

MGMT 5330, Section 110 CRN 80431, Cross-Sector Partnerships Syllabus

Fall 2020 - Hybrid

Texas A&M University-Central Texas
College of Business Administration

COURSE DATES, MODALITY, AND LOCATION

The course is taught in a “blended” format, meaning class will meet alternative Thursday nights 6:00 – 8:45 p.m., via Zoom web-conferencing 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>]. Attendance at Thursday night Zoom sessions is MANDATORY, the dates for these sessions are: 8/27, 9/10, 9/24, 10/8, 10/22, 11/5, 11/19 and 12/3. Students who have to miss a session due to required work, travel or an illness should advise Dr. Altman in advance and she will work with you to make up the work. The advantage of a blended format is that synchronous 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.

STUDENT RESPONSIBILITIES

Students must be self-disciplined and self-starters to be successful in this class. The reading load is substantial, the topics are complex, and you will need to carefully think through and support your perspectives on the issues with well documented rationales. Good writing skills are essential as case analyses, journal writing, discussion forums posts, and papers are all required assignments. Please review this Syllabus, especially the grading points/assignments, course schedule, technology requirements and Academic Honor Code in detail prior to agreeing to the the Student Course Agreement.

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Barb Altman

Office: Founders Hall, 318G

Phone: 254-501-5841

Email: *via Canvas message system is preferred mode of communication.* (May use altman@tamuct.edu if Canvas is down)

Office Hours: **by appointment**

Student-instructor interaction

I am readily accessible through the Canvas email function (messages) in the course web site. I check messages often and will get back to you within 24 hours during the week and within 36 hours on the weekend. There is also a “Course Q&A” Discussion Forum for students to post questions about the class that all students would most likely be interested in. For individual issues please send a Canvas message. I encourage students to interact with me by participating actively in the Zoom sessions, asking questions on the Course Q&A Discussion Forum and if you

would like further direction or are having issues in the class, by setting up an appointment. If you wish to meet one-on-one either via phone or Zoom, please send me a Canvas message with several options for days/times and I will respond confirming one of your options.

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.

While this class does not require face to face meetings, please be aware of these COVID rules should you need to come to campus for any reason.

- **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.
- **Physical Distancing**—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

COURSE INFORMATION

Course Catalog Description: Cross-sector partnerships have proven to be one of the most effective approaches to complex environmental challenges. Through case studies of environmental partnerships, literature on collaboration strategies, reflective journals, and field research, students will develop the skills necessary to lead future collaborative sustainability initiatives. Prerequisite(s): Management leveling.

Student Learning Outcomes

Upon successful completion of this course, students should be able to:

1. Identify and describe the range of partnerships being utilized to realize Sustainable Development Goal #17.
2. Identify and describe the skill sets necessary to lead and/or participate in a successful cross-sector partnership.
3. Summarize the state of knowledge related to factors that promote or inhibit successful formation and implementation of cross-sector partnerships.
4. Evaluate case studies of sustainability partnerships to discern qualities that promote success.
5. Evaluate case studies of sustainability partnership efforts to identify challenges and opportunities for intervention.
6. Reflect on personal leadership abilities and identify developmental activities to increase effectiveness in cross-sector partnership efforts.
7. Conduct field research to write a case of a cross-sector partnership in the Central Texas region.

Required Readings and Textbook

Required Text: Seitanidi, M. May and Crane, Andrew. 2014. Social Partnerships and Responsible Business: A Research Handbook. New York, NY: Routledge

(First week's reading from the text will be available on eReserves but students need to plan to buy the text after)

ISBN: 978-0-415-67864-3 (paperback) or 978-1-315-86717-5 (e-book)

There will be assigned additional readings from the library e-Reserves or posted on the course web site. The link for eReserves is:

https://tamuct.libguides.com/er.php?course_id=62109

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 course readings and assignments, technology requirements, attendance at Thursday synchronous sessions and the Academic Honor code posted in the course resources module. The agreement is worth 10 grading points.

b. Discussion Forums: Early in the semester two Discussion Forums will help students engage with core partnership readings and concepts. Students must read the assigned articles and compose an initial post responding to prompts; this post is worth 20 grading points. Two response posts will be required, challenging your student colleagues to think harder about their initial post and the readings and concepts. Each of the second posts are worth 5 points. Total for each Forum is 30 grading points. Students must read the “Netiquette Guidelines” in the course resources module and follow them for all discussions. (LOs 1, 2 & 3)

c. Reflection Journal: Once during the semester students will engage in a self-study about the partnership concepts. This written paper will probe your personal sentiments about cross sector work and sustainability, and the critical capabilities needed to accomplish them. This paper will be worth 50 grading points. (LO 6)

