regard to this specific course include, but are not limited to: sharing your answers or copying another student's answers on examinations; sending a fellow student who did not attend class the answers to a poll to falsely indicate their presence; copying material that is not your own without providing proper documentation. In the event that this contract is breached, the punishment can range from receiving a failing grade on the assignment, to being placed on disciplinary probation or permanent expulsion from Rutgers.

Please recognize that I have zero tolerance for any violations of academic integrity (ask prior students), and I will pursue disciplinary matters to their fullest.

Students with Disabilities

Students requesting accommodations for disabilities should contact the Office of

Disability Services to determine his/her Coordinator. The Coordinator will then provide documentation to the student. Upon review and approval, the student must then provide this documentation to the instructor. Please refer to the Office of Disability Services for Students for more detail regarding this policy: <http://disabilityservices.rutgers.edu/>.

Students may make requests for accommodations:
<http://disabilityservices.rutgers.edu/request.html>

Counseling

CAPS is a comprehensive mental health resource center for the campus community. They offer a variety of high-quality counseling services to Rutgers students in order to enhance both academic and personal achievement and progress. Please click on the following link to learn more about their services:
<http://rhscaps.rutgers.edu/services/counseling>

Masks

Masks are optional at this point in time.

If the university mandates the wearing of masks by all people on campus (i.e., in class, common workspaces, workstations, meeting rooms, etc.), I will enforce the policy. Any student not wearing a mask in class will be asked to leave.

Media Policy

The recording and transmission of classroom lectures and discussions by students is prohibited without written permission from the class instructor. If permission is granted, all students in the class - as well as guest speakers – must be informed that audio/video recording may occur. Recording of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The recording may not be reproduced or uploaded to publicly accessible web environments. You cannot share any part of any recording without express written permission by all parties potentially affected by the recording.

Recordings, course materials, and lecture notes may not be exchanged or distributed for commercial purposes, for compensation, or for any other purpose other than study by students enrolled in the class. Public distribution of such materials may constitute copyright infringement in violation of federal or state law, or University policy. Violation of this policy may subject a student to disciplinary action under the University's Standards of Conduct.

Exception

It is not a violation of this policy for a student determined by the Learning Needs and Evaluation Center ("LNEC") to be entitled to educational accommodations,

to exercise any rights protected under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including needed recording or adaptations of classroom lectures or materials for personal research and study. Such recordings of lectures or class presentations is solely authorized for the purposes of individual or group study with other students enrolled in the same class. Permission to allow the recording is not a transfer of any copyrights in the recording. The restrictions on third party web and commercial distribution apply in such cases.

Destruction of Approved Recordings

Students must destroy recordings at the end of the semester in which they are enrolled in the class unless they receive the instructor's written permission to retain them or are entitled to retain them as an LNEC-authorized accommodation.

12. RU Support Services Beyond the Classroom

As a reminder, students have access to information on how to receive extra support, For general information, access: <https://smlr.rutgers.edu/academic-programs/current-students>

Rutgers Student Health Services

Rutgers Student Affairs is dedicated to health for the whole student body, mind and spirit. It accomplishes this through a staff of qualified clinicians and support staff who are available at several locations throughout Rutgers University.

Crisis Intervention - Student Health

- Crisis Situations
- In the Wake of Trauma

Academic Services

- For academic support including tutoring, visit the [Rutgers - New Brunswick Learning Centers](#).
- For coaching help with writing skills and assignments visit the [Rutgers - New Brunswick Writing Tutors in the Learning Center](#).
- Many library resources are available online. Assistance is available through phone, email, and chat. For information, check the [Rutgers Libraries website](#).

Veteran Services

Rutgers is proud to support veterans. If you are a veteran of the armed forces, please visit the [Office of Veteran and Military Programs and Services website](#) for more information.

