



# Global Business Environment

BUSI3344-120 (CRN 11604)

Blended 16 Week Course

Spring 2022

18 January – 13 May

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## Mode of instruction:

This is a blended learning course via TAMUCT’s Canvas Learning Management System:

<https://tamuct.instructure.com>

**Instructor: Dr. Anne Sluhan**

## How to contact your professor (*in order of efficiency*):

1. Is your question relevant to all students? Go to: Modules→General Course Information→The H.I.V.E.
2. Log into office hours
3. Email: [asluhan@tamuct.edu](mailto:asluhan@tamuct.edu)
  - a. Always write “BUSI 3344-120” in the **email subject line**. *Without BUSI 3344-120 in your email subject, you risk receiving an untimely response.*
  - b. **CANVAS messages are not the appropriate mode of communication with your instructor.** Due to past messaging system issues, **CANVAS messages will not be answered**. Only use email if you need to write a personal message to your instructor.

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:

Virtual office hours are held on Tuesdays & Thursdays from 13.00 – 15.00 CT via ZOOM & by appointment.

Join Zoom Meeting: <https://cbs-dk.zoom.us/j/9911115052?pwd=NE1Vb1NxdHB3MWtkQ1BkQS9RMytqQT09>

When you log into ZOOM during office hours, you land in a 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. Every time someone enters the waiting room, Zoom pings me, so I know when you arrive. Students are welcomed in the order in which you arrive.

Looking forward to talking with you!

## Student-instructor interaction:

The best to interact with your instructor about the course is via the **H.I.V.E. (Knowledge Pool)**. Post general questions and discussion points that can benefit the entire class there.

The H.I.V.E. is the **first place your instructor goes to interact with students about course-related questions** every day.

The H.I.V.E. **should be the first place** you check for the answers to your questions. **If you have a new question that is relevant for the entire class**, rather than sending an individual email to your instructor, *please post your question in the H.I.V.E.*

In the meantime, if you know an answer to a question someone posted, answer it! If you post a correct answer to the question before your instructor *does, you can earn extra credit.*

Emails ([asluhan@tamuct.edu](mailto:asluhan@tamuct.edu)) are checked regularly and I endeavor to respond swiftly during weekdays. If personal emails are more appropriate for the H.I.V.E (=meaning, the question and answer will serve the entire class), I will post the question and the answer it in the H.I.V.E. so everyone can benefit from the answer.

## How to structure emails

Required Subject line: **BUSI3344-120** & *call to action (what is the issue you need me to address?)*

Email subjects such as '[blank], 'assignment,' 'call me,' 'question,' 'hey professor,' 'confusion,' 'deadline,' 'grade,' 'exam,' 'video,' 'paper,'<sup>a</sup> etc. are nonspecific and unsearchable/non-sortable in any given semester.

In the body of the email, summarize the issue and outline how you would like me to help.

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<sup>a</sup> These are examples of student email subject headers from previous semesters.

You are encouraged to plan ahead, to familiarize yourself with all the detailed requirements of your assignments, ask clarifying questions well in advance of deadlines, and manage your time and your project team professionally. **An email sent to your instructor in the final hours before a deadline is unlikely to receive a satisfactory or a swift reply. Plan accordingly.**

Based on student performance in past semesters, as long as you plan your work in good time and submit critical questions about your assignments ahead of time, you will get helpful answers in due time so you need not feel last-minute stress up to your deadline.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app. You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the SafeZone website [[www.safezoneapp.com](http://www.safezoneapp.com)].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
  - a. iPhone/iPad: [<https://apps.apple.com/app/safezone/id533054756>]
  - b. Android Phone / Tablet  
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]
2. Launch the app and enter your myCT email address (e.g. [{name}@tamuct.edu](mailto:{name}@tamuct.edu))
3. Complete your profile and accept the terms of service

## **Course information**

### **Course overview and objectives**

This course covers key concepts and issues in the current global business environment. Political, financial, cultural, and regulatory effects on firm-level operations will be emphasized.

