Global Business Environment
BUSI3344 – 120 (CRN 80032)
Online 16 Week Course
Fall 2023
28 August – 15 December 2023

Course modality

- This course is a **100% online** and requires students to have a reliable internet connection throughout the semester.
- This course uses TAMUCT's **Canvas** Learning Management System https://tamuct.instructure.com.

Instructor and Contact information

Instructor: Dr. Anne Sluhan
Office: Department of Management & Marketing, Founders Hall, Suite 217
Email: asluhan@tamuct.edu
****Email** is the preferred method of communication for this class. *Please include course and section number in subject headers for each email so I can identify your class association.*

Office hours

Office hours are regularly available by appointment and can be booked online:
https://outlook.office365.com/owa/calendar/SupervisionwDrSluhan@tamuct.onmicrosoft.com/bookings/

Flowchart: How can I ask course-related questions and/or contact my professor?
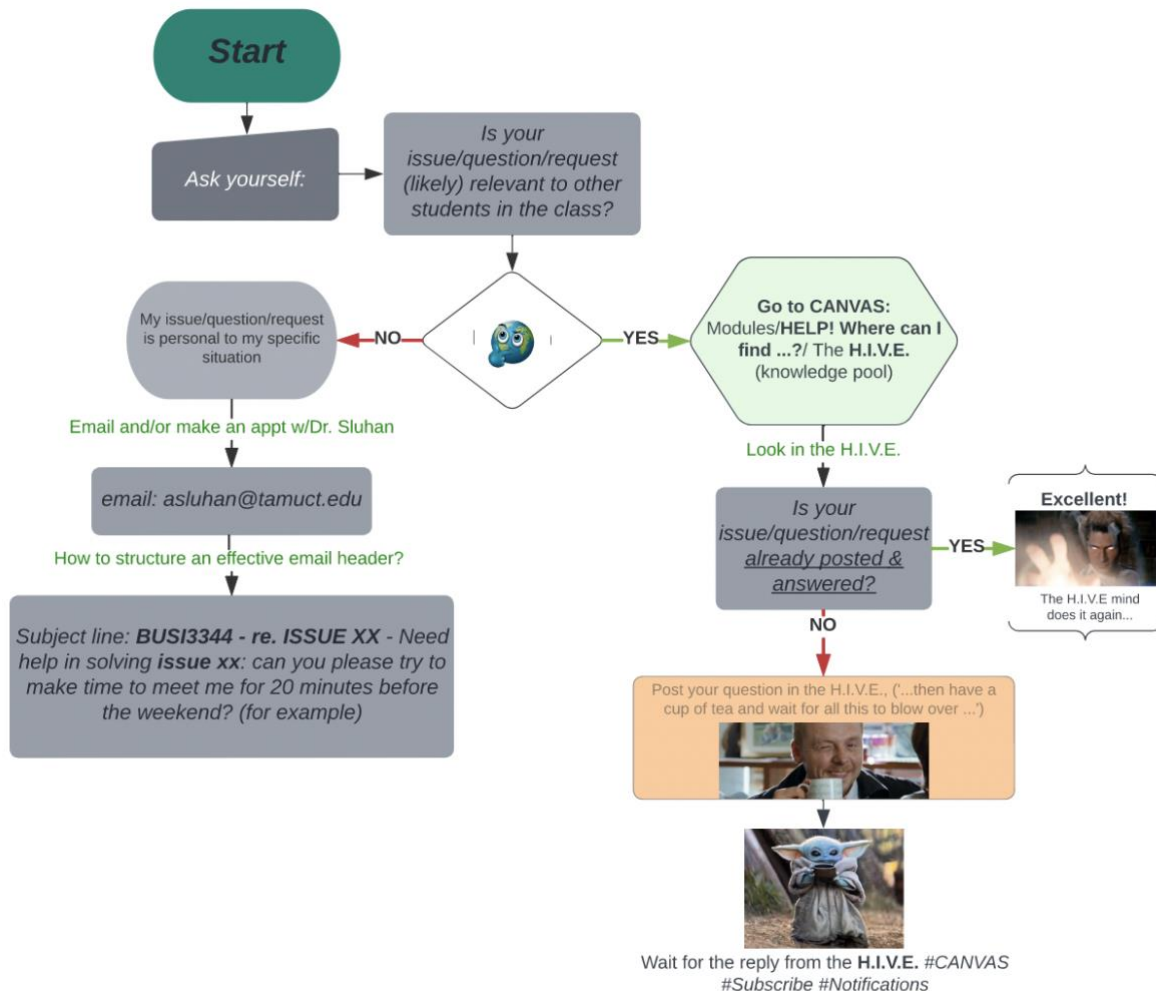
Due to past issues w/CANVAS messaging's functionality, CANVAS messages are **not the appropriate mode of communication. **Please use email** (asluhan@tamuct.edu) when writing direct personal messages to your instructor.