Talent Acquisition Course Schedule – Fall 2026

Week	Date	Topic(s)	Deliverables
1	9/8	Introduction: Syllabus Review; Course Expectations; About TA Research Paper assigned	Acad. Integrity Contract due
2	9/14	It's about You! (Kane)	
3	9/21	Business & HR Strategy: Strategy Defined; 4 Types of Business Strategies; Strategic Planning; The Strategic Role of HR; 10 Areas of Strategic Impact for HR; Strategic Staffing; 7 Components of Strategic Staffing	Phillips 1, 2
4	9/28	Strategic Workforce Planning: Introduction; The Talent Landscape; Workforce Planning Defined; WF Planning Applications; 6 Steps of WF Planning (“Shift Happens”); Employee “Readiness”; An Example of Strategic WF Planning	Phillips 5
5	10/5	Skills-based Talent Management: Introduction; AI is Here! The Executive Conundrum; Where Are We? How Did We Get Here? Where Are We Going? The Emergence of Skills-based Talent Management. Implementing a SBTM Model; Upskilling: The Engine of SBTM; The Role of HR in Upskilling; Company Examples; Upskilling & Continuing Education Programs; What is an Internal Talent Marketplace? (5a)	Test 1: Weeks 3, 4
6	10/12	Foundational Pieces: The Recruiter's Responsibilities; Compliance; Laws Relevant to Talent Acquisition; Job Descriptions; Job Analysis; Job Design; Writing a Job Description; A Model of Job Architecture/Grading	Phillips 4
7	10/19	Sourcing Talent: <i>External</i> - What is Talent Sourcing? Getting Started; Creating the Message; Identify Sourcing Options; Tools for Effective Sourcing; Sourcing Metrics; Costs Related to Recruiting; Costs Related to Turnover; Why We need to Get it Right; Challenges with Sourcing Today <i>Internal</i> - What is it? What Are the Benefits? What Do We Have? Posting; Employee Assessment	Test 2: Weeks 5, 6 Phillips 6
8	10/26	Attracting Talent: What is an “Employer of Choice?” What is a Company's Brand? What is an Employer Brand? 6 Steps of Building an Employer Brand (Define Your EVP, Align Your EVP with Your Culture, Own Your Social Media Presence, Make the Candidate Experience Part of Your Brand, Focus on the Employee Experience, Measure and Improve the Employer Brand Perception via Engagement; Examples of Company EVPs	Research Paper due Phillips 7
9	11/2	Screening Talent: Some Definitions, Examples, & Pros/Cons; AI's Broad Recruiting Applications; Applicant	Test 3: Weeks 7, 8

		Tracking Systems; ATS: A Growing Field; How Does an Applicant Tracking System Work? Creating an ATS-Friendly Resume; HR Chatbots; In Your 6 (or 7) Seconds; Phone Screens	Phillips 13
10	11/9	Measurement: Pre-employment Tests; Types of Pre-Employment Tests; Legal Ethical, & Practical Considerations; Data; Test Selection (Reliability & Validity); Personality Tests (MBTI, Big 5 Personality Traits, DISC Profile); Benefits of Knowing Personality Types as a Leader	Phillips 8, 9
11	11/16	Interviewing Methods: Why Learning to Interview is Important; Types of Candidates; Preparing to Interview; Unstructured Interviews; Structured Interviews/Questions (Motivational, Behavioral, Situational/Scenario, Case Study); What is Interviewer Bias? Topics to Avoid; Tips and Reminders for Interviewing; Interview Cautions; Recruiter Role Playing	Phillips 9
12	11/23	The Effective Recruiter: What Makes an Effective Recruiter? Metrics; State of the Practice; Future of the Practice; HR Technology: HCMs	Test 4: Weeks 9, 10, & 11 Phillips 13
13	11/30	Selection, Backgrounds, & On-boarding: Narrowing the Field (Multiple Hurdles, Compensatory Approach, Diversity Considerations); Final Candidate Choice; Job Offer Strategies; Employment Offers (An Offer Letter, An Employment Contract, Checking References), Presenting a Job Offer; Closing the Deal; Welcome! Let's Get to Work!; Preboarding; Orientation/Onboarding; Socialization	Phillips 11, 12
14	12/7		Test 5: Weeks 12, 13
15	TBD		