This course is designed to increase the student's understanding of the complexity and the continuously evolving nature of global business. The course will introduce issues, such as the role of trade, investment liberalization, economic integration, and the multinational enterprise. We will examine the influence of cultural, social, religious, economic, political, geographic, philosophical, and environmental forces on competitiveness of an international business. This course also facilitates (cross-cultural) collaboration within a diverse project team.

### **Student Learning Outcomes**

- a) Develop cross-cultural sensitivity to interact with individuals from different business cultures.
- b) Analyze the cultural, legal, political, and economic forces of international business environment.
- c) Understand specific trade and investment theories.
- d) Understand the impact of government intervention and trade agreements on global business decisions.

- e) Explain the reasons and methods of entering international business through foreign markets and through domestic import/export markets.
- f) Select appropriate entry modes and business organization models to match strategic international business marketing and/or production objectives.
- g) Apply basic marketing, management, and human resource principles to doing business in various countries.
- h) Collaborate professionally and effectively use project management skills in a diverse work group.

### How to meet the course objectives and student learning outcomes (SLOs)

- **Familiarize yourself** with the Canvas classroom space immediately upon course start
- Thoroughly **read** and **understand** the course syllabus
- **Be responsible for the learning pace**, the course content, and the required quality for all assignments
- Thoroughly **read and understand** each chapter's content
- Actively and professionally **collaborate** with her/his group for all group assignments
- **Communicate professionally, consistently**, and in a timely manner
- **Lead oneself**, one's work group, and all class discussions with **integrity, honesty, and curiosity**
- **Finalize** all required work for this course on time (*this is the essence of a good manager and leader*)
- **Be accountable** to yourself, to your instructor, and to your colleagues in class
- **Take responsibility** for any significant issues that arise *as early as possible* and do not wait until the last minute to ask for help (when it is likely too late for your colleagues or your instructor to help you)
- **Ask clarifying questions** about *any and all* course material you do not understand
- **Give credit where credit is due:** accurately & appropriately cite all sources from where you derive information to support your work. This should be done both in CANVAS and in written assignments.

### Required reading: Course textbook

Morris, S., & Oldroyd, J. (2020). *International business*. (2<sup>nd</sup> Ed.) John Wiley & Sons. ISBN 13: 9781119693246

## Course requirements and assessment

BUSI 3344 requires students to perform both as individuals and in groups.

### Individual assessment

1. **Preliminary assignment**
2. **Student introduction discussion (D1)**
3. **Module Forum Discussions (D2-D7):**

Module forum discussions are designed to engage online conversations amongst students about module topics. This is an essential component of this course, as students typically share knowledge derived from their specific perspectives, ideas, and experiences. Forum discussions rely on the principles of learner-learner interaction to deepen your understanding of the material. Instructors rarely intervene in discussions, but every post is read and graded according to their appropriateness for that subject, degree of accuracy, and the extent to which a post/response furthers the conversation.

To receive a maximum grade for each forum discussion, students must make at least two posts, draw upon relevant external resources to support of their statements, and cite them appropriately:

1. a **primary post** should respond to all questions asked regarding the subject matter (questions to which answers will often be opinion or research based); and
2. at least one **response post** to a colleague's primary post in which you engage with your colleague's post and further the discussion in some way. A response must be a minimum of 3 sentences, be relevant to the fellow student's initial post, and extend the conversation in some way. Generic answers (e.g. 'Great job!' or 'I agree with what you say', etc. do not earn points).

Grading for forum discussions largely depends on your ability to a) follow instructions and b) write logical, well-considered, thoughtful, and justified answers (anchored in relevant external evidence that is cited appropriately). Students are encouraged to enjoy learner-learner interactions in the discussion fora and you should consider this online space as equivalent version of an in-class discussion. Rubrics are provided to indicate how you are assessed.

### 4. Cultural Interview Report

The cultural interview must be conducted with a person who has a different nationality than yours, or with a person or originates from a different nation. Assignment guidelines are published in Canvas.

