



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

MGMT 5368-110, CRN 11644

Development & Change for Learning Organizations (Online)

Spring 2022 (18 Jan through 13 May)

Texas A&M University – Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor:	Dr. Brad Almond
Campus Office:	217 Founders Hall
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Department Contact:	cobainfo@tamuct.edu

Office Hours: I will not be holding regularly-scheduled office hours this semester due to my administrative responsibilities as department chair and the ongoing COVID crisis. However, I will be available to students for virtual meetings or phone calls on an appointment-only basis, and for email correspondence on an ongoing basis. Please reach out to me via email first, and we can certainly arrange for a more robust medium if needed.

Mode of instruction and course access:

This course is delivered via a 100% online format, and makes use of the TAMUCT Canvas Learning Management System. This system may be accessed at <https://tamuct.instructure.com>. Login instructions are provided below.

Student-instructor interaction:

Students may communicate with the instructor via Canvas messaging (preferred). Your instructor will check messages at least once per day (typically twice: morning and afternoon), Monday through Friday, less reliably on Saturday, and typically not at all on Sunday. Students who send emails on the weekend (starting on Friday evening) should not expect a response before Monday morning. See contact information and office hours section above for more contact options. If an email sent via Canvas does not receive a response within the response times listed here, please follow up with an email using my @tamuct.edu address listed above.

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](http://www.safezoneapp.com) website [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:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[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)
3. Complete your profile and accept the terms of service.

COURSE INFORMATION

Course Overview and Description

This course involves the study, research and analysis of proactive strategies for organizational change using the theories and techniques of applied behavioral science. This course covers the phases of consulting, strategies, intervention decisions and actions, multiple roles, skills and phases of internal and external consultants, ethical dilemmas and guidelines, and the implementation of action research.

Student Learning Outcomes:

GENERAL LEARNING OUTCOMES:

By engaging in this course, students will develop in each of the following general cognitive and practical skill areas:

- A. **Analogical thinking.** Analogical thinking involves the application of terms and conceptual models to specific—and especially new—contexts.
- B. **Analytical thinking.** Analytical thinking involves the careful consideration of data in an attempt to answer diagnostic-type questions such as, “What is happening here?” “How do these facts all relate to each other?” and “What does it all mean?” Analytical thinking is the bedrock of decision-making: it is only after engaging in analytic thinking that one should begin to ask the questions, “Is this good or bad?” and “What should I

do?”

- C. **Integrative thinking.** Integrative thinking involves the application of multiple conceptual or disciplinary frameworks to a single problem or scenario.
- D. **Imaginative and creative thinking.** Imaginative and creative thinking involves the identification, articulation, and realization of novel and hitherto unarticulated possibilities. This sort of thinking may also include the three types of thinking described above.
- E. **Learning-by-reading.** Learning-by-reading is a cognitive skill involving the active mental acquisition, storage, organization, and retrieval of thoughts and ideas that have been disseminated in a print medium.
- F. **Written communication.** Written communication is a skill involving the coherent and compelling expression of (typically one’s own) thoughts and ideas (which are often derived or synthesized from the thoughts and ideas of others) through written language. Please note that all assignments in this course are evaluated for correct grammar, spelling, syntax, and style, so please take the necessary effort to communicate your ideas as well as you possibly can. Our University Writing Center may be a good resource for you if you need it (see below).
- G. **Spoken communication.** Spoken communication is a skill involving the coherent and compelling expression of one’s own thoughts and ideas through spoken language.
- H. **Collaboration.** Collaboration is the skill of cooperatively engaging in one or more of the above mental or practical tasks with one or more other people. It involves a particular set of organizing, coordinating, cooperating, and communicating skills that are not required when working alone.

COURSE-SPECIFIC LEARNING OUTCOMES:

At the conclusion of the course the student will be able to:

- Define various terms related to organizational development and change
- Describe key characteristics of the four organizational frames
- Formulate a response to a complex organizational scenario after conducting analysis using all four organizational frames
- Explain the nature and functioning of several system archetypes
- Correctly diagnose system archetypes from organizational data
- Evaluate the relative benefits of various data collection methodologies
- Conduct a basic quantitative and/or qualitative analysis of organizational data
- Design and plan the implementation of an OD intervention

Required Resources

READINGS:

The required textbook for this course is:

- *Reframing Organizations: Artistry, Choice, and Leadership*, 6th ed., by Lee G. Bolman and Terrence E. Deal. Jossey-Bass: Hoboken, NJ. 2017.

