



## Sustainable Business: A One-Planet Approach

MGMT 5302-110 (CRN 11026)

Online 16 week course

Spring 2021: 19 January – 14 May

### Mode of instruction:

This is a 100% online course via TAMUCT's Canvas Learning Management System: <https://tamuct.instructure.com>

### Contact information:

Instructor: Dr. Anne Sluhan

Email: [asluhan@tamuct.edu](mailto:asluhan@tamuct.edu)

*Kindly always include "MGMT 5302" in the email subject line so that I can identify your class.*

*CANVAS messages are not the correct mode of communication with your instructor. Kindly ONLY use the above email.*

College of Business Administration (COBA): Ms. Melanie Mason

COBA Department Main Phone Number: 254-519-5437

COBA Department Main Email: [cobainfo@tamuct.edu](mailto:cobainfo@tamuct.edu)

COBA Department Main Fax#: 254-501-5825

### Office Hours:

Due to COVID19, virtual office hours are held on Mondays & Wednesdays 13.00-15.00 (CT) via ZOOM & by appointment.

Join office hours here:

<https://cbs-dk.zoom.us/j/9911115052?pwd=ejJlbVFCOHlwWGdkQVMvOFRPLzBCZz09>

When you log on to ZOOM during office hours, you will land in the waiting room. Since office hours are conducted one-on-one, if you remain in the waiting room, it means other(s) are ahead of you in the queue. Zoom pings every time someone enters the waiting room, so I know when you are there, and I welcome students in the order you arrive. Looking forward to talking with you!

### Student-instructor interaction:

Emails ([asluhan@tamuct.edu](mailto:asluhan@tamuct.edu)) are checked regularly and I endeavor to respond within 24h during weekdays (48h during weekend and holidays). In days up to course deadlines, a backlog of emails tends to develop. I encourage you to: keep updated in the Knowledge pool under *General course information*, to plan your work in good time, and to ask critical questions about your assignments ahead of time so you need not feel last-minute stress up to your deadline. Meetings/conferences can occasionally preempt prompt replies; should this happen, you will receive an auto reply via email.

Due to a variety of CANVAS messaging system issues in the recent past, I prefer you to email me ([asluhan@tamuct.edu](mailto:asluhan@tamuct.edu)) with any course-related issues. Always provide your course section (i.e. **MGMT5302**) in the subject line of each email so I can quickly identify your class.

## Warrior Shield

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> 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.
- 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

Broad overview of the definitions, theory, and leadership practices associated with strategizing, collaborating, innovating, organizing and managing the changes necessary to adopt a triple bottom line approach (people, planet, profit) for sustainable effectiveness into the organization's business functions: marketing, finance, operations, etc. This is a foundational course for the One Planet graduate program and is intended to provide a base level of sustainability literacy needed for successful completion of the associated graduate courses.

### Student Learning Outcomes:

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

1. Describe the environmental, social, and economic challenges facing business and society.
2. Identify the concepts, principles, processes, practices, and issues in the business functions that are necessary in leading a one-planet sustainable organization.
3. Demonstrate through written and oral presentations the competitive challenges of one-planet sustainability in a variety of industries and situations in the current and future global market.
4. Demonstrate how core values, socially responsible management, and ethical principles are critical to leading and managing a successful one-planet sustainable organization.
5. Describe the data and metrics used to measure one-planet sustainability.
6. Identify the risks and opportunities associated with collaboration between stakeholders.
7. Demonstrate how sustainability challenges can be turned into strategic competitive advantage.
8. Create one-planet sustainable strategic performance objectives that satisfy multiple stakeholder groups.
9. Describe the influence that investors and customers have on the strategic direction of a firm.
10. Identify the value of sustainability-oriented innovation as an imperative for leading a one-planet firm.
11. Demonstrate system thinking, analytical methodologies, and system-wide improvement techniques for developing breakthrough and incremental improvement in cross-organizational supply chains.
12. Describe market opportunities for sustainable products and services.
13. Identify the financial and accounting tools and techniques used in the context of one-planet sustainability.