### 5. Exams (2 @ 150 points each)

Two examinations are required for your final grade (=30%). Students must write at least two exams which cover textbook material, all supplemental resources provided in the module folders (e.g. audio/videos, lectures, readings, case studies, discussions, etc.). The exams ensure that you have read, listened to, and understood the materials provided, as this substitutes for an in-class lecture. Three exams will be available:

1. **Exam 1** covers the first half of the course.
2. **Exam 2** covers the second half of the course.
3. The **Final comprehensive exam** covers the entire semester.

Students are welcome to take all three exams, in which case the lowest grade will be dropped. If a student is satisfied with her/his first two exam grades, s/he can skip the final exam. In all cases, the lowest of the three exam grades will be dropped. Exams will be accessible on CANVAS and contain multiple-choice and true/false questions.

## Group assessment

Students are assigned to groups at the end of the second week. Your group will produce three interconnected international business assignments: each building on the previous assignment (details found in the guidelines).

*“Why do we have to do group work in an online class?”*

*“Group projects are unrealistic - It is too difficult to coordinate around everyone’s schedule!”*

*“I work best alone and can’t learn from working with anyone else.”*

*“I am always punished in groupwork by getting stuck with a bunch of free riders!”*

*“Group work is a form of cruel and unusual punishment.”*

*... and other objections*

As Natalia Peart confirms in *Forbes* (2019),

*“Our projects have become more complex, so the ability to work effectively as part of a team has also grown in importance. Given the increasingly global nature of work, your ability to collaborate, share knowledge and contribute to teams that can capitalize on a diversity of thinking and perspective in ways that everyone can benefit and drive to the shared outcomes is critical.”*

Group assignments create opportunities to collaborate with your peers and develop your professional, analytical, operational, and project management skills. Working with colleagues who have diverse work experiences, cultural backgrounds, areas of expertise, and educational credentials offer opportunities to fine tune your communication skills and negotiation competences. Indeed, project deadlines for online (international) collaboration simulates modern work conditions that you will likely face in your career. When you successfully navigate this set of projects, you should know more about the global business environment, how to plan an international entry strategy, and how to more efficiently lead yourself and others in your team.

The three group assignments in this course reinforce skills relevant both to group and to individual work. These skills include the ability to break complex tasks into parts and steps, how plan and manage time, how refine understanding through plenary discussion and explanation, how to give and receive feedback on performance, how challenge assumptions, and how develop stronger communication skills. Ultimately, class assignments facilitate development of critical group project skills which are in high demand on the job market. For example, group projects help students develop skills specific to collaborative efforts relevant to global business settings.

Collaborative skills help students:

- Tackle more complex problems than they could on their own,
- Negotiate and delegate roles and responsibilities,
- Share diverse perspectives,
- Pool knowledge and skills,
- Hold one another (and be held) accountable,
- Receive social support and encouragement to take risks,
- Develop new approaches to resolving differences,
- Establish a shared identity with other group members,
- Find effective peers to emulate,
- Develop their own voices and perspectives in relation to peers.

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<sup>b</sup> Peart, N. (2019, September 10). The 12 most important skills you need to succeed at work. *Forbes*. <https://www.forbes.com/sites/nataliapeart/2019/09/10/the-12-most-important-skills-you-need-to-succeed-at-work/?sh=614984611c6a>

### **Initial Country Research Report**

The initial country research report forms the foundation for the final country report. There will be two broad topics to be researched related to trade and monetary environment, and to international opportunity and market entry into a foreign country. This is the first part of your three-part assignment. Detailed instructions will be provided in Canvas.

### **Final Country Group Report**

The final country group report builds on the initial country report. By the end of the semester, your group will provide a full business report regarding the entry of a new product in your selected country. This report includes two major components: a country analysis (including an analysis of political, legal, economic, monetary, trade, and cultural environments) and a proposed plan for new product entry (including an analysis highlighting the challenges and opportunities of doing business in your chosen country, a description of your product, a competitor analysis, and an entry strategy). More detailed instructions will be published in CANVAS.

### **Final Country Group Presentation**

Each group will present their country group report online in one consolidated video file. Groups are expected to make a professional presentation highlighting significant findings from the final country report. Each group member is expected to present a part of the project. More detailed instructions will be published in CANVAS.