This book is readily available in commercial bookstores or online for purchase or for rent, and may be available used. This book was chosen for its quality, readability, currency, and relative low cost. Additional resources like Google books may allow for previews of sections of the book if reading must be completed before an ordered book arrives. If ordering the book from an online vendor, please consider paying extra for expedited shipping to avoid falling behind.

Please also note that the TAMUCT Library typically has copies of textbooks available for check out or on-site reading.

Any additional assigned readings not listed above will be made available to the student through TAMUCT library databases or e-reserves or the Web.

TECHNOLOGY:

For this course, you will need reliable and frequent access to a computer and to the Internet. Internet speeds need to be sufficient to reliably view streaming media content. If you do not have frequent and reliable access to a computer with a high-bandwidth Internet connection, or are not proficient in your use of a computer, please consider dropping this course and taking it once you have improved your computer skills, or taking it in a traditional classroom format.

You will also need **access to Microsoft Word™** (or another compatible word processing program such as OpenOffice Writer™ that can read and create .doc files) and **a program that allows you to view PDFs**. Adobe offers a free PDF reader at <http://www.adobe.com/products/acrobat/readstep.html>. Most computers are already equipped with this (or a similar) application.

COURSE REQUIREMENTS

Performance Expectations and Deliverables

GENERAL PROFESSIONAL BEHAVIOR STANDARDS:

While engaged in the pursuit of each the General and Course-Specific Learning Outcomes listed above, each student will be expected to:

- **Demonstrate PROFESSIONAL INITIATIVE** at all times by taking responsibility for one's own performance in the course, as well as for any opportunities one may be able to take to enhance the course for others. This should be demonstrated vis-à-vis course

assignment details, course deadlines (and personal time management, generally), contributions to groupwork, use of required course technology, and the anticipation and competent management of contingencies relating to oneself and to others that may affect one's performance in the course (e.g., job, family, other courses).

- **Demonstrate PROFESSIONAL COURTESY** at all times by maintaining a professional tone in all communication with all persons involved with this course: peers, professor, etc. This includes any communication that may involve reporting interpersonal conflict, engaging in discussions or disputes, or giving / responding to negative feedback. Professional courtesy also includes a commitment to listening well, and to engaging in meaningful dialogue where other parties are given ample opportunity to contribute to the discussion or assignment at hand without fear of disruption, retribution, or unwarranted criticism. Finally, it also includes common courtesies such as letting group members know in advance if you going to be unavailable for a scheduled meeting, or if you are going to miss an agreed-upon deadline due to an unforeseen disruption.
- **Demonstrate PROFESSIONAL INTEGRITY** at all times by complying with all guidelines and restrictions regarding the completion of student work, the use of external sources, the general compliance with the TAMUCT academic integrity policy, and the giving of specific, accurate, and timely peer performance evaluation when appropriate.
- **Demonstrate a commitment to PROFESSIONAL DEVELOPMENT** at all times by reading, comprehending, integrating, and applying all reading materials to all course assignments and activities, and by successfully completing all assignments and activities to the best of one's abilities at the present time.
- **Demonstrate PROFESSIONAL MATURITY** at all times by accepting the circumstances under which one has chosen to attempt to complete this course, and by accepting the evaluation of one's work by one's peers and/or instructor without complaining or resorting to irrelevant appeals (e.g., "but I have to keep my 4.0 GPA"). This is notwithstanding any exceptional situations in which a student is able to provide written documentation that a legitimate, objective evaluation error has been made, or in which normal evaluation policy should be set aside because of a documented emergency.

GRADE COMPONENTS:

Examinations.

There will be two exams in this course. Each will count 20% of the final grade in the course. Details about this exam (format, length, content) will be given through the Canvas page.

Quizzes.

There will be 8 reading quizzes in this course (1 for each module). Each will count 1.25% of the final grade in the course. These quizzes are meant to be quick and easy, and will not require

any preparation or study other than simply completing the assigned readings for the week.

Discussions.

Students are required to post to a discussion forum each week. Each of the 8 discussions will count 1.25% of the final grade in the course. Posts may be based on current events, specific readings, a short case, or other topics as selected by the instructor. Each week, students must upload their own post and reply to two other classmates.

Film analysis.

Students will complete a written film analysis during the course. This analysis will be worth 150 points, or 15% of the final course grade. The film will function as a visual case study, and students will be required to conduct a diagnosis and analysis of multiple particular elements of the film as dictated by the prompts to be provided through the Canvas page in the assignment instructions file. The assignment submission will be in the form of a concise written document, no longer than 3 single-spaced pages of text (plus figures and cover page, if needed).

