



**ACCT 4301 - 110 Intermediate Accounting III (81146)**

**Fall 2021**

Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

**Course Dates:** 23 Aug – 10 Dec 21

**Mode of instruction and course access:** This hybrid course meets face to face on Tuesdays, with additional course requirements provided online available online through the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Anthony L. Fulmore, MSA, MS-HRM, DBA, PhD

**Office:** Founder's Hall room 323

**Phone:** **Office** (254)501-5840

**Cell** (254)383-0226 (text only)

**Email:** [afulmore@tamuct.edu](mailto:afulmore@tamuct.edu) (preferred email)

**Office Hours:** Office hours are online and by appointment only.

**Student-instructor interaction**

I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will attempt to respond within 24 hours during the week and within 36 hours during the weekend. You may use my TAMUCT email for course-related matters. In the subject line of your email provide the course information **“ACCT 4301 - 110”**. If your concern needs immediate attention, text me. Remember, please practice good communication skills (spelling and grammar).

**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.

**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**

### **Course Overview and description:**

This course is a part and a continuation of the Intermediate Accounting sequence. It extends and builds directly on what students have learned in ACCT 3303 and 3304. Topics that may be covered in the course include: accounting for pensions and other post-retirement benefits; accounting for income taxes as such taxes affect a corporation's financial reporting; changes in accounting principles and correction of errors; preparation of the statement of cash flows. The course demonstrates interrelationships among topics that students have previously studied in isolation from each other.

### **Course Objective:**

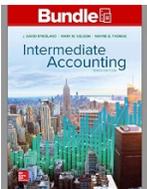
Your achievement level for each objective will be measured by your success in completing the assignments and exams. The successful student, upon completion of this course, will be expected to have achieved the following as a result of this course:

#### A) Knowledge Outcomes

1. The general revenue recognition criterion and exceptions to that general rule
2. The impact of timing differences between GAAP and income tax regulations
3. Situations that give rise to deferred tax assets and deferred tax liabilities
4. Practical difficulties in accounting for pensions and other post-retirement benefits
5. The general rule for accounting for changes in estimates and rationale for the rule
6. The methods of accounting for changes in accounting principle and what constitutes a change in accounting principle
7. The general requirement for correction of accounting errors
8. The categories of cash flows reported on the statement of cash flows and the types of events that make up each category
9. Discuss the primary differences between U.S. GAAP and IFRS with respect to revenue recognition, accounting for income taxes, postretirement benefit plans, accounting changes and error corrections, and statement of cash flows

#### Required Reading and Textbook(s)

1. Intermediate Accounting, McGraw Hill (ISBN: 9781260696325).  
With Connect



2. Publication Manual of the American Psychological Association, 6th Edition American Psychological Association Softcover, ISBN-13 978-1433805615



#### COURSE REQUIREMENTS

There will be a variety of graded and non-graded activities throughout the semester. Each activity will assess your command of the material as well as your understanding of the course goals and concepts. Activities are assigned and completed during the class period unless otherwise noted and cannot be turned in late or if classes are missed.

**Chapter Homework:** Chapter homework will be conducted in Connect. The homework problems will consist of problems from the chapter.

**Chapter Quizzes:** Chapter quizzes will be conducted in Connect. The quizzes will consist of true/false questions, matching questions, and multiple-choice questions.

**Chapter Cases (group):** Chapter cases will be assigned for each chapter. Chapter cases are group assignments that consist of real-world scenarios from both U.S. GAAP and IFRS. Each group will present their findings with a class presentation.

**Research Paper (group):** For this project, you will be working in groups of three or four students. Each student will individually research a company and analyze the Items for Analysis listed below. After your individual analysis is completed, you will compare your companies within your team and determine similarities and differences. You will then prepare a group paper and presentation that includes a discussion of which company is performing better financially.

### *Items for Analysis*

1. Review your company's current and long-term liabilities section of the most recently published balance sheet. Explain the details of the current and long-term debt based on the disclosures found in the financial statements. Do **not** complete a ratio analysis. Instead, focus on the details in the notes and determine how well the company presented the information to an informed reader. What did the company provide about its debts in the notes, and why is that information important? How does each company comply with the rules as provided in the FASB Codification?
2. Review your company's stockholders' equity section of the balance sheet. Explain the details of the stock transactions, including treasury stock (if applicable), based on the disclosures found in the financial statements. Do **not** complete a ratio analysis. Instead, focus on the details in the notes and determine how well the company presented the information to an informed reader. What did the company provide about its equity in the notes and why is that information important? How does each company comply with the rules as provided in the FASB Codification?
3. Review your company's investments on the balance sheet. Explain the details of the investments based on the amounts and disclosures found in the financial statements. What information does the investment section, along with applicable notes to the financial statements, provide to the user? How does each company comply with the rules as provided in the FASB Codification?
4. Review your company's revenue recognition note in the notes to the financial statements. Explain the details of the revenue recognition policies and procedures based on the disclosures found in the financial statements. How does this information help the user of the financial statements understand when and why revenue is recognized? How does each company comply with the rules as provided in the FASB Codification?
5. Review your company's liabilities to determine if it offers a pension plan or the notes to determine if provides postretirement benefits for its employees. Discuss the type of retirement plan the company provides and the overall impact of the plan on the financial statements. Would you want to work for that company based on the retirement plan it offers? How does each company comply with the rules as provided in the FASB Codification?