College of Business Administration (COBA) Information:

COBA Main Phone Number: +1 (254) 519-5437
COBA Main Email: cobainfo@tamuct.edu
COBA Main Fax Number: +1 (254) 501 5825

Student-instructor interaction:

The most efficient way to reach your instructor is via our online class knowledge sharing discussion forum: The **H.I.V.E. (Knowledge Pool)**. This is where you can post questions benefitting the entire class.

The **H.I.V.E**. is the <u>first place</u> your instructor goes to interact with students daily and should be the first place you check for answers. If you have a new question that is relevant for our entire class, rather than sending an individual personal message, *please post your question in the **H.I.V.E.***

If you see a colleague's question that you can answer, answer it! When you post a correct answer to the question before your instructor does, *you can earn extra credit.   #BeatTheProfessor*

Emails are checked regularly and answered as swiftly as possible. If **a personal message is** relevant for everyone, the answer will be posted to the **H.I.V.E** (=since it will benefit the entire class).

Your instructor checks emails regularly and endeavors respond within 24 hours during weekdays and 48 hours over weekends. *On occasion, university commitments and research-related travel can preempt swift message responses.* Classwide CANVAS announcements will be posted to guide expectations about email responsiveness and for **urgent student matters**, <u>ad hoc office hour bookings are always an option.</u>

Personal messages sent to your instructor in <u>the final hours before a deadline</u> are unlikely to receive satisfactory replies, so please plan accordingly:

- ✓ plan your work ahead
- ✓ familiarize yourself with assignment requirements,
- ✓ ask clarifying questions <u>well in advance of deadlines</u>, and
- ✓ manage your time and your project teams professionally.
- ✓ 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 receive **thorough helpful answers** in due time so you feel no last-minute stress up to deadline.

SAFEZONE: Emergency Warning System for Texas A&M University-Central Texas

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].

To register SafeZone on your phone, 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)

3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University [website](#)

Course information

Course overview and description

3 semester credit hours
This is a core course in the Bachelor of Business Administration Program.
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.

Course Objective:

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 (SLOs):

Students successfully completing the Global Business Environment course should be able to:
1. Interact with individuals from different business cultures after developing cross-cultural sensitivity.
2. Analyze the cultural, legal, political, and economic forces of international business environment.
3. Understand specific international trade and investment theories.
4. Identify the impact of government intervention and trade agreements on global business decisions.
5. Explain the reasons why and methods for entering international business through foreign markets.
6. Select appropriate modes of foreign entry and models for business organization to support strategic international business objectives (e.g. growth, production, financial, marketing, risk management, etc.).
7. Apply basic marketing, management, and human resource principles to doing business in various countries.
8. Collaborate professionally and effectively use project management skills in a diverse work group.

How to achieve your student learning outcomes (SLOs)

1. Familiarize yourself with the CANVAS classroom space immediately upon course start.
2. Thoroughly read and understand the course syllabus.
3. Be responsible for the learning pace, the course content, and the required quality for all assignments
4. Thoroughly read and understand each chapter's content
5. Actively and professionally collaborate with her/his group for all group assignments
6. Communicate professionally, consistently, and in a timely manner
7. Lead oneself, one's work group, and all class discussions with integrity, honesty, and curiosity
8. Finalize all required work for this course on time (*this is the essence of a good manager and leader*)
9. Be accountable to yourself, to your instructor, and to your colleagues in class
10. 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)
11. Ask clarifying questions about _any and all_ course material you do not understand
12. 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 and Texbook

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

Purchase the bundle of BOTH course textbook and the WileyPlus code so you have access to online course materials & assignments published on CANVAS.

Suggested supplementary course materials:

Publication Manual of American Psychological Association (7th ed.). American Psychological Association.
ISBN 1433832178
It is advisable that that you refer to this text during this and other courses, as APA is the required citation method at the Department of Management & Marketing and will be used throughout your undergraduate program.