d. Meta-Analysis Paper: All of the assigned background readings will offer varying perspectives on the critical components and processes necessary to have successful cross-sector partnerships. In this paper students will analyze and track readings for these factors and compose a combined analysis of these features. Early in the semester students will submit a preliminary analysis to gain feedback on a framework they will use for the paper. This will be worth 10 grading points. After all the readings have been completed, the full meta-analysis paper will be due; it will be worth 50 grading points. (LO 3)

e. Student presentations on supplemental articles: The literature on partnerships is quite large and has grown rapidly in recent years. Every attempt has been made to design the readings in this class to highlight the most informative seminal (or original, formative, ground-breaking) works. These “core” readings have been assigned to all students. For some topic areas in the class there are additional readings that lend some perspectives not covered in the identified core readings. Once during the semester, students will be assigned a “supplemental” reading to study and to summarize its contribution for the class. This presentation is worth 20 grading points. (LO 2)

f. Case Analyses: Careful study of “real world” partnerships—both successful partnerships and partnerships burdened by challenges—is a critical part of this class. Following completion of the “meta-analysis” paper, students will be assigned a series of 4 case studies. Two cases will be worth 40 grading points. Two significantly longer and more complex cases are worth 50 grading points. Instructions for the format and method for these case analyses will be shared via the course web site and in the synchronous sessions. (LOs 4&5)

g. Group Case Study: Our Central Texas region is home to exciting sustainability partnerships. The last segment of the class will be spent in small groups to conduct field research. Field research demands designing, conducting, and transcribing interviews; reviewing websites and archival documents, amongst other activities. The written outcome of your field research will be an original case study of one of these partnerships. Guest speakers in Thursday synchronous Zoom sessions will introduce some sample partnerships. These are candidates for the field research/case study but students also can identify other partnerships, with Dr. Altman’s approval. The case study written paper will be worth 100 grading points. The last night of class students are required to present their case study to the class, including a PowerPoint presentation. This presentation will be worth 20 grading points. Note this case is in lieu of a final in this course. Should student groups be interested and given the quality of their case study, there may be an opportunity to work with Dr. Altman after the class is complete to submit your case study for publication. (LO 7)

Class Grading Points:

1. Course Agreement	10
2. Discussion Forums (2 @ 30 points)	60
3. Meta-Analysis Paper	
Initial Submittal	10
Final Draft	50
	60
4. Supplemental Article Presentation	20
5. Reflection Journal	50
6. Case Analyses (2@40 points)	80
7. Major Case Analyses (2@50 points)	100
8. Group Partnership Case	
Paper	100
Presentation	20
	<u>120</u>
Total Points:	500

Final Course Grade Calculation:

Calculation	Point Cut-Off	Course Grade
.90 X 500	450	A
.80 X 500	400	B
.70 X 500	350	C
.60 X 500	300	D

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.*

Grading Criteria Rubrics

Grading rubrics are provided for all course assignments within the Canvas course web site assignments and grade book. Students should review these rubrics carefully when preparing assignments to see how assignments will be evaluated.

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 Cases, Reflections Journals and Written Papers will be posted no later than one week following the due date. Grades for Discussion Forums and Class presentations will be posted within five days of the due date.

Grading Policy – Late Assignments

It is best not to get behind in this course so normally late assignments are not accepted. We are living in a pandemic, however, so uncertainty can create situations where deadlines may need to shift. If you find you need an extension on an assignment, message Dr. Altman PRIOR to the due date/time of the assignment and request an extension; state the reason and when you think you will be able to complete it. Reasonable requests will be accommodated. If students need an extension on a Case Assignment, please note that student will be asked to excuse themselves from that part of the Synchronous class discussion that follows directly after the due date of the case (this is necessary to prevent an unfair advantage in writing up the case study).

COURSE OUTLINE AND CALENDAR

Use the schedule below to map out readings and assignments. Course weeks start on a Thursday and end the follow Wednesday. Most deadlines are Wednesday nights, however for Discussion Forums there are both Monday and Wednesday deadlines. There is one Sunday deadline. All readings are in eReserves, text chapters or on course web site. Articles in eReserves are in order of first author, expect for a separate folder for Harvard Business Review articles. Cases will be posted to the course web site when assigned. Graded assignments are in bold with associated points and due dates; assignments are due at 11:59 p.m. unless noted otherwise.