6. Determine if your company has assets under capital lease on its balance sheet. Explain the details of the leasing transactions, capital or operating, based on the amounts and disclosures found in the financial statements and the notes to the financial statements. How do the capital or operating leasing arrangements impact the overall profitability and debt position of your company? Do *not* complete a ratio analysis. Instead, focus on the details in the notes and determine how well the company presented the information to an informed reader. What did the company provide about its leases in the notes and why is that information important? How does each company comply with the rules as provided in the FASB Codification?
7. Examine the statement of cash flows for your company. Where is the company generating revenue? What investments did it make over the past fiscal year? Did the company have financing activities? How would you describe the overall cash position of your company? Again, use the notes to the financial statements (not ratio analysis) to support your findings. How does each company comply with the rules as provided in the FASB Codification?

### ***Project Requirements***

Prepare a comparative paper using the companies your team members analyzed. Summarize at least four of the seven Items for Analysis listed above for each individual company. All team members need to analyze the same four items. The paper should flow logically, appear to be written in one voice, and included the following:

1. An introductory paragraph about the industry in which your companies compete.
2. Body of the paper consisting of a comparative analysis of the four Items for Analysis as they apply to your companies and are “proven” through the FASB Codification.
3. A conclusion presenting your opinion of the adequacy of your companies’ disclosures and application of the law as described in the FASB Codification, clearly identifying which company best discloses the financial data in accordance with the FASB Codification.

### ***General Requirements***

Prepare this assignment according to the guidelines found in the APA Style Guide, located in the Student Success Center. An abstract is required.

**Final Exam:** There will be one comprehensive exam. The exam will cover topics identified, cases, class discussions, and other materials.

### **Grading Criteria Rubric and Conversion**

Students earn their course grades by completing scheduled assignments; no extra credit assignments are given. To satisfactorily pass this course, students must complete each of the graded items listed below. Failure to submit appropriate documents for scoring in each category will result in a failing grade.

Course Element		Percent of Course Grade	
Chapter Homework			10%
Chapter Quizzes			20%
Group – Chapter Cases/Research Paper			10%
Final Exam			60%
		Total	100%
<b>Grade Equivalents:</b>			
If Grade is Computed Numerically		If Grade is Computed by Letter	
90.0 - 100 %	= A	A =	95%
80.0 - 89.9%	= B	B =	85%
70.0 – 79.9%	= C	C =	75%
60.0 – 69.9%	= D	D =	65%
0 – 59.9%	= F	F =	0%

### Posting of Grades

Grades will be posted on the Canvas Grade book (turn-around time for grades to be posted is 7 days).

## COURSE OUTLINE AND CALENDAR

### Complete Course Calendar

Week	Class	Class Date	Chapters	Assignments/Readings
1	Tues	24-Aug	<b>CHAPTER 6 - REVENUE RECOGNITION</b>	Introduction
	Thur	26-Aug		
2	Tues	31-Aug		LO5–1 State the core revenue recognition principle and the five key steps in applying it. LO5–2 Explain when it is appropriate to recognize revenue at a single point in time.
	Thur	2-Sep		

3	Tues	7-Sep		LO5–7 Determine the timing of revenue recognition with respect to licenses, franchises, and other common arrangements. LO5–8 Understand the disclosures required for revenue recognition, accounts receivable, contract assets, and contract liabilities.
	Thur	9-Sep		LO5–9 Demonstrate revenue recognition for long-term contracts, both at a point in time when the contract is completed and over a period of time according to the percentage completed. LO5–10 Discuss the primary differences between U.S. GAAP and IFRS with respect to revenue recognition.
4	Tues	14-Sep		<b><i>Group Research/Chapter Case Class Update</i></b>
	Thur	16-Sep		LO16–1 Describe the types of temporary differences that cause deferred tax liabilities and determine the amounts needed to record periodic income taxes. LO16–2 Describe the types of temporary differences that cause deferred tax assets and determine the amounts needed to record periodic income taxes.
5	Tues	21-Sep	<b>CHAPTER 16 - ACCOUNTING FOR INCOME TAXES</b>	LO16–3 Describe when and how a valuation allowance is recorded for deferred tax assets. LO16–4 Explain why permanent differences have no deferred tax consequences.
	Thur	23-Sep		LO16–5 Explain how a change in tax rates affects the measurement of deferred tax amounts. LO16–6 Determine income tax amounts when multiple temporary differences exist.
6	Tues	28-Sep		LO16–7 Describe when and how a net operating loss carryforward and a net operating loss carryback are recognized in the financial statements. LO16–8 Explain how deferred tax assets and deferred tax liabilities are reported in a classified balance sheet and describe related disclosures.