Other Possible Topic:

Managing Workforce Movement: Tools for Managing WF Movement (WF Planning, Performance & Potential Assessment, Career Pathing, WF Redeployment, WF Upskilling, Succession Planning, Mobility Management); 3 Types of Turnover (Voluntary, Functional, Involuntary); Terminating for Cause (Phillips 12)

Academic Integrity Contract

(To be signed and submitted in Canvas by the second class session)

All members of the Rutgers University community are expected to behave in an ethical and moral fashion, respecting the human dignity of all members of the community and resisting behavior that may cause danger or harm to others through violence, theft, or bigotry. All members of the Rutgers University community are expected to adhere to the civil and criminal laws of the local community, state, and nation, and to regulations promulgated by the University. All members of the Rutgers University community are expected to observe established standards of scholarship and academic freedom by respecting the intellectual property of others and by honoring the right of all students to pursue their education in an environment free from harassment and intimidation. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> for details regarding the Student Code of Conduct. Please see http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf for details regarding the Academic Integrity Policy.

Similarly, all students and faculty members of the academic community at the School of Management and Labor Relations should uphold high standards for personal conduct, ethical behavior, and professional integrity. In the area of academic integrity, students are expected to refrain from cheating, fabricating information, plagiarizing, inappropriately denying others access to material, and facilitating others in academic dishonesty. Please see <http://policies.rutgers.edu/PDF/Section10/10.2.11-current.pdf> (pp. 24-28) for detailed descriptions of each type of action.

Any of the following acts, when committed by a student, is an act of academic dishonesty and decreases the genuine achievements of other students and scholars. Academic dishonesty includes, but is not limited to, any of the following:

Plagiarism/False Representation of Work

- Quoting directly or paraphrasing portions of someone else's work without acknowledging the source.
- Submitting the same work, or major portions thereof, including presentations, to satisfy the requirements of more than one course without permission from the instructor.
- Using data or interpretative material for a report or presentation without acknowledging the sources or the collaborators.
- Failing to acknowledge assistance from others, such as help with research, statistical analysis, or field data collection, in a paper, presentation, or project report.
- Submitting purchased materials such as a term paper as your own work.
- Copying or presenting material verbatim from any source without using quotation marks.
- Copying from any source and altering a few words to avoid exact quotation, without the appropriate documentation or by using improper documentation of the source.
- Rewording the major concept found in a source but then omitting documentation or improperly citing the source.

- Submitting as one's own any work created by someone else (e.g., paper, project, speech, video, exercise, etc.) without crediting them. Large duplication of someone else's work should be avoided unless you obtain express permission from both the instructor and originator of the work.
- Fabricating or misrepresenting data or information
- Forging signatures

Cheating

- Copying work on test.
- Acting to facilitate copying during an test.
- Sharing answers through technology or in written or verbal form when such interactions are prohibited
- Using prohibited materials, such as books, notes, phones, or calculators during an test.
- Working with another student on an assignment when such collaboration is prohibited.
- Stealing or having in one's possession without permission any materials, or property belonging to or having been generated by faculty, staff, or another student for the course.
- Willfully offering to do another student's work so they may represent it as their own
- Assisting another student in cheating or plagiarizing
- Doing another student's work, excluding collaborative learning assignments or joint assignments approved by the instructor.

Engaging in any of the above behaviors can result in an F on the test or project, an F in the course, denial of access to internships, suspension for one or more semesters, or permanent expulsion from the School of Management and Labor Relations at Rutgers University.

I, _____ understand the Policies on Academic Integrity and the Student Code of Conduct at Rutgers University and the School of Management and Labor Relations. Furthermore, I understand the consequences of unethical behavior.

We all share a responsibility in creating an ethical environment. I resolve to uphold and support high standards for ethics and integrity at Rutgers University. If I see, hear, or observe violations of ethics and integrity I will report them to my instructor, Department Chair, or Dean.

Student Signature: _____ Date: _____

Student Name (Please Print): _____

Rutgers University ID: _____