



**MGMT 5315-110, 80362 International Management for Sustainability  
Online 16 Week Course**

Fall 2020 Semester: Aug 24- Dec 11, 2020,

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Dr Leyla Orudzheva

**Office:** Founders Hall, Suite 217

**Email:** [leyla.orudzheva@tamuct.edu](mailto:leyla.orudzheva@tamuct.edu)

**Office Hours:** by appointment via Webex

**Mode of instruction and course access:**

This course meets **online**. The TAMUCT Canvas Learning Management System [<https://tamuct.instructure.com>] will be used for instruction and assessment.

**Student-instructor interaction:**

TAMUCT Canvas messaging system is the preferred communication method. I check messages regularly and usually respond within 24h during week days (48h during weekend and holidays). I can meet online using web-conference tools.

*Occasionally, a University meeting or Conference travel will preempt my prompt responses to your message; should this happen I will post an announcement via Canvas.*

**WARRIOR SHIELD**

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

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [<https://portal.publicsafetycloud.net/Account/Login>] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

**COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office

hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- **Self-monitoring**—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- **Face Coverings**— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- **Classroom Ingress/Egress**—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **COURSE INFORMATION**

### **1. Course Overview and Description:**

This course will focus on international business management through a sustainability lens. Seminal and current research along with relevant real-world examples will be used to expose students to theories and frameworks pertinent to international business functions and cross-cultural management. The course will sensitize students to global business environment opportunities and stimulate generation of team-based international business solutions contributing to sustainable development and consistent with the triple bottom line approach.

**1.1. Course Objective:** This course is designed to facilitate students’ learning of the fundamentals of international business strategies and cross-cultural management to

achieve the organizational outcome of sustainable development. Throughout the course, students are expected to develop a sense of ease to manage business in a multicultural environment which will contribute to an organization's success in the social, ecological, and economic dimensions of sustainability.

**1.2. Student Learning Outcomes (SLOs):** Upon the successful completion of this course, students will be able to:

SLO 1. Identify the impacts of globalization on a firm's internationalization process.

SLO 2. Apply the principles of sustainability in global business environment.

SLO 3. Analyze different cross-national institutional forces that influence international businesses.

SLO 4. Discuss cultural dimensions based on cultural frameworks and apply them to global business settings.

SLO 5. Discuss ethics and corporate social responsibility issues in the global business environment.

SLO 6. Evaluate the tension between pressures for global integration and national responsiveness and identify an effective international strategy and entry mode.

SLO 7. Develop cultural intelligence to interact and manage people from different cultures.

SLO8. Identify sustainability problems across different local contexts and propose global business solutions to them

**2. Prerequisites:** MGMT 5301 Organizational Behavior

**3. Textbook and Assigned Readings:**

**3.1. Required Reading and Textbook(s)**

3.1.1. **International Business: Competing in the Global Marketplace** (12th Edition) by Charles W. L. Hill Dr, G. Tomas M. Hult

Publisher: McGraw-Hill; ISBN: 9781259929441

3.1.2. Supplemental readings will be provided via TAMUCT Library e-reserve.

**3.2. Reference Guide for Professional Writing**

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338- 0561-5.

Both in-text citation and a list of reference in the end of the write-up are required in all written assignments.

All students are expected to keep abreast of contemporary developments in global business by reading quality press such as, for example, the New York Times, Wall Street Journal, Washington Post, The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, etc.

## **COURSE REQUIREMENTS**

### Individual assignments

**Student introduction forum (1@10):** Students will introduce themselves in a discussion forum to allow the instructor and fellow classmates to learn more about them. Additionally, students will use this introduction to share their preferences for the GSE project in order to allow a seamless team formation based on common interests.

**Self-check quizzes (7 quizzes @30 points):** learning activity supports SLO 1-6

This course has Self-check quizzes for all learning material covered in this course. The Self-check quizzes challenge your mastery of the content in each module. Self-check quizzes are open book and open notes. There is no provision for making up missed quizzes as each quiz will be opened during one whole week.

**Academic literature review (50 points) & Presentation (14 points):** learning activity supports SLO 3 & 6.

Each student will write a review of academic literature covering a specific area of research relevant to the International Management and focusing specifically on relevant managerial implications. A selection of topics will be distributed in class and posted in Canvas. Your literature review will be 6+ pages double-spaced, 12pt, and will contain in-text citations. Page limit does not include, figures, tables, and references. Detailed guidelines will be provided via Canvas.

Students student will post a video presentation synthesizing their academic literature review to the discussion forum to share their findings with the class allowing student-to-student learning. Classmates will comment on each other's presentations in a Reply post.

