



**MGMT 5368: Development and Change in Learning Organizations
COURSE SYLLABUS**

Fall 2018 (16 Week Session) Section 110

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Barbara W. Altman
Office: FH 318i
Email: Canvas Messages (preferred communication method)
If Canvas is down: altman@tamuct.edu

Office Hours:

Mondays: 2:00 – 4:00 p.m. except 9/3, 9/10, 9/24, 10/8, 11/12
Wednesdays: 10 a.m. – Noon except 9/12, 9/18, 10/10, 10/31, 11/14/, 11/21
Thursdays: 4:00 – 5:45 p.m. except 11/1, 11/22
And by appointment – phone and online (via Zoom)

Mode of instruction and course access:

The course is taught in a “blended” or “web enhanced” format, meaning class will meet face-to-face on selected Thursday evenings (attendance is mandatory on the dates below), with online content and assignments provided in between class meeting times using the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. The advantage of a blended format is that face meeting times are reserved for activities/exercises best suited to interaction and discourse, and concepts/learning resources best suited to individual study can be accomplished via online learning, thereby optimizing student time management. *Course Face-to-Face required meetings for this semester are 6:00 – 8:45 p.m., Founders Hall 211, on 8/30, 9/13, 9/27, 10/11, 10/25, 11/8, 11/29 and 12/13.* Given attendance is mandatory, unexcused absences will receive course grading point reductions. Excused absences are granted for medical emergencies (doctor’s note required) and prior planned work travel (prior notice to Dr. Altman required). Materials due that evening must be submitted on-time.

Student responsibilities:

Students must be conscientious to be successful in this class. Leading organizations through organizational change and development activities requires insightful diagnosis and reasoned approaches that “match” the organizational climate. Students will be challenged to review and analyze their own approaches to learning and their abilities to “frame” issues from multiple perspectives. Keep in mind that the reading load is substantial, the topics complex and you will need to carefully think through and support your diagnoses and analyses with well documented rationales. Good writing skills are essential as case analyses, journal writing, discussion forums and papers are all required assessments. Good oral communications skills are required as class discussions, organization based interviews and class presentations are also required. Please review this Syllabus, the grading points/assignments, and course schedule in detail prior to agreeing to all course requirements via the Student Course Agreement.

Student-instructor interaction:

I am readily accessible through the Canvas email function in the course web site. I check messages often and will get back to you within 24 hours during the week (usually much sooner!) and within 36 hours on the weekend. There is also a “Course Q&A” Discussion Forum for students to post questions about the class (in between class meetings) that all

students would most likely be interested in. I encourage students to interact with me to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. Feel free to come by during on campus office hours (listed above). If you wish to meet in person outside of office hours or via phone or web-conferencing please send me a Canvas message with several options for days/times and I will respond confirming one of your options. *Occasionally, a University meeting or Conference travel will preempt office hours; should this happen, the change will be posted via an Instructor Announcement in Canvas. The days I am already aware I have a conflict are noted above as exceptions to Monday/Wednesday/Thursday office hours.*

911 Cellular:

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

911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Description: Students will study models of organization development, change and learning. They will apply strategies for developing organizational learning using behavioral science. Viewing organizations as complex ecological systems, students will master systems thinking and the ability to “frame” organizational situations from a variety of perspectives. The goal of systematic organizational learning are change efforts that improve both the organization, its personnel and the broader systems in which it operates. Students will practice conceptual application via cases and film analyses. In groups, students will research and develop an organization development strategy for a real organization. Prerequisite(s): [MGMT 5301](#).

Student Learning Outcomes:

1. Define key terms relating to organizational development, change, learning, sustainability, and systems.
2. Explain and analyze the multiple systems that comprise an organization and its manifested behaviors.
3. Identify core characteristics of a learning organization.
4. Analyze/diagnose organizations using systems thinking tools.
5. Analyze/diagnose organizations using the 4 Bolman/Deal frames – Structural, Human Resources, Political and Symbolic.
6. Discuss the processes of change as applied to organizational culture and human behavior.
7. Identify and justify organizational situations that would benefit from development interventions.
8. Explain the differences between insider and outsider approaches to development and change intervention.
9. Describe the role that organizational learning plays in fostering sustainability.
10. Conduct an organizational diagnosis using valid diagnostic models and research methods.
11. Design, justify, and plan the implementation of selected development, learning and change interventions within a specific organizational context.

Required Reading and Textbook(s):

The Fifth Discipline Fieldbook: Strategies and Tools for Building a Learning Organization, by Peter Senge et al. New York, NY: Currency /Doubleday. 1994.