### Textbook:

Jeanrenaud S., Jeanrenaud J., Gosling (2017). *Sustainable Business: A One Planet Approach*, John Wiley & Sons Ltd. *Note: A student of this institution under no obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.*

## Course requirements and assessment

### Individual course components

#### Participation and contribution to the online class

Regular participation in class discussions are assessed. Specifically, students are expected to comment on, question, and challenge their colleagues presenting discussion forum topics and case studies in class.

#### Discussion forum questions

There will be a total of 8 discussion topics. In each designated forum you must post at least one main message that answers the question(s) raised. You will also comment on at least two posts from your fellow learners, providing substantive feedback. In total, you are required to post a total of three messages per discussion topic in order to receive credit for each forum: one opening point of 150 to 200 words and two counterpoints of 100 to 200 words each. Be succinct and not repetitive with what others have written. Brevity and originality improve dialogue. Quality postings are more than "Good job!" or "I agree with you!". If you agree with a classmate, explain your reasoning. If you disagree with

a classmate, provide substantial reasons to support your position. Each post to the forum should be a 1-2 well-written paragraph(s) per question. Do not use any attachments. I recommend typing your posts in a word document (this allows you to proofread) and then cut/paste questions/responses directly in a forum message. Be sure to restate the question you are answering. Effective messages get to the point, are clearly stated, and are limited to one screen. Once again proofread and ensure you spell correctly use appropriate grammar. Messages should relate to the relevant subject matter. They should provide information, opinions, or questions about course concepts. Online discussions work best when interaction occurs. Reply messages should explore, explain, or expand on a concept. If a classmate replies or objects to a discussion, the message has served its purpose. A focused message that induces replies from fellow students moves the discussion forward and enhances learning. Relating the subject matter to personal experience is acceptable as long as the focus remains academic in nature. It is of utmost importance that you post and respond promptly, otherwise comments will seem out of context. Postings/insights on the discussion topic should:

- a. Apply course concepts,
- b. Articulate an analysis clearly,
- c. Integrate your colleagues' contributions, leading discussion to a deeper level of understanding, and
- d. Use references if you cite another author, your textbook, or any ideas that are not originally your own.

### **Case Studies**

There will be short case studies in this course. Each student presents one case to the entire class for discussion. As a group, these case studies support all 13 SLOs (listed above). *Once you decide which cases are most interesting to you on the course schedule, email Dr. Sluhan your top 3 case preferences. Assignments will be made on a first come, first-served basis aiming to meet all preferences (when possible).*

### ***Presenter/author***

This case presentation will be uploaded for all participants to watch/hear and must be open for commentary/questions/discussion. All other colleagues will then submit questions and commentary to further the case discussion. All submissions – both the case presentation and participation—figure into final grades. After addressing the issues/questions raised by colleagues, the case presenters will then submit a written presentation of the case incorporating feedback they received. Each written presentation of the case study should be two pages in length, single spaced) using the following outline:

- I. Summary of case facts
- II. Statement of problem/issue
- III. Alternative solutions
- IV. Recommendation
- V. Implications/learning points/takeaways

### ***Commentator/Discussant/Challenger role***

All students are expected to actively participate with the case presentations. In the role as commentator/discussant/challenger, students will submit questions and commentary to further the discussion about the case that has been presented. In most cases, a primary discussant will be assigned to each case, and s/he will be the leader of the discussion with the presenter. However, all colleagues will be judged by their active contribution to the online case discussion during that particular week. Much like the online discussion questions above, it is important to be clear, concise, and contextualized with your commentary. Remain curious about the case organization and try to guide the group towards a deeper level of understanding about the topic. Due to the dynamic nature of the online case discussions and the tight timeframe within which we must work, it is important that everyone schedules time to be active within the scope of the assigned week to participate in the online case discussion.

### **Article summaries: Review of literature**

Each student will complete four (4) written article reviews as you prepare your term paper.