### **Peer review of groups**

Throughout the semester, groups members will present peer reviews of one another. Peer review ensures that groups know how each member is doing by integrating assessment throughout the project. Peer review gives you an opportunity to evaluate the effectiveness of your group. Peer review also gives you the opportunity to evaluate yourself. On a practical note, your peer review also helps me decide how to grade each member of the group. Details about peer review requirements will be published on CANVAS.

## Grading Polices/Guidelines

- **Required Studying:** Modules are used for instruction in this online course. While Module Forum Discussions are the equivalent to face-to-face discussions, studying the materials in each module as instructed is the equivalent of attending a lecture. To succeed in this course, you must study all materials. Studying may include: instructor-created audio and/or video content (e.g., narrated presentation), instructor-provided content (e.g., a news segment about an event that impacts business strategy), reading notes, slides, and textbook chapters as instructed. All course material is used for assessment in exams.
- **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 up to 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 assignments must be submitted in **.DOC/.DOCX/.PDF** formats. *Other software formats cannot be marked for technical reasons (e.g. RTF, TXT, PAGES, IPYNB, DSC, WPD, QPF, etc.)*
- **Due Dates and Late Submissions:** Assignment instructions and deadlines are clear. Unless agreed upon **well in advance of the deadline in writing with the instructor**, all work must be submitted on time. Late submissions result in -20% per day.
- **Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Every effort will be made to maintain the schedule and activities presented. However, it may be necessary to make modifications. Necessary changes will be announced on CANVAS as soon as possible.
- **Sundown rule:** Students have one (1) week (from the date the grade is published) to enquire about a grade on any assignment. *The exception to this rule is the last round of assignments and the Final Letter Grade* when enquiries must be made well in advance of grades being submitted to the Registrar.
- **Peer evaluation:** All group work is peer evaluated using a mandatory collective **Peer evaluation process**. Based on the grades agreed amongst peers, a student will either receive full points (100%) earned for the group assignment or a lower percentage. Participation in the final presentation 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 instructor's decision will be final.



- NOTE 2: In the unlikely event a student is “fired” from a group 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: A Peer Evaluation is required **for each group assignment before its grade may be published.**

## Grading Criteria Rubric

All grading rubrics are published in the respective assignment submission locations in Canvas. If you have any questions about the rubrics, don’t hesitate to ask about them in the H.I.V.E.

Minimum points required for a specific course grade will not be revised for any reason.

A total of 1000 points are available in this class, assigned as follows:

<b>Course Element</b>	<b>Points</b>
Preliminary assignment	<b>20</b>
Student introduction discussion (D1)	<b>10</b>
Module Forum Discussions (=D2-7) 6@20	<b>120</b>
Cultural Interview	<b>100</b>
Exams 2@150	<b>300</b>
Initial Country Research Report	<b>110</b>
Final Country Group Report	<b>200</b>
Final Country Group Presentation	<b>150</b>
<b>Total Points Possible</b>	<b>1000</b>

<b>Points</b>		<b>Letter grade</b>
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. I will attempt to post grades for all assignments within one week after the due date, unless otherwise noted.

## Course outline and calendar

This is a Classroom Blended course, meaning it blends online & classroom meetings w/the majority of activity occurring online (50-84% online). Unless otherwise noted, all written assignments are due on Sundays of a corresponding week by 23:59.

Exams open on Mondays of a corresponding week and remain open through the following Sunday until 23:59

(NB! Considering the large window of availability for exams, no make-ups are allowed.)