Reframing Organizations, 6th Edition, by Lee Bolman and Terrence Deal. Hoboken, NJ: John Wiley and Sons/Jossey-Bass. 2018. (6th edition is required!)

Required supplemental readings, cases and films will be provided on the Course web site and Library eReserves.

COURSE REQUIREMENTS**a. Student Profile and Course Agreement**

Students must read this Syllabus carefully and document they understand all course requirements by the end of the first week of class. The course agreement certifies students understand this Syllabus, all required course assignments, and the expectations associated with this graduate blended class. This completed agreement is worth 30 grading points.

b. Reflection Journals (Learning objectives 1, 4 & 5)

Each student will be given a private space on the course webpage to create a journal. This journal is meant to be a place where students can reflect and record their musings on the readings assigned that week. This journal is meant to be a place where students can reflect and record their musings on the readings, as some will “speak” to you and this journal is an avenue to build on that opportunity to develop your own personal mastery of learning alternative perspectives. Students should choose ONE (1) and only one assigned reading for that week, and use the journal area to reflect on how this reading impacted them, how it was thought provoking, how it spoke to a current or past organizational situation the student has encountered, etc. Students should definitely NOT summarize the reading in question, but apply its knowledge to your own experience. There are four required Journal entries through the course of the semester (see course schedule for due dates), each is worth 40 grading points. Entries that are late or inconsistent with the assignment parameters will receive no credit, and no opportunity is given to make up missed journal posts. The purpose of the journal is to help students develop as individuals and to reflect on their roles and responsibilities within the particular organizational contexts in which they participate or have participated. Your instructor will evaluate journal entries on the basis of the evidence of “quality time” spent on the assignment, as evidenced by thoughtful, subtle, insightful, reflective, and non-trivial responses. Good journal entries reflect on and explore the intersection of three things: the material from the reading, an organizational setting with which you are familiar, and your own practice vis-à-vis the material and this organizational setting. Unless otherwise indicated, I will look for all three of these in each entry.

c. Discussion Forums: (Learning objectives 2, 3 & 8)

Online discussion forums will be required 3 times during the semester on topics related to the assigned readings. Each forum requires an initial post (20 points) and substantive responses to colleagues’ postings (10 points). Specific topics and instructions for each Forum will be posted on the Course web site. Students should pay special attention to the interim deadlines for first postings (Tuesday nights) as these first posts sometimes require research. Second posts have Thursday evening deadlines. These response posts require you to read colleagues’ posts carefully and reply with new insights “extending” your learning and theirs.

e. Case Analysis Assignments: (Learning objectives 2, 4, 5 & 9)

There are 2 major case analyses assigned during the semester. Instructions for analyzing cases in this class will be provided on the course web site. Students must demonstrate understanding of the text frameworks and strong analysis and writing skills in each case assigned. Each case study assignment is worth 50 grading points.

f. Film Analyses: (Learning objectives 2, 5, 6 & 7)

Twice during the semester students are assigned to view films depicting change situations and analyze them using specific frames or mental models. Viewing the films often better approximates the role an organizational consultant would take “viewing” scenarios as they play out. Students are challenged to diagnose situations and how different interventions might change outcomes. Each film analysis is worth 50 grading points.

g. Examination: (Learning objectives 1, 2 & 3)

There will only be a single late-term exam in this course covering the main concepts in the Senge and Bolman/Deal texts, and selected supplemental readings. There will be 80 multiple choice and true/false questions, each worth 3 points. The Exam will be available online over a 5-day period. Students will have 2 hours to take the Exam anytime during this time period. Once the Exam is started, it must be finished in one sitting. *There will be no make-ups for a missed Exam unless there is a documented medical emergency. Upon receipt of a doctor’s statement, an equivalent exam will be assigned.* This exam will be worth 240 grading points.

h. Group OD intervention project: (Learning objectives 4, 5, 10 & 11)

Overview: Each student will be involved with diagnosing and analyzing a real organization and developing a step-by-step organizational development strategy for potential use in this same organization. The final deliverables for this project are a paper (120 grading points) and oral presentation (60 grading points).

Group work. Students are required to complete this project collaboratively in groups of up to 5 members. Your instructor reserves the right to modify this limit when class sizes are small. Students will be permitted to self-select into groups. Under normal conditions (see below for more about this), all members of a group will receive the same grade, and each group will be responsible for policing the behavior and relative contributions of its individual members. With my prior approval, groups have the option to dismiss individual members who demonstrate an inability or unwillingness to carry an ordinate and/or equitable share of the responsibility for the group’s project. Dismissed students will be given the opportunity to join another group, but permission to do so must be given unanimously by the members of the group being sought. If no other group is willing to allow the dismissed student to join, the student must complete the OD intervention project alone.