Case analysis.

Students will complete a written case analysis during the course. This analysis will be worth 150 points, or 15% of the final course grade. Students will be required to conduct a diagnosis and analysis of multiple particular elements of the case as dictated in specific instructions to be provided through the Canvas page. The assignment submission will be in the form of a concise written document, no longer than 3 single-spaced pages of text (plus figures and cover page, if needed).

Personal journal.

Each student will be given a private space on the course webpage to create a journal. This journal is meant to be a place where students can reflect and record their musings on course readings. The journal is meant to be developmental. Journal topics should be focused, and students should choose ONE (1) and only one assigned reading during every course module (every 1 to 2 weeks depending on course format), and use the journal area to reflect on how this reading impacted them, how it was thought provoking, how it spoke to a current or past organizational situation the student has encountered, etc. Please note that journal entries should not be summaries or critiques of the reading.

Each of the eight entries is worth 1.25% of the final course grade. Entries that are late or inconsistent with the assignment parameters will receive no credit, and no opportunity is given to make up missed journal posts except in cases of documented emergencies as spelled out elsewhere in this syllabus. Journal entries must include the following components for full credit:

- *Specific details about a specific assigned reading.* General musings about leadership or organizations are not permissible.
- *Specific and meaningful connections between the reading and some personal or organization context with which you are familiar.* And “meaningful” means that the

reading, upon reflection, triggered an insight, not just a memory. How did this reading help you understand something you didn't understand before? Or how did it challenge you to think differently? Don't simply write, "this reading reminded me of the time..."

- *Implication/application for your growth as a leader.* How might this reading affect your practice from here on?

The purpose of the journal is to help students develop as individuals and to reflect on their roles and responsibilities within the particular organizational contexts in which they participate or have participated. Your instructor will evaluate journal entries on the basis of the "quality time" spent on the assignment, as evidenced by thoughtful, subtle, insightful, reflective, and non-trivial responses. As mentioned above, good journal entries reflect on and explore the intersection of three things: the material from the reading, an organizational setting with which you are familiar, and your own practice vis-à-vis the material and this organizational setting. Unless otherwise indicated, I will look for all three of these in each entry. Please see the sample entries (a good one and a bad one) I have posted for you on Canvas, as well as additional guidance on what ought to be included.

Grade Computation:

Students earn their course grades by completing the items below; no extra credit assignments are given. To pass this course satisfactorily, students must complete each of the graded items listed below.

Final grades will be calculated as follows:

Performance Category	Percentage	Points
Exams (2 @ 200 points each)	40%	400
Quizzes (8 @ 12.5 points each)	10%	100
Discussions (8 @ 12.5 points each)	10%	100
Journals (8 @ 12.5 points each)	10%	100
Film Analysis	15%	150
Case Analysis	15%	150
Total	100%	1000

Grading Scale:

The grade scale utilized in this course is as follows (all values in percents):

- above 89.4 A
- 79.5 – 89.4 B
- 69.5 – 79.4 C
- 59.5 – 69.4 D
- below 59.5 F

Students typically earn one of three grades in this class: an A (high pass), B (pass), and C (low pass). Students who exhibit acceptable levels of quality, engagement, and effort typically receive a B. Students who exhibit exceptional levels of quality, engagement, and who take active (and proactive) responsibility for not only their own learning but also for the learning of the class as a whole typically receive an A. Students who do not complete all of the course requirements (e.g., they do not keep a journal), or who complete them very poorly will typically receive a C or a D. Students who commit a serious academic integrity violation or who default on multiple course requirements will receive an F.

5.0 Course Schedule

What appears below is the expected schedule we will follow for this course. However, it should be considered tentative and unofficial. The official course schedule will be maintained (and adjusted, if needed) on the course Canvas page.

For purposes of this class, modules are two (2) weeks in duration and run from Monday through Sunday. The first and last modules of the course may be slightly abbreviated as per the University Academic Calendar. The abbreviation *RO* indicates that the reading comes from our textbook, *Reframing Organizations*. Note that (as mentioned above) I reserve the right to assign additional readings and/or activities. Any additional readings or requirements not listed here will be announced in advance and/or distributed through Canvas.