	Thur	30-Sep		LO16–9 Demonstrate how to account for uncertainty in income tax decisions. LO16–10 Explain intraperiod tax allocation.
	Tues	5-Oct		<b>Group Research/Chapter Case Class Update</b>
7				LO17–1 Explain the fundamental differences between a defined contribution pension plan and a defined benefit pension plan. LO17–2 Distinguish among the vested benefit obligation, the accumulated benefit obligation, and the projected benefit obligation (PBO).
	Thur	7-Oct		LO17–3 Describe the five events that might change the balance of the PBO. LO17–4 Explain how plan assets accumulate to provide retiree benefits and understand the role of the trustee in administering the fund.
8				LO17–5 Describe the funded status of pension plans and how that amount is reported. LO17–6 Describe how pension expense is a composite of periodic changes that occur in both the pension obligation and the plan assets.
	Tues	12-Oct		
	Thur	14-Oct		
			<b>Chapter 17 - Pensions</b>	LO17–7 Record for pension plans the periodic expense and funding as well as new gains and losses and new prior service cost as they occur. LO17–8 Understand the interrelationships among the elements that constitute a defined benefit pension plan.
9				LO17–9 Describe the nature of postretirement benefit plans other than pensions and identify the similarities and differences in accounting for those plans and pensions. LO17–10 Explain how the obligation for postretirement benefits is measured and how the obligation changes.
	Tues	19-Oct		
	Thur	21-Oct		
10				LO17–11 Determine the components of postretirement benefit expense.
	Tues	26-Oct		
	Thur	28-Oct		<b>Group Research/Chapter Case Class Update</b>

11	Tues	2-Nov	<b>CHAPTER 20 - ACCOUNTING CHANGES AND ERROR CORRECTIONS</b>	LO20-1 Differentiate among the three types of accounting changes and distinguish among the retrospective, modified retrospective, and prospective approaches to accounting for and reporting accounting changes. LO20-2 Describe how changes in accounting principle typically are reported.
	Thur	4-Nov		LO20-3 Explain how and why some changes in accounting principle are reported prospectively. LO20-4 Explain how and why changes in estimates are reported prospectively.
12	Tues	9-Nov		LO20-5 Describe the situations that constitute a change in reporting entity. LO20-6 Understand and apply the four-step process of correcting and reporting errors, regardless of the type of error or the timing of its discovery.
	Thur	11-Nov		<b>Group Research/Chapter Case Class Update</b>
13	Tues	16-Nov		LO21-1 Explain the usefulness of the statement of cash flows. LO21-2 Define cash equivalents.
	Thur	18-Nov		LO21-3 Determine cash flows from operating activities by the direct method. LO21-4 Determine cash flows from operating activities by the indirect method.
14	Tues	23-Nov		Group Research Day
	Thur	25-Nov		Happy Thanksgiving!
15	Tues	30-Nov		LO21-5 Identify transactions that are classified as investing activities. LO21-6 Identify transactions that are classified as financing activities.
	Thur	2-Dec		LO21-7 Identify transactions that represent noncash investing and financing activities LO21-8 Prepare a statement of cash flows with the aid of a spreadsheet or T-accounts.
16	Tues	7-Dec		<b>Group Research/Chapter Case Class Update</b>
	Thur	9-Dec		Final Exam Due

## Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

## 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.

## 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](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](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 [WCOOnline](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) [<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](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.

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### **INSTRUCTOR POLICIES**

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 Board postings and email correspondence. For written assignments, all work should be proofread, free of grammatical errors, include proper citations, and be by American Psychological Association (APA) standards.

**NOTE #1:** There are NO EXTRA CREDIT assignments available for this course.

**NOTE #2:** Requests for Incomplete Grades: Incompletes will only be given in emergency or other extreme circumstances. The professor must approve any request for an incomplete grade in this course before the last week of classes. Where possible, requests should be submitted in written form and must include an address and telephone number where you may be contacted throughout the following semester. For a request for an incomplete grade to be considered, at least two-thirds of the coursework has to be completed. Finally, approval of an incomplete is up to the department chair.

**NOTE #3:** Questions concerning one's grade on a particular task (e.g., test, case) This should be resolved within one week after receiving the graded material. There will not be reviewing of previously graded material at the end of the semester.

**NOTE #4: Late Submissions/Resubmissions** You have a period of 7 days each week to complete and submit the weekly assignments. Make sure to plan your time wisely and avoid last minute submissions since no late assignments will be accepted. All assignments must be turned in by the due date unless an extension has been granted. **EXTENSIONS ON ASSIGNMENTS WILL BE CONSIDERED ONLY IF THEY ARE REQUESTED AT LEAST 48 HOURS BEFORE THE DUE DATE OF THE ASSIGNMENT UNDER QUESTION.** After the fact, extensions will not be granted, so if you are sick and you know you will not be able to take a test or submit an assignment on the set due date, make sure to contact me at least 48 hours in advance.

**NOTE #5: Changes to Syllabus** A syllabus serves as an instructional and study planning document for both faculty and students. Although every effort will be taken to complete the semester according to the syllabus, it may become necessary to make specific changes to facilitate the academic environment better. In such an event, changes will be notified via an announcement in the course. Changes may be made within the last two weeks of the semester only in exceptional circumstances.

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