Paper. Your paper deliverable for this project should be of sufficient quality that you would feel comfortable showing it to a boss, colleague, prospective client or employer in order to provide an example of the best quality of research, writing, and presentation of which you are capable. In general, this paper will be evaluated on the following bases (specific evaluation criteria will be given in the assignment file on Canvas):

1. Composition—how well the project is developed (i.e., crafted) and put together.
2. Comprehensiveness—how thorough you have been in your research, as evidenced by the breadth and quality of your academic and primary source material.
3. Integration—how artfully and effectively the evidence and precedents you have collected to make your case are woven into the conceptual fabric (i.e., the argument) of the paper
4. Utility—how useful a prospective client would find the project. A good question to ask

is: "Would the client clearly see the value of this intervention strategy, and could he or she execute this particular intervention using only this project as a resource?" A good answer is: "Yes, and Yes."

Additional information. Additional information about this assignment (sample submissions, formatting guides, etc.) will be posted in separate files on Canvas. Student groups will be required to submit a project proposal early in the semester, and periodic progress reports will be required. (see the Course Schedule and the course Canvas page for details; Initial proposal and Interim Reports each worth 20 grading points).

Presentation. The final deliverable for the OD Intervention Project is a professionally prepared and presented 20-minute presentation on the last night of face to face class summarizing the findings in your paper. Full instructions and guidelines will be posted to the course Canvas page.

Please note that there will be a formal peer evaluation component in this course, and the receipt of extreme or multiple complaints (or complaints from multiple persons) about a specific student's lack of contribution on a collaborative project may result in a reduced grade for the student in question. The amount of any grade reduction would be in addition to any loss of participation points, and would depend on the severity of the complaint(s), the sufficiency of the documentation given in support of the complaint, and any relevant extenuating circumstances. The maximum that may be levied against a student on the basis of negative peer evaluations is a one letter grade reduction (10%) on the course average. Note that this reduction limit does NOT apply in situations in which University academic integrity or student conduct policies have been violated (i.e., plagiarism).

Grading Criteria Rubric

Grading rubrics are provided for all course assignments within the Canvas course web site. Students should review these rubrics carefully when preparing assignments.

There are 1000 grading points available in this class, assigned as follows:

Student Agreement/Course Profile	30
Discussion Forums (3@30 points)	90
Reflection Journals (5@40 points)	200
Case Analyses (2@50 points)	100
Film Analyses (2@50 points)	100
Exam	240
Org. Development Project (group)	
Initial Proposal	20
Interim Reports (2@20)	40
Paper	120
Presentation	60
Total	240

Total: 1000 points

Grades are assigned as follows:

<u>Course Grade</u>	<u>Calculation</u>	<u>Minimum Points Required</u>
A	90% X 1000	900
B	80% X 1000	800
C	70% X 1000	700
D	60% X 1000	600
F		599 and below

Grading Policy

Minimum points required for a specific course grade are noted on the above table. *Minimum points required for a specific course grade will NOT be revised for any reason. There is no extra credit in this class.*

As stipulated earlier in the Syllabus, grading points may be reduced either due to unexcused absence from face to face class OR low peer evaluations.

Posting of Grades

All student grades will be posted in the Canvas Grade Book and students should monitor their grading status through this tool. Grades for the Exam will be posted after the availability period has expired. Grades for Cases, Journals and Project Assignments will be posted no later than one week following the due date. Grades for Discussion Forums will be posted within five days of the last due date.

COURSE OUTLINE AND CALENDAR

This schedule is provided as your guide to the course; students should post all deadlines to the calendar tool they find most useful. All resources (except texts) and detailed assignment instructions are posted to Modules in the Course Web Site. Readings assigned each week will be shown on the Module pages in the course web site. Weekly units begin on Friday and close the following Thursday night (except for first and last weeks of semester). Due dates are given in this schedule. For assignments due the night of face class (noted in yellow), deadline time is 5:15 p.m.; for projects due online weeks the deadline time is 11:59 p.m. Points associated with each assignment are shown after in parentheses.