Since we will be studying the business world around us, it is expected that you actively keep updated on current global events by taking advantage of your <u>free student access</u> to the following resources, which regularly cover global news:

- ✓ The Wall Street Journal
- ✓ The New York Times

Other recommended newspapers offering comprehensive insight into the global business environment (in English) can be recommended. Both have student pricing available for online subscriptions:

- ✓ The Financial Times
- ✓ The Economist

Course requirements and assessment

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

1. **Preliminary assignment: Opening survey**
2. **Student introduction discussion (D1)**
3. **Country choice discussion (D2) & Post group names (D2+)**
4. **Online Module Forum Discussions (D3-D6):**
   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 earn a <u>maximum possible number of points f</u>or each forum discussion, students must:

   1. Upload an initial relevant post, addressing the discussion assignment question(s) before interim deadline,
   2. After posting initial discussion post, engage with classmates in a relevant way by acknowledging their post(s) and by furthering the discussion in some relevant way (requirements for each discussion assignment vary and are explained in the assignment scope with assessment criteria published in grade rubrics for each assignment.
   3. Draw upon relevant resources (<u>both</u> from the course textbook and from publicly available resources) to support all statements made in the discussion forum (e.g. economic/country/business data, etc., and
   4. cite all sources accurately and appropriately in alignment with APA citation format:

5. **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.

6. **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.

   Note: *Students are welcome to take all three exams. The lowest grade out of three exams will automatically drop. 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.*

Students will organize themselves into working groups to produce three international business assignments over the course of the semester. Each assignment builds on the previous assignment (details found in the guidelines).

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[a]."*

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 lead yourself and others more efficiently in your team.

All three group assignments in this course reinforce skills relevant both to group and to individual work. Skills include the ability to break complex tasks into parts and steps, how to plan and manage time, how to refine understanding through plenary discussion and explanation, how to give and receive feedback on performance, how to challenge assumptions, and how to develop stronger communication skills.

Ultimately, class assignments facilitate development of critical group project skills in high demand on the job market. Group projects help students develop important required skills relevant to global business settings.

Specifically, collaborative skills help students:
- Tackle more complex problems than they could accomplish on their own,
- Negotiate and delegate roles and responsibilities,
- Share diverse perspectives,
- Pool knowledge and skills,
- Learn how to hold one another accountable,
- Hold themselves accountable,
- Seek social support and encouragement to take risks when working with new concepts and ideas,
- Develop new approaches to resolving differences,
- Establish a shared collaborative identity with other group members,
- Find effective peers to emulate,
- Develop individual voices and perspectives in relation to peers.

Initial Country Research Report – A Business Environment Analysis (i.e. PESTEL)
The initial country research report forms a 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. Furthermore, a **high impact practice discussion assignment** (D4) helps students to peer review of one another's initial report data and learn from their colleagues' approaches.

---

[a] 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

Final Country Group Report – PESTEL Results and Market Entry Strategy

The final country group report builds on the findings from the initial country report's PESTEL analysis and works further to draw from course learning points to identify a relevant business opportunity and then design a market entry strategy. By the end of the semester, each group will create a business report outlining a strategic recommendation for entering country X with the chosen product/service from the USA which has not already entered that target market. This final report includes two interdependent parts:

- **a country analysis** (incl. an analysis of political, economic, socio-cultural, technological, environmental, financial, and legal), and
- a **proposed plan for new US product entry into target market** (including, but not limited to, an analysis highlighting the challenges and opportunities of doing business in the chosen target market, a thorough description of the US product (that does not yet have a presence on that target market), a competitor analysis, an entry strategy, etc.). Detailed assignment instructions are published in CANVAS.

Final Country Group Presentation

Based on the Final Country Group Report, each group will present their findings in one consolidated video presentation. 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. Detailed instructions are published in CANVAS.

Peer evaluation of groups

To support group collaboration and learning, student involvement in team activities is evaluated first by all group members using a collective Peer Evaluation process. Each team project must be accompanied by a collective peer evaluation. Based on the grade awarded by peers, a student will either receive the full points associated with the team grade on a relevant team assignment or only a portion of the points. Peer evaluation ensures that groups know how each member is doing by integrating assessment throughout the project. Peer review gives each student an opportunity to evaluate the effectiveness of the group. Peer review also gives students an opportunity to evaluate themselves and to receive constructive criticism from colleagues. In turn, this review process ensures transparency and supports professional development.

NOTE 1: If any group project is submitted **without the obligatory peer evaluation form by the published deadline**, (i.e. showing the group has reached consensus about feedback and including all team members' signatures), that group's project will not be graded.

NOTE 2: No later than 24 hours after a peer evaluation due date, any team member may request that the instructor arbitrate peer evaluations. If arbitration is requested, and it is held, the decision of the instructor will be final.

NOTE 3: If a student chooses not to put forth effort in the team's collaboration and project work, it is possible for the team request for an intervention from the instructor. It is expected that team members collaborate professionally, plan timelines and task delegation with reasonable deadlines, and in case of issues, the expectation is that the team communicates transparently and professionally with each other. Individual group members are also obliged to communicate openly and professionally ahead of time if s/he cannot meet a deadline for ANY reason. If evidence is found that all reasonable measures have been taken by the team to include a team member, and that person has chosen not to communicate or contribute to the project, it is possible to "fire" a non-performing student from the group. In such unfortunate situations, this would **only be possible after** the team asks the instructor for approval. If a student is released from a group, s/he must complete the remaining assignments alone with a maximum possible grade capped at 79%. Depending upon **when** a student is released from the group, it will NOT be possible for a non-performing student to join a different group after being 'fired.' Furthermore, a student fired from a team will not earn points for that team's presentation. Peer review requirements and the peer eval form are published on CANVAS.