As graduate students, it is vital for you to develop your skills to find, read, comprehend, and apply state-of-the-art research on a specific topic. In this course, you will review recent literature on a sustainability topic of your choosing. Each student will complete written article summaries as s/he prepares for the team term paper submission and presentation. As a group, these article summaries support all SLOs listed in this syllabus. Articles must be original research published in quality peer-reviewed journals. Each written article summary should be two pages using the following outline:

- I. Title
- II. Citation (APA format)
- III. Purpose
- IV. Constructs / Variables investigated
- V. Methodology
- VI. Results
- VII. Implications
- VIII. Suggestions for further research

### **Exam**

A midterm exam on material covered will be held (format: multiple choice, short answer, and essay questions).

## **Group course components**

### **Team term paper**

Your team term paper assignment should be written by your self-chosen group of 3-4 students. Your group will choose a topic of your interest within sustainability and analyze it in a data-driven manner. You might choose to study a company and conduct a firm-level analysis. In this case, your self-appointed team could assess various functional areas within the case firm, (e.g. finance, operations, marketing, etc.) and document the issues associated with One planet sustainability for those functional areas and recommended a course of action for the future. The best topics of study usually emerge from the collective resources and interests of your team. Therefore, your self-chosen team should from the first meeting begin working to formulate your research question.

By deadline, submit team names and a draft of your research question/problem formulation (50 points).

The finished report should be 30+ pages. The bibliography and citations should be in APA format. In addition to the 30+ pages, the report should have a cover sheet, table of contents, works cited, and an appendix, if needed, with appropriate exhibits at the end. The number of SLOs supported by the term paper—and the degree to which they are supported—will naturally vary by topic chosen, but nevertheless most of the SLOs listed in this syllabus will be supported as a matter of course.

## Grading Polices/Guidelines

- Student participation: We learn from sharing our experience, reflections, and ideas while simultaneously listening to input from others. We all enter the classroom with a wealth of knowledge and it is vital to our learning that we maintain a respectful and civilized classroom. *Your contribution to class discussion is important and valued.*
- Online participation: Regular participation is critical for your understanding of the material as well as to your understanding of assignment and project requirements. Please inform your lecturer if you must be inactive for legitimate reasons.
- 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 of time.
- Quality work: All work submitted for grading must be upper level quality, demonstrating understanding, effort, depth of analysis, grammatical structure, professionalism, and clear logical thought.
- Writing skills, spelling, and grammar: The content of all written assignments is how you are evaluated. While a few minor mistakes are acceptable and will not impact 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, use spelling and grammar checking tools, and/or obtain help from the University Writing Center should not be affected by this policy.
- Identifying Submissions: Submission titles should be formatted: StudentLastName\_Title\_of\_the\_assignment.docx
- Submission Style Requirements: Submissions must align with The Publication Manual of the American Psychological Association (APA), 7<sup>th</sup> ed. All written work must be submitted utilizing Microsoft Word format.
- Due Dates and Late Submissions: The assignment instructions and deadlines are clear in the syllabus and online. 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 to make modifications. Any necessary changes will be announced on CANVAS as soon as possible.
- Sundown rule: Students have one (1) week (from the date the grade is released) to enquire about a grade on any assignment. *The exception to this is the last round of assignments and your Final Letter Grade* when enquiries must be made long before grades are submitted to the Registrar.
- Peer evaluation: Student involvement in group activities will be evaluated by peers using a mandatory collective Peer evaluation process. Based on the peer assessments, a student will either receive the full points associated with the team grade on or only a portion of the points. Participation in scheduled presentations is mandatory to receive credit.
  - 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: In the unlikely event a student is “fired” from the team in accordance with conditions outlined in the team’s charter, s/he must complete the remaining project sections alone with a maximum possible grade capped at 79%. Furthermore, a “fired” student may not earn points for the Team presentation.
  - NOTE 3: Collective Peer Evaluations are required for each group assignment in order for it to be graded.

## Grading Criteria Rubric and Conversion

A grading rubric will be published in submission locations in Canvas.

Minimum points required for a specific course grade will NOT be revised for any reason. 1000 grading points are available in this class, assigned as follows:

Course Element	Points	% of total grade
Preliminary assignment	15	2%
Discussion forum participation – 7*15points	105	11%
Case study - presenter/author	100	10%
Case study - discussant/challenger	50	5%
Case study - participant role (10*10 points)	100	10%
Article summaries -literature review (4*50 points)	200	20%
Exam	80	8%
Research question/problem formulation for team term paper	50	5%
Team term paper - written	300	30%
<u>Total points possible</u>	<u>1000</u>	<u>100%</u>

Points		Letter grade
900-1000	=	A
800-899.99	=	B
700-799.99	=	C
600-699.99	=	D
Below 600	=	F

### Posting of Grades

All grades will be posted in CANVAS and students should monitor their status there.