Week	Subject	Assignments Due
Aug. 27 – Aug. 30	Introduction to Organization Learning, Development and Change	In-class exercises
Aug. 31 – Sept. 6	Organization Development and its Evolution Introduction to Systems Thinking	Discussion Forum 1: Post 1 due 9/4 (20), Response posts due 9/6 (10) Reflection Journal 1 due 9/6 (40)
Sept. 7 – Sept. 13	Systems Thinking cont. Introduction to Reframing	In-Class exercises
Sept. 14 – Sept. 20	Challenges to learning in Organizations	Reflection Journal 2 Due 9/20 (40) Discussion Forum 2: Post 1 due 9/18 (20), Response posts 9/20 (10)
Sept. 21 – Sept. 27	Mental Models Organizational Diagnosis Techniques	Group OD Proposal Due 5:15 p.m. 9/27 (20), bring copy to present/discuss in class

Week	Subject	Assignments Due
Sept. 28 – Oct. 4	Building Shared Visions Team Learning	Reflection Journal 3 Due 10/4 (40) Discussion Forum 3: Post 1 due 10/2 (20), Response posts 10/4 (10)
Oct. 5 – Oct. 11	The Structural Frame	Case Analysis 1 due 5:15 p.m. 10/11 (50), bring copy to class for discussion
Oct. 12 – Oct. 18	The Human Resources Frame	Film Analysis 1 due 10/18 (50)
Oct. 19 – Oct. 25	The Political Frame	Film Analysis 2 due 5:15 p.m. (50) and bring copy to class
Oct. 26 – Nov. 1	The Symbolic Frame	Group OD Interim report 1 due 11/1 (20) Reflection Journal 4 Due 11/1 (40)
Nov. 2 – Nov. 8	Integration of all Frames/Models	Case 2 Preparatory Work due 5:15 p.m. 11/8 (50), Role Plays and B Case in Class
Nov. 9 – Nov. 15	Examination	EXAM Online, Available 11/11, due 11/15 (240)
Nov. 16 – Nov. 29 (double week due to Thanksgiving)	Leadership Challenges and New Frontiers	Group Interim Report 2 Due 5:15 p.m. (20) and present in class Reflection Journal 5 due 5:15 p.m. 11/29 (40)
Nov. 30 – Dec. 6	Achieving Organization Learning – written paper	Project paper due 12/6 (120)
Dec. 7 – Dec. 13	Achieving Organization Learning – oral presentation	Project Presentation due 5:15 p.m. 12/13, in class presentation (60)

Import University Dates:

August 27, Add/Drop/Late Registration begins
August 29, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
September 3, Labor Day, CAMPUS CLOSED
September 12, Last day to drop 16-week classes with no record
October 5, Deadline to submit Graduation Application for Ceremony Participation
October 19, Last day to withdraw from the University (1st 8-week classes WF)
November 12, Veteran’s Day
November 9, Last day to drop with a Q or withdraw with a W (16-week classes)
November 22-23, Thanksgiving, CAMPUS CLOSED
December 14, Last day to withdraw from the University (16-week and 2nd 8-week classes)
December 14, Last day to file for Degree Conferral (Registrar’s Office)
December 14, End of Fall Term and Commencement

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address) 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.

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.

Check browser and computer compatibility for all computers you will be using for this course this semester. This is a CRITICAL step as these settings are important when you take an exam or submit an assignment.

Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines. Complying with this requirement is part of your "Course Agreement".

For issues with **Canvas**, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.

For issues related to course content and requirements, contact Dr. Altman via Canvas messages or the "Course Q&A" Discussion Forum.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors 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, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

A found incidence of Academic Dishonesty for any assignment, project or exam in this class will result in 0 points and be referred to the Office of Student Conduct for action. Multiple incidences will result in an F course grade.

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

If you require accommodations for this class, please let Dr. Altman know within the first two weeks of class, with the appropriate paperwork. All approved requests will be honored.

Important information for Pregnant and/or Parenting Students.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

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! If you have any questions about the UWC, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

This class will also be taking advantage of the Library eReserves resource; copyrighted published articles assigned for this class will be made available through eReserves.

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 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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES

Course Standards

Professional level writing and communication are critical skills in the business world. This standard should be displayed in all assignments for this class. All communications, both to the Professor and student colleagues, should be kept professional, including Discussion Forum postings and messages. For online correspondence, appropriate "netiquette" rules should always be followed (see orientation module on course web site for netiquette readings). For written assignments, all work should be proofread, free of grammatical errors, include proper citations and be in accordance with American Psychological Association (APA) standards.

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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Professor Altman reserves the right to make changes to this Syllabus should circumstances during the semester cause revision. Note the date below of this Syllabus. Should changes be necessary a revised Syllabus will be posted on the Course web site, an announcement posted to that effect, and the new version will have a different date in the footer.