Module 1 (Jan 18-30)

- Things to READ:
 - The course syllabus
 - Reframing Organizations, chapters 1 and 2
 - Proctorio student guide (PDF)
 - Proctorio Test-taker Handbook (PDF)
- Things to DO:
 - Familiarize yourself with the layout of this Canvas page
 - Follow the instructions in the Proctorio student guide to set up your Canvas page with the Proctorio add-in
 - View the following videos (direct links provided on the Canvas page):
 - Proctorio Student Introduction
 - More Introductory Comments about this Class
 - What is the Problem?
 - Systems and Organizations
 - What is Organizational Development?
 - Open Systems--Organizations in Context
- Things to TURN IN:

- Complete the Proctorio practice quiz to confirm successful set-up
- Journal #1 (be sure to read the instructions)
- Discussion #1 (be sure to read the instructions)
- Reading Quiz #1

Module 2 (Jan 31 – Feb 13)

- Things to READ:
 - Reframing Organizations, chapters 3, 4, and 5
 - "Introduction to Systems Thinking," by Daniel Kim (pp. 1-12 only; PDF provided)
- Things to DO:
 - View the following videos:
 - Discussion #1 (COVID 19) debrief
 - "The Structural Frame" (video from your textbook publisher)
 - Change Motors
 - The Four Causes and the Five Whys
 - Data and Systems and Everything in Between
- Things to TURN IN:
 - Journal #2
 - Discussion #2
 - Reading Quiz #2

Module 3 Schedule (Feb 14 – 27)

- Things to READ:
 - Reframing Organizations, chapters 6, 7, and 8
 - PowerPoint slides for each chapter may be used as a reading supplement and study aid
 - System Archetypes 1 (Part 1; PDF/link provided)
- Things to DO:
 - View the following videos:
 - Discussion #2 (system loops) debrief
 - The Human Resource Frame
 - Systems Mapping
 - Starting with Storytelling
 - System Archetypes
 - Habits (and Hallmarks) of a Systems Thinker (with graphic/handout)
 - Begin reviewing and organizing your course materials in preparation for Exam #1, which will be due at the end of Module 4. This exam will be open book and open notes, and many questions will be multiple choice. However, the exam will feature many questions that are not easily answerable by browsing

through your notes or readings until you find the answer stated explicitly. As is typical in graduate school, many questions will require thought and a deeper understanding about ideas, not just the recall or recognition of facts.

- Things to TURN IN:
 - Journal #3
 - Discussion #3
 - Reading Quiz #3

Module 4 Schedule (Feb 28 – Mar 13)

- Things to READ:
 - *Reframing Organizations*, chapters 9, 10, and 11
 - PowerPoint slides for each chapter may be used as a reading supplement and study aid
 - System Archetypes 1 (part 2; PDF/link provided; see notes with link in this module on Canvas for specific topic and page requirements)
 - The "Attractiveness Principle" Archetype (Web link provided)
 - The "Accidental Adversaries" Archetype (Web link provided)
 - Exam #1 instructions (to view these instructions, open Exam #1—you are able to open the exam without starting it)
- Things to DO:
 - View the following videos:
 - Discussion #3 (Systems Thinking in Action, Part 1) debrief
 - The Political Frame
 - The "Drifting Goals" Archetype
 - The "Escalation" Archetype
 - The "Fixes That Fail" Archetype
 - The "Growth and Underinvestment" Archetype
 - Continue organizing your notes and course materials in preparation for Exam #1
- Things to TURN IN:
 - Journal #4
 - Discussion #4
 - Reading Quiz #4
 - Exam #1

[SPRING BREAK is the week of Mar 14]

Module 5 Schedule (Mar 21 – Apr 3)

- Things to READ:
 - *Reframing Organizations*, chapters 12, 13, and 14
 - PowerPoint slides for each chapter may be used as a reading supplement and study aid
 - Refer to the Module Overview on Canvas for key terms and learning objectives for these chapters
 - Case Analysis assignment (due in Module 6)
- Things to DO:
 - View the following videos:
 - Discussion #4 (Systems Thinking in Action, Part 2) debrief
 - The Symbolic Frame
 - Data Collection Methods
 - Continue reviewing your notes from previous modules on System Archetypes (these will help you with your case analysis, among other things)
- Things to TURN IN:
 - Journal #5
 - Discussion #5
 - Reading Quiz #5

Module 6 Schedule (Apr 4 – 17)