Course outline and calendar

NB! Assignments are due on Sundays of a corresponding week by 23:59 unless otherwise specified.

Weeks	Topic / Reading	Assignments
W1 18-22 Jan	Introduction Ch 1 Challenging	<ul style="list-style-type: none"> <li>✓ Read through syllabus in detail</li> <li>✓ Read chapter 1 and all materials in the Canvas modules (e.g. SDG work)</li> <li>✓ Discussion forum <b>submission 1</b> – student introductions</li> <li>ü <b>Case preferences due via email – kindly include top 3 preferences</b></li> </ul>
W2 25-29 Jan	Ch 2 Changing	<ul style="list-style-type: none"> <li>✓ Watch case study: Interface: Getting the social into the product p.27</li> <li>✓ Read all materials in CANVAS modules (e.g. SDG learning points)</li> </ul>
W3 1-5 Feb	Ch 3 Leading	<ul style="list-style-type: none"> <li>✓ Discussion forum <b>submission 2</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ Case Study (1): Ikea’s Sustainability strategy p.62: Presenter Dr. Sluhan</li> </ul>
W4 8-12 Feb	Ch 4 Valuing	<ul style="list-style-type: none"> <li>✓ Case (2): China &amp; the circular economy p.72: <b>Presenter; Erik Michael Discussant Daniel Orbe</b></li> <li>✓ <b>Deadline: submit team member names &amp; preliminary research question</b></li> <li>✓ Discussion forum <b>submission 3</b></li> </ul>
W5 15-19 Feb	<b>#TEXASFREEZE21</b>	<b>Due to the inclement weather this week, resulting in mass power outages, lack of clean water, etc., this week has been a week in which to focus on STAYING SAFE. Assignment deadlines for all students have been moved back a week.</b>
W6 22-26 Feb	Ch 5 Collaborating Ch 6 Strategizing	<ul style="list-style-type: none"> <li>✓ Case(3): GRLI p.99: <b>Presenter Irma Tijerina; Discussant Alonzo Alvarez</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ <b>Article review 1</b></li> <li>✓ Case (4): Unilever sustainable living plan p.140: <b>Presenter Thomas Souza; Discussant Xavier Ortiz</b></li> <li>✓ Discussion forum <b>submission 4</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> </ul>
W7 1-5 Mar	Ch 7 Organizing	<ul style="list-style-type: none"> <li>✓ Case (5): Green and Black’s p.161: <b>Presenter Sheila Stanfield; Discussant Candido Terrazas</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> </ul>
W8 8-12 Mar	Ch 8 Investing	<ul style="list-style-type: none"> <li>✓ Case (6): The UN Global Compact p.164: <b>Presenter Reace Foster; Discussant Erik Michael</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ Discussion forum <b>submission 5</b></li> <li>✓ <b>Article Review 2</b></li> </ul>
15-19 Mar	Spring break	
W9 22-26 Mar	Ch 9 Innovating	<ul style="list-style-type: none"> <li>✓ Case (7): Terracycle p.197: <b>Presenter Charles Johnson; Discussant Thomas Souza</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ <b>Article Review 3</b></li> <li>✓ <b>Exam</b></li> </ul>
W10 29Mar-2Apr	Ch 10 Operating	<ul style="list-style-type: none"> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ Case (8): Bayerische Motoren Werke AG: <b>Presenter Daniel Orbe; Discussant Irma Tijerina</b></li> </ul>
W11 5 – 9 Apr	Ch 11 Marketing	<ul style="list-style-type: none"> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> <li>✓ Discussion forum <b>submission 6</b></li> <li>✓ <b>Article review 4</b></li> </ul>
W12 12-16 Apr	Ch 12 Accounting	<ul style="list-style-type: none"> <li>✓ Case (9): Titan p.211: <b>Presenter Xavier Ortiz; Discussant Reace Foster</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> </ul>
W 13 19-23 Apr	Ch 13 Entrepreneurship	<ul style="list-style-type: none"> <li>✓ Case (10): Desso p.275: <b>Presenter Candido Terrazas; Discussant Sheila Stanfield</b></li> <li>✓ Discussion forum <b>submission 7</b></li> </ul>
W 14 26-30 Apr	Ch 14 Transitioning	<ul style="list-style-type: none"> <li>✓ Case(11): Tetra Pak p. 281: <b>Presenter Alonzo Alvarez; Discussant Charles Johnson</b></li> <li>✓ Read all materials provided in CANVAS module (e.g. SDG learning points)</li> </ul>
W15 3-7 May	Ch 15 Conclusion	<ul style="list-style-type: none"> <li>✓ Submit final written team term paper</li> </ul>
W16 10-14 May		FINAL reflections & evaluation