**Initial post in World Events Digest Discussion forum (2@40 points):** learning activity supports SLO 1-3.

Each student will present a World Event Digest for 2 out of 6 weekly geographic areas discussion forums in weeks 4-13 of the semester. The geographic areas cover most regions of the world (e.g., Asia Pacific, Latin America, North America, European Union, Eastern Europe, Central Asia, Africa, and Middle East). You will research the world events occurred in that area since the beginning of the semester and will post a write-up including a summary of at least 3 major events, and a detailed analysis of the implications of 1 of these events for international business referring to the concepts from the textbook. Format: 2 page single-spaced, 12-pt font. Detailed guidelines will be provided via Canvas.

**Reply post for World Events Digest (2@13)**

Each student will post 2 replies to other students' event digest in weeks 4-13. The reply posts will substantially add to the discussion and make use of concepts studied throughout the semester. Note: The reply posts and the initial posts do not have to be posted in the same week

as your own digests. The 2 reply posts must be in different weeks covering 2 different regions.

**Mini cases (3@40):** learning activity supports SLO 1-6 & 8.

Each student will complete mini cases from real world examples answering to IB related questions by apply concepts from Modules to generation of business solutions. Detailed guidelines will be provided via Canvas.

#### Team assignments

**Global Sustainable Enterprise (GSE) Team Charter (5 points):** Each team will submit a team charter. Detailed guidelines will be provided via Canvas.

**Global Sustainable Enterprise (GSE) Proposal (50 points):** learning activity supports SLO 1-4.

Each team will write a proposal for a firm's effort in building a global sustainable enterprise. You will select an already existing American company that is not part of the 100 Most sustainable companies<sup>a</sup> and would presumably have lots of room for improvement in terms of sustainability. After conducting an internal analysis, you will study external environment scanning for opportunities and identify a new country for the company to expand to for a global business venture and consider cultural and ethical issues that could impact the firm. The proposal should identify 2-3 alternatives and formulate a clear argument in favor of the selected country. Detailed guidelines will be provided via Canvas.

**Global Sustainable Enterprise (GSE) Final Team Presentation (10):** Each team will share the recommendations of its Final GSE paper in a video recording using a PPT presentation. Students are expected to deliver their presentation in a professional manner. Detailed guidelines will be provided via Canvas.

**Global Sustainable Enterprise (GSE) Final Paper (70 points):** learning activity supports SLO 2, 6, 7.

Incorporating the feedback provided for the GSE Proposal and Presentation, the final paper will propose a firm strategy, structure, and entry mode for the venture; estimate a timeline and required financial resources; discuss human resource systems to be used in the new venture; and recommend levels of product/service adaptation as well as marketing methods. The paper should rely on pertinent, reliable data about the country and the firm (e.g. annual reports, quality business press, well-known and reputable international organizations' websites, NO Wikipedia). Your recommendations should make use of frameworks discussed in class, account for central issues and problems facing the firm in the proposed venture, critical analysis of the situation, and appear realistic (no science fiction) and presentable to the firm as a viable option for global expansion. Detailed guidelines will be provided via Canvas.

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<sup>a</sup> <https://www.corporateknights.com/reports/2020-global-100/2020-global-100-ranking-15795648/>

**Peer evaluation:** Students' involvement in team activities will be evaluated by peers using a collective Peer Evaluation process. Each team project component will be accompanied with a collective peer evaluation. Based on the grade awarded by peers, a student will either receive the full points associated with the team grade on a relevant team assignment or only a portion of the points.

NOTE 1: No later than 24 hours after a peer evaluation due date, any team member may request that the instructor arbitrate team ratings. If arbitration is requested, and conducted, the decision of the instructor will be final. The Peer Evaluation will be submitted with each of the team assignments.

NOTE 2: A student "fired" from his or her team in accordance with conditions outlined in the team's charter will have to complete the remaining team project parts on his own with a maximum possible grade capped at 79%. Furthermore, a student fired from a team won't be able to earn points for the Team presentation.