	Dates & modality	Topic / Reading	Assignments & online activities
Setting the stage: The global business environment	Week 1 17-21 January ONLINE	Welcome and Introduction Ch. 1 – Globalization Ch. 2 - Analytical tools for IB	<ul style="list-style-type: none"> <li>✓ Read Syllabus</li> <li>✓ Buy textbook</li> <li>✓ Complete preliminary assignment</li> <li>✓ Study all content provided in the Canvas module</li> <li>✓ Post D1 &amp; responses (required to show you are active in the course)</li> </ul>
	Week 2 24-28 January ONLINE	Ch. 3 - Political systems Ch. 4 - Legal environment (Ethics)	<ul style="list-style-type: none"> <li>✓ Study all content provided in the Canvas module</li> <li>✓ Groups published</li> </ul>
	Week 3 31 January – 4 Feb ONLINE	Ch. 5 - Economic systems Ch. 6 - Currency & foreign exchange	<ul style="list-style-type: none"> <li>✓ Read instructions for cultural interview</li> <li>✓ Identify appropriate interviewee</li> <li>✓ Schedule interview for week 4</li> <li>✓ D2 (post &amp; responses)</li> </ul>
	Week 4 7 - 11 February F2F	Ch. 8 - Culture	<ul style="list-style-type: none"> <li>✓ Conduct cultural interview</li> <li>✓ Study all content provided in Canvas module</li> </ul>
	Week 5 14 - 18 February ONLINE	Ch. 7 Trade Ch. 12 Global innovation & intellectual property	<ul style="list-style-type: none"> <li>✓ Write and submit cultural interview</li> <li>✓ Study all content provided in Canvas module</li> <li>✓ D3 (post &amp; responses)</li> </ul>
	Week 6 21 - 25 February ONLINE	Review/exam prep/group writing week	<ul style="list-style-type: none"> <li>✓ Exam opens at beginning of week. <i>To be completed in one sitting.</i></li> </ul>
	Week 7 28 Feb - 4 March ONLINE	Ch. 9 Sustainability Ch. 10 Poverty Ch. 11 Technological change & infrastructure	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> <li>✓ Submit Initial Country Research Report &amp; peer evaluation</li> <li>✓ D4 (post &amp; responses)</li> </ul>
Navigating global business: Firm-level perspectives	Week 8 7 - 11 March F2F	Ch. 13 Country selection & entry modes Ch. 14 International Strategy	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> </ul>
	14 - 18 March	SPRING BREAK	
	Week 9 21 - 25 March ONLINE	Ch.15 International organizational structures	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> <li>✓ D5 (post &amp; responses)</li> </ul>
	Week 10 28 March - 1 April F2F	Ch. 16 Global leadership Ch. 19 Global Human resource management	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> </ul>
	Week 11 4 - 8 April ONLINE	Ch. 17 Global marketing	<ul style="list-style-type: none"> <li>✓ D6 (post &amp; responses)</li> </ul>
	Week 12 11 - 15 April ONLINE	Ch. 18 Global operations & supply chain mgmt	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> <li>✓ Exam opens at beginning of week. <i>To be completed in one sitting.</i></li> </ul>
	Week 13 18 - 22 April ONLINE	Ch. 20 Global finance & accounting	<ul style="list-style-type: none"> <li>✓ Study all content provided in Canvas module</li> <li>✓ D7 (post &amp; responses)</li> </ul>
	Week 14 25-29 April ONLINE	Review week/group writing week	
Conclusion	Week 15 2-6 May F2F	Course conclusion Final project submission, final group presentation	<ul style="list-style-type: none"> <li>✓ Submit final group report &amp; peer evaluation</li> <li>✓ Submit final group presentation &amp; peer evaluation</li> </ul>
	Week 16 9-13 May ONLINE	Final course evaluation	<ul style="list-style-type: none"> <li>Comprehensive exam. <i>To be completed in one sitting.</i></li> </ul>

The schedule is subject to change, in which case a new syllabus w/modified version date will be published and students will be notified.

## 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 recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.**

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address.

Password: Your MyCT password

## Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

## Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

## Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat:](#)

[<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

## 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=eacd95b9-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](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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [<https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing [WarriorCenter@tamuct.edu](mailto:WarriorCenter@tamuct.edu).

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) <https://tutormatchingservice.com/TAMUCT> or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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**

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

### **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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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 info, visit our [Library website](http://tamuct.libguides.com/index) <http://tamuct.libguides.com/index>

## **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 Wellness and 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/bit) website for more information [<https://www.tamuct.edu/bit>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

### **Copyright Notice**

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