This course schedule is subject to change. Should it change, a new syllabus with different date in the footer will be published on Canvas and students will be notified of the change.

### Important university dates:

January 18, 2021	Martin Luther King, Jr. Day (University closed)
January 19, 2021	Add, Drop, & Late Registration begins for 16- & first 8-week classes - \$25 fee for late registrants
January 19, 2021	Classes Begin for Spring Semester
January 21, 2021	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 26, 2021	Deadline to Drop first 8-week classes with no record
February 3, 2021	Deadline to drop 16-week classes with no record
February 26, 2021	Deadline to Drop first 8-week classes with a Quit (Q) or Withdraw (W)
March 1, 2021	Deadline for Teacher Education Program Applications
March 12, 2021	Classes end for 1 <sup>st</sup> 8-weeks session
March 15, 2021	Deadline for Clinical Teaching/Practicum Applications
March 16, 2021	Deadline for Faculty submissions of first 8-week final class grades (due by 3pm)
March 15-19, 2021	Spring break (No classes – Administrative offices open)
March 22, 2021	Class Schedule Published for Summer Semester
March 22, 2021	Add, Drop, & Late Registration begins for second 8-week classes - \$25 fee for late registrants
March 22, 2021	Classes begin for second 8-week session
March 24, 2021	Deadline for Add, Drop, and Late registration for second 8-week classes
March 26, 2021	Deadline for Graduation Application for Spring Ceremony Participation
March 29, 2021	Deadline to drop second 8-week classes with no record
April 1, 2021	Deadline for GRE/GMAT scores to Graduate School Office
April 5, 2021	Registration Opens for Summer Semester
April 16, 2021	Deadline:Final Committee-edited Theses w/Committee Approval Signatures-Spring to Graduate School
April 30, 2021	Deadline to Drop second 8-week classes with a Quit (Q) or Withdraw (W)
May 14, 2021	Deadline to withdraw from the University for 16- and Second 8-Week Classes
May 14, 2021	Spring Semester ends

### Technology requirements and support

This course will use the A&M-Central Texas Instructure Canvas learning management system:  
<https://tamuct.instructure.com>

Since Canvas no longer supports any version of Internet Explorer, we recommend using Chrome or Firefox.

Username: Your MyCT username 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: 1-844757-0953. 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 minimum computing requirements plus web camera, speaker, and microphone (or headset). Proctorio requires you to use Chrome 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]

### 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.aspx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

## Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility.

**Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course.** Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/studentconduct.html), <https://www.tamuct.edu/student-affairs/studentconduct.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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0) Any found incident of academic dishonesty for any assignment 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 log into our [Access & Inclusion](https://tamuct.instructure.com/courses/717) Canvas page <https://tamuct.instructure.com/courses/717>

If you require accommodations for this class, please let Dr. Sluhan know in the first two weeks of class, along with the appropriate paperwork. All requests approved by the Office of Access and Inclusion will be honored.

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. 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, or have any other questions, 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. 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. This class uses the library eReserves service to access supplemental readings.

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#### A note about sexual violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

#### 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, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. 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.

#### 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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NB! Dr. Sluhan reserves the right to make changes to this syllabus should circumstances during the semester cause revision. Note the version date in the footer. 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.