### **Grading Polices/Guidelines**

- **Required Studying: Instructor-Created/Provided Materials and Book Chapters:** Modules are used for instruction in this online course. While *Module Forum Discussions* (detailed next in the Assessments section of the syllabus) are the equivalent of face-to-face discussions, studying the materials in each module as instructed is the equivalent of attending a lecture. You are required to study the material as instructed if you want to succeed in the class. Studying for a module may include: listening/watching to instructor-created audio and/or video content (e.g., narrated presentation), listening/watching instructor-provided audio and/or video content (e.g., a news segment about an event that impacts business strategy), reading instructor-created notes and PDFs, reading instructor-created slides, reading-instructor provided slides, and lastly, reading book chapters as instructed.
- **Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. You are expected to read the chapters as assigned in the syllabus as well as all the relevant supplemental resources that may be found in the Module content folders for that period before attempting any quiz or submitting any written assignment.
- **Quality Work:** All work submitted for grading shall be of upper level quality: demonstrate understanding and effort put into it, depth of analysis, grammatical structure, professionalism, etc.
- **Spelling, Grammar, and Writing Skills for reports:** The content of all written assignments is what you will be evaluated on, provided that your spelling and grammar does not have major issues. While a few spelling and grammar mistakes are acceptable and will not affect your grade, I reserve the right to remove of up 10% of the points of a written assignment for excessively bad grammar and spelling mistakes. Students who

proofread their work, use spelling and grammar checking tools, or obtain help from the University Writing Center (described above) should not be affected by this policy.

- **Identifying Submissions:** Submissions' title should follow the format as specified  
*Title\_of\_the\_assignment\_Student Last Name or Team number*
- **Submission Style Requirements:** Submissions will be in accordance with The Publication Manual of the American Psychological Association, 6<sup>th</sup> ed. **All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format.**
- **Due Dates and Late Submissions:** The assignment instructions and deadlines are clearly laid out in the syllabus. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know before the due date. Late submissions of written assignments will cost -20% of the grade per day.
- **Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the semester to make changes to the syllabus. In such events, changes will be announced, and students will receive written notice as soon as possible.
- **Sundown rule:** You have one (1) week (from the date the grade is released) to inquire about your grade on an exam, quiz or any other assignment. The exception to this is the last round of assignments, and your Final Letter Grade when inquiries need to be taken care of as soon as possible before I submit grades to the Registrar. The purpose is to resolve any issue during the term and not wait until the last week of the term. Check your grades every week!

### Grading Criteria Rubric and Conversion

A detailed grading rubric will be available with the assignment instructions at the submission link in Canvas. Minimum points required for a specific course grade are noted on the table under Grade Computation in the next section. Minimum points required for a specific course grade will NOT be revised for any reason. There are 645 grading points available in this class, assigned as follows:

<i>Individual</i>	Points	30% of total	
Student introduction forum (1@10)	10	2%	79%
Self-check quizzes (7@30)	210	33%	
Academic literature review (1@50)	50	8%	
Academic literature review presentation (1@14)	14	2%	
Initial post World Events Digest (2@40)	80	12%	
Reply post for World Events Digest (2@13)	26	4%	
Mini cases (3@40)	120	19%	

<u>Team</u>			
GSE Team Charter	5	1%	21%
GSE Proposal	50	8%	
GSE Final Paper	70	11%	
GSE Final Team Presentation	10	2%	
<b>Total points</b>	<b>645</b>		<b>100%</b>

### Grade Computation

Final grades will be calculated using a traditional scale. Final grade consists of points earned. Students should not expect rounding or individual extra credit at the end of the semester.

POINTS	LETTER GRADE	%
580-645	A	90
516-579.99	B	80
451-515.99	C	70
387-450.99	D	60
Below 387	F	<60

### Posting of Grades

All student grades will be posted on the Canvas Grade book and students should regularly monitor their grading status through this tool. I will attempt to post grades for all assignments within one week after the due date, unless I let you know otherwise.

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

The modules will open on Mondays and will remain open till the end of the semester  
**All written assignments are due on Sundays of a corresponding week by 11:59pm**  
**All Initial posts for discussions should be submitted no later than by 11:59pm on Friday to allow enough time for meaningful Reply posts by 11:59pm on Sunday**  
**Quizzes will open on Mondays of a corresponding week and will remain open through the following Sunday till 11:59pm** (Note: Considering the large availability window for Quizzes, no make-ups will be allowed unless there are exceptional circumstances)