Week/Date	Topic	Readings/Assignments
Zoom session 9/27	Class Introduction Context of SDG 17 “Your Sector” Organization of the class	S. Waddock. (2014) Cross-sector/cross-boundary collaboration: making a difference through practice. Ch. 17 - text & eReserves
1. 8/27 – 9/2	Calls for a Partnership Approach	1. R. Ellison, J. Whalen, J., & E. Billman. (2014) The Collaboration Imperative. Harvard Business Review – eReserves 2. M. Porter & M. Kramer. (2011) Creating Shared Value. Harvard Business Review – eReserves 3. M. May Seitanidi , & A. Crane. (2014) Social Partnerships and responsible business – what, why and how? Ch. 1 (text & eReserves) Discussion Forum 1 – 1st post due 8/31 (20 points), 2nd posts (10 points) due 9/2 (LOs 1&2) Course Agreement due 9/2 (10 points)
2. 9/3 – 9/9	Overviews – the State of Knowledge	1. D. Kiro., N. Kruschwitz., K. Haanaes, M. Reeves., & et al. (2015). Joining forces: Collaboration and leadership for sustainability. MIT Sloan Management Review - eReserves 2. D. Prescott & D. Stibbe (2020) Partnership platforms for the SDGs: Learning from Practice. United Nations and The Partnering Initiative - web site 3. U. Wassmer, G. Pain, & R. Paquin, (2017) Taking environmental partnerships seriously. Business Horizons - eReserves Meta-Analysis Assignment One – Getting Started (10 points) due 9/9 (LOs 1,2&3)

Week/Date	Topic	Readings/Assignments
Zoom session – 9/10	Debating the Calls for Partnership Making Sense of the State of Knowledge Intro – Leadership Models	
3. 9/10 – 9/16	Leadership Models for Collaboration	1. B. C. Crosby & J. M. Bryson. (2010) Integrative leadership and the creation and maintenance of cross-sector collaborations. Leadership Quarterly - eReserves 2. P. Senge, H. Hamilton, & J. Kania, (2015). The Dawn of System Leadership. Stanford Social Innovation Review - eReserves Discussion Forum 2 – 1st post due 9/14 (20 points), 2nd posts due (10 points) – 9/16 (LO 2)
4. 9/17 – 9/23	Perspectives from the Sectors	Core and Supplemental readings will be posted on Course web site Supplemental readings presentation – due 9/23 (20 points) (1/2 of class) (LO 2) Reflection Journal (50 points) Due 9/23 (LO 6)
Zoom session – 9/24	Leadership Skills Deeper into Sector Perspectives Introduction – Literature on Challenges	
5. & 6. 9/24 – 10/7	Barriers/Obstacles and Overcoming Them	Core and Supplemental readings will be posted on Course web site Supplemental readings presentations – due 10/7 (1/2 of class) (LO 2)
Zoom Session – 10/8	Strategies for Overcoming Barriers Wrapping up Meta-Analyses Role of Convenor Instructions for Case Analyses	
		Meta-Analysis Paper Due 10/11 (50 points) (note one Sunday deadline!) (LO 3)
7. 10/8 – 10/14	Case 1	Case Analysis Due 10/14 (40 Points) (LOs 4&5)

Week/Date	Topic	Readings/Assignments
8. 10/15 – 10/21	Case 2	Case Analysis Due 10/21 (50 Points) (LOs 4&5)
Zoom Session – 10/22	Extending Cases 1 and 2 Lessons Learned Guest Speaker	
9. 10/22 – 10/28	Case 3	Case Analysis Due 10/28 (50 Points) (LOs 4&5)
10. 10/29 – 11/4	Case 4	Case Analysis Due 11/4 (40 points) (LOs 4&5)
Zoom Session – 11/5	Extending Cases 3 and 4 Lessons Learned Guest Speaker Instructions for Data Collection and Case Writing	
11. – 12. 11/5 – 11/18	Data Collection – Group Case	
Zoom Session – 11/19 (will not meet entire class period – sessions will be scheduled by groups)	Check-in: Case Development	
13. & 14. 11/20 – 12/2	Case Writing	Group Case Due (100 points) due 12/2 (LO 7)
Zoom Session – 12/3	Case Presentations Course Wrap-up	Group Case Presentation (20 points) due 5 p.m. 12/3 (LO 7)

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

September 7, 2020 Labor Day (University Closed)

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

October 19, 2020 Class Schedule Published for Spring Semester

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

November 2, 2020 Registration Opens for Spring Semester

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

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November 11, 2020 Veteran's Day (University Closed)
November 26-27, 2020 Thanksgiving (University Closed)
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 Final Class Grades

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 on the Course web site, 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, post to the "Course Q&A" Discussion Forum.

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.

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".

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. 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>].

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].

Adherence to the Academic Integrity Honor Code is part of your Course Agreement in this class. 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, 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]

If you require accommodations for this class, please let Dr. Altman know within the first week of class, with the appropriate paperwork. All requests approved by the Office of Access and Inclusion 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 [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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, 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.

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 [WCOonline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC 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. This class uses the library eReserves service to access supplemental readings.

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

Instructor Additional 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 (see link to APA resources in Orientation module).

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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altman@tamuct.edu.

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.