- Things to READ:
 - *Reframing Organizations*, chapters 15, 16, and 17
 - PowerPoint slides for each chapter may be used as a reading supplement and study aid
 - Refer to Module Overview in Canvas for key terms and learning objectives for these chapters
 - "Public Goods, Private Goods: The American Struggle over Educational Goals," by David F. Labaree. This article will be used as the basis for the discussion in this module, and is provided to you via a direct link through library e-reserves.
- Things to DO:
 - View the following videos:
 - Discussion #5 (Systems Thinking in Action, Part 3) debrief
 - Data Analysis (multiple short videos)
 - Complete your Case Analysis (instructions were provided in Module 5, and may also be viewed in the Assignments area)
- Things to TURN IN:
 - Journal #6
 - Discussion #6
 - Reading Quiz #6
 - Case Analysis

Module 7 Schedule (Apr 18 – May 1)

- Things to READ:
 - *Reframing Organizations*, chapters 18, 19, 20, and the Epilogue
 - PowerPoint slides for each chapter (excluding the Epilogue) may be used as a reading supplement and study aid
 - Refer to Module Overview in Canvas for key terms and learning objectives for these chapters
 - "System Archetypes II (Using Systems Archetypes to Take Effective Action)" (PDF provided)
 - Film Analysis assignment (due in Module 8)
- Things to DO:
 - View the following videos:
 - Discussion #6 (Complex Organizations) debrief
 - Introduction to Interventions
 - Four Frames Wrap-Up
 - Compile course materials to prepare for Exam 2
- Things to TURN IN:
 - Journal #7
 - Discussion #7
 - Reading Quiz #7
 - Exam 2

Module 8 Schedule (May 2 – 13)

- Things to READ:
 - Nothing
- Things to DO:
 - View the following videos:
 - Discussion #7 (Designing Interventions) debrief
 - Complete your Film Analysis (instructions were provided in Module 7, and may also be viewed in the Assignments area)
 - Complete the End of Course Survey if you have not already (link provided in Canvas)
- Things to TURN IN:
 - Journal #8 (note the slightly different instructions for this one)
 - Discussion #8
 - Reading Quiz #8 (Journal #8 will count for this one since there are no assigned readings)
 - Film Analysis

Important University Dates

Please see the Academic Calendar and other upcoming events posted at this site:

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/.

TECHNOLOGY REQUIREMENTS AND SUPPORT

By enrolling in an online course, students take full responsibility for their own technology needs. Please note that technology issues are not an excuse for missing or committing an error on a course requirement. Be sure computers are configured correctly and functioning properly well in advance of course deadlines.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

You are strongly recommended to use 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

This course will employ Proctorio, an online proctoring platform, for proctoring of online exams. This service is provided at no direct cost to you, the student. Proctorio is a custom plug in that is only compatible with the Chrome web browser. All students will need to install this

plug in and use the Chrome browser for testing. Proctorio will only be used in this course to limit the use of non-approved resources during exams. It will not require the use of your webcam, and will not involve video or audio monitoring of any kind.

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

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

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, 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.

In this course, unless permission is explicitly granted by the instructor for specific individuals for a specific assignment (e.g., a group project or threaded discussion), any and all collaboration on exams or other coursework is expressly forbidden. Collaboration includes but is not limited to such things as file sharing, oral brainstorming, asking for sources or suggestions, etc. Collaboration includes forbidden contact with another student, instructor, or tutor, as well as with any other individual (friend, boss, coworker, significant other, family member, etc.). Prohibited collaboration also includes the use of course-related materials posted to or downloaded from online repositories such as Course Hero, Grammarly, or Scribd. *Evidence suggesting the use of Course Hero or other related websites will result in an automatic course failure. This penalty will be applied retroactively if it is discovered only after the course is complete that a student cheated in this manner.*

In addition, work submitted for evaluation in another course (whether by the student in question or by someone else) may not be "recycled" for evaluation in this class. Any such re-use of student work completed for another course is strictly forbidden and will at minimum result in a zero on the assignment in question.

Any deviation from these expectations will result in at minimum a grade of zero for the assignment and potentially a failing grade for the course.

Furthermore, all suspected academic dishonesty concerns will be investigated and reported to the University's Office of Student Conduct, who may conduct further investigations and levy additional sanctions, up to and including University probation, suspension, or expulsion.

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

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](#) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

Tutoring

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

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. You may 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 Spring 2021 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 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 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>].

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

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

Syllabus Changes and Errors

Your instructor reserve the right to make changes to the syllabus as needed. You will be advised of any changes with ample notice via Canvas. Changes can arise from pedagogical necessity, from the discovery of an error in the syllabus document itself, or from unanticipated contingencies in the semester. If you believe you have found an error (e.g., a scheduling error) or inconsistency in the syllabus please notify your instructor immediately.

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