Module	Dates	Topic	Readings & Assignments
1  SLO 1, 2 & 5	Week 1 Aug 24-30	Course introduction	<b>Post</b> to the "Student Introduction" forum (required to show that you are active in the course and for team formation). Read the syllabus. Buy the textbook
	Week 2 Aug 31- Sept 6	Globalization	Review lecture slides; Read Ch. 1 "Globalization" Watch Instructor video commentary <b>Complete mini case 1</b> Review "Student Introduction" forum and reach out to 2 classmates with whom you would like to form a team. <b>Submit team members list;</b> Start working on the Team Charter
	Week 3 Sept 7- 13 Sept 7: Labor Day (University Closed)	Ethics, CSR and Sustainability in IB	Review lecture slides; Read 5 "Ethics, Corporate Social Responsibility, and Sustainability"; Watch Instructor video commentary  <u>Required E-reserve readings:</u> Cuervo-Cazurra, A. (2016). Corruption in international business. <i>Journal of World Business</i> , 51(1), 35–49. Jeanrenaud S., Jeanrenaud J., Gosling (2017). Chapter 1 in <i>Sustainable Business: A One Planet Approach</i> <u>Optional readings:</u> Bricker, D., & Ibbitson, J. (2019). What lies ahead. <i>Empty Planet: The Shock of Global Population Decline</i> (pp. 225–240). <i>The Economist</i> . (2019, February). The best way to solve the world's water woes is to use less of it.  Study all relevant content provided in the Module  Take <b>Quiz 1</b> <b>Team Charter due on Sunday;</b>

2 SLO 3, 4, & 7	Week 4 Sept 14- 20	National differences	Review lecture slides; Read Ch. 2 "National differences in political, economic, and legal systems", 3 "National differences in economic development", Watch video commentary <u>Required E-reserve readings:</u> Chipman, J. (2016). Why Your Company Needs a foreign policy. Harvard Business Review, (September), 36–43. <u>Optional readings:</u> The Economist. (2018, September). Exit the dragon: A Chinese ban on rubbish imports is shaking up the global junk trade. <b>Post</b> to the "World Event Digest" discussion forum 1 (Region of the week: Asia Pacific & Central Asia) <i>*By Tuesday submit annotated bibliography for the Academic literature review for feedback (ungraded)</i>
	Week 5 Sept 21- 27		Review lecture slides; Read Ch. 4 "Differences in culture", Watch video commentary <u>Required E-reserve readings:</u> House, R., Javidan, M., Hanges, P., & Dorfman, P. (2002). Understanding cultures and implicit theories across the globe: an introduction to project GLOBE. Journal of World Business, 37, 3–10. Study all relevant content provided in the Module Take <b>Quiz 2</b>
3	Week 6 Sept 30- Oct 6	Global trade and investment environment	Review lecture slides; Read Ch. 6 "International trade theory", 7 "Government policy and international trade"; Watch video commentary
	Week 7 Oct 5- 11		Review lecture slides; Read Ch.8 "Foreign direct investment", 9 "Regional economic integration"; Watch video commentary <u>Required E-reserve readings:</u> Shapiro, D., Hobdari, B., & Oh, C. H. (2018). Natural resources, multinational enterprises and sustainable development. Journal of World Business, 53(1), 1–14. Walter, R. M. (2018, Sep 17). Imperialism will be dangerous for china; being risks blowback as it exports surplus economic capacity to Africa and Asia. Wall Street Journal (Online) <b>Submit Academic Literature Review</b> Study all relevant content provided in the Module Take <b>Quiz 3</b>
4	Week 8	Global Monetary System	Review lecture slides; Read Ch. 10 "The foreign exchange market", 11 "The international monetary system",

	Oct 12- 18	SLO 3	<p>12 "The global capital market"; Watch video commentary</p> <p>Study all relevant content provided in the Module</p> <p><b>Post</b> to the "World Event Digest" discussion forum 3 (Region of the week: European Union)</p> <p><b>Submit GSE Proposal</b></p> <p>Study all relevant content provided in the Module</p> <p>Take <b>Quiz 4</b></p>
5 SLO 6	Week 9 Oct 19- 25	Strategy and Structure of IB	<p>Review lecture slides; Read Ch. 13 "The strategy of international business", 14 "The organization of international business"; Review lecture slides;</p> <p>Study all relevant content provided in the Module</p> <p><u>Required E-reserve readings:</u> The Economist. (2016, November). Breaking the habit: the future of oil.</p> <p><b>Post</b> to the Academic Literature Review presentation discussion forum (Initial post) &amp; reply to 1 classmate's presentation in a discussion forum</p>
	Week 10 Oct 28- Nov 3		<p>Review lecture slides; Read 14 "The organization of international business";</p> <p><b>Post</b> to the "World Event Digest" discussion forum 4 (Region of the week: Africa)</p> <p><b>Complete mini case 2</b></p> <p>Study all relevant content provided in the Module</p> <p>Take <b>Quiz 5</b></p>
6 SLO 6	Week 11 Nov 2- 8	Foreign market entry modes	<p>Review lecture slides; Read Ch. 15 "Entry strategy and strategic alliances"</p> <p><u>Required E-reserve readings:</u> Ritvala, T., Salmi, A., &amp; Andersson, P. (2014). MNCs and local cross-sector partnerships: The case of a smarter Baltic Sea. International Business Review, 23(5), 942–951.</p> <p><b>Post</b> to the "World Event Digest" discussion forum 5 (Region of the week: Eastern Europe)</p> <p>Study all relevant content provided in the Module</p> <p>Take <b>Quiz 6</b></p> <p><b>Complete mini case 3</b></p>
7 SLO 4, 6, & 7	Week 12 Nov 9- 15 <b>Nov 11: Veteran's Day (University Closed)</b>	International business functions	<p>Review lecture slides; Read Ch. 17 "Global production and supply chain management"</p> <p><u>Required E-reserve readings:</u> Jaffee, D. (2014). Chapter 5: A sustainable cup? Faire trade, shade-grown coffee, and organic production. In Brewing justice: Fair trade coffee, sustainability, and survival (Updated., pp. 133–164 in a hard copy book).</p> <p>Renard, M.-C. (2010). In the name of conservation:</p>

			CAFE practices and Fair Trade in Mexico. Journal of Business Ethics, 92, 287–299.
	Week 13 Nov 16- 22		Review lecture slides; Read 18 "Global marketing and R&D" Post to the "World Event Digest" discussion forum 6 (Region of the week: Middle East)
	Week 14 Nov 23- 29 Nov 26- 27: Thanksgiving (University Closed)		Review lecture slides; Read Ch.19 "Global human resource management". Study all relevant content provided in the Module Take Quiz 7
8	Week 15 Nov 30- Dec 6		GSE Final team presentation PPT due Wed, Dec 2, at 11:59pm
	Week 16 Dec 7- 11	Course wrap-up 	GSE Final paper due Wed, Dec 9, at 11:59pm

### Important University Dates:

August 24, 2020 Classes Begin for Fall Semester

August 26, 2020 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

August 31, 2020 Deadline to Drop First 8-week Classes with No Record

September 7, 2020 Labor Day (University Closed)

September 9, 2020 Deadline to drop 16-week Classes with No Record

October 1, 2020 Deadline for Teacher Education Program Applications

October 2, 2020 Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)

October 15, 2020 Deadline for Clinical Teaching/Practicum Applications

October 16, 2020 Classes End for First 8-week Session

October 16, 2020 Deadline to Withdraw from University for First 8-Week Classes (WF)

October 19, 2020 Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants

October 19, 2020 Classes Begin for Second 8-Week Session

October 19, 2020 Class Schedule Published for Spring Semester

October 20, 2020 Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)

October 21, 2020 Deadline for Add, Drop, and Late Registration for Second 8-Week Classes

October 26, 2020 Deadline to Drop Second 8-Week Classes with No Record

October 30, 2020 Deadline for Graduation Application for Fall Ceremony Participation

November 1, 2020 Deadline for GRE/GMAT Scores to Graduate School Office

November 2, 2020 Registration Opens for Spring Semester

November 6, 2020 Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)

November 11, 2020 Veteran's Day (University Closed)

November 20, 2020 Deadline for Final Committee-Edited Theses Fall Semester with Committee Approval Signatures to Graduate School Office

November 26-27, 2020 Thanksgiving (University Closed)

November 27, 2020 Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)

December 11, 2020 Deadline to Withdraw from University for 16- and Second 8-Week Classes

December 11, 2020 Fall Semester Ends

December 11, 2020 Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)

December 11, 2020 Deadline for Fall Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee

December 11, 2020 Fall Commencement Ceremony Bell County Expo 7 pm

December 15, 2020 Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)

December 15, 2020 Deadline for Theses to Clear Graduate School Office for Fall Semester

December 24, 2020 - January 1, 2021 Winter Break (University Closed)

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology requirements**

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

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 plug in.

### **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](mailto: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.*

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

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

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid

penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **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, working with others in an unauthorized manner, 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 referred 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.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html),  
[https://www.tamuct.edu/student-affairs/student-conduct.html].

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

### **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, 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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required)  
[https://tamuct.instructure.com/courses/717]

### **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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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, 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@tamuct.edu) .

Chat live with a 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 Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m.

Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m.

The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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](mailto:bruce.bowles@tamuct.edu) if you have any questions about the

UWC and/or need any assistance with scheduling.

### **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].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## **OPTIONAL 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 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>].

### **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](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/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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### **OTHER POLICIES**

#### **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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