Grading Rubrics

Grading rubrics are provided for all course assignments in CANVAS. It is good practice for all students to consult the respective assignment rubric prior to submitting so they fully understand assignment expectations and grading criteria. If students have any questions or concerns about assignment requirements and/or grading criteria, it is expected students will ask the instructor for further clarification.

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:

Course Element	Points
Preliminary assignment: Opening survey	20
Student introduction discussion (D1)	20
Country choice discussion (D2)	20
Online Module Forum Discussions (=D3-D6) 4@40	160
Cultural Interview	130
Exams 2@150	300
Initial Country Research Report	100
Final Country Group Report	200
Final Country Group Presentation	50
Total Points Possible	**1000**

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 the CANVAS gradebook and students should monitor their status there. Exam grades will be posted after the availability period for all students has expired. Grades for written assignments will be posted within one week of the due date, unless otherwise noted.

Grading Polices/Guidelines

1. Required Studying: Modules are used for instruction in this 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.

2. 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.

3. 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.

4. 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

10
3344_Online_16w_2023_Sluhan (v24Aug)

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.

5. Identifying Submissions:

   a. Submission titles should be formatted: **StudentLastName_Title_of_the_assignment.docx**

6. Submission Style Requirements:

   a. Submissions must align with The Publication Manual of the American Psychological Association (APA), 7th ed.

   b. 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.)*

7. Due Dates and Late Submissions:

   a. Assignment instructions and deadlines are clear.

   b. **Unless agreed upon well in advance of the deadline in writing with the instructor**, all work must be submitted on time.

   c. Late submissions result in -20% per day.

8. Changes to Syllabus:

   a. 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. All changes will be announced on CANVAS as soon as possible.

9. Sundown rule:

   a. Students have one (1) week (from the date the grade is published) to enquire about a grade on any assignment.

   b. *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.

10. Peer evaluation:

    a. 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.

    b. **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.

    c. **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.

    d. **NOTE 3:** One Peer Evaluation must be submitted **from each group assignment before grades may be published**.

Course outline and calendar**

This is an online course, meaning all course content and meetings take place 100% online. Unless otherwise noted: a) written assignments are due on <u>Sundays of a corresponding week by 23:59, and b)</u> exams open on Monday and close the following Sunday(NB! Due long exam no make-ups exams are allowed.)
The class calendar is published in CANVAS, which you can link to a personal calendar. <u>See instructions on CANVAS Community to sync calendars</u> .

Module		Dates	Topic / Reading	Activities & Assignments
Setting the stage: The global business environment	**1**	**Week 1** 28 Aug – 3 Sept	**Welcome and Introduction** **Ch. 1 – Globalization** **Ch. 2 - Analytical tools for IB**	✓ Read Syllabus ✓ Buy textbook w/WileyPlus code ✓ Complete preliminary assignment: Opening survey ✓ Study all content provided in CANVAS module ✓ Post D1 *& responses (req to show you are active in the course)*
		Week 2 4 – 10 Sept	**Ch. 8 - Culture**	✓ Study all content provided in CANVAS module ✓ Begin work on cultural interview: 1. **identify an appropriate interviewee** & 2. **schedule the interview**
	2	**Week 3** 11 – 17 Sept	**Ch. 3 - Political systems** **Ch. 4 - Legal environment (Ethics)**	✓ Study all content provided in CANVAS module ✓ Conduct cultural interview ✓ Post D2 & responses– Country choice discussion ✓ Start working on the Initial Country Research Report
		Week 4 18-24 Sept	**Ch. 5 - Economic systems** **Ch. 6 - Currency & foreign exchange**	✓ Write and submit cultural interview ✓ Submit team member names before deadline ✓ Study all content provided in CANVAS module
	3	**Week 5** 25 Sept - 1 Oct	**Ch. 7 Trade** **Ch. 12.4 Protecting intellectual property**	✓ Study all content provided in CANVAS module ✓ D3 *(post & responses)* – *Trade wars and tofu*
		Week 6 2 - 8 October	**Ch. 9 Sustainability** **Ch. 10 Poverty**	✓ Study all content provided in CANVAS module
	4	**Week 7** 9 - 15 October	**Review & Exam**	✓ D4 *(post & responses)*- peer review of initial report data ✓ Exam 1 - *To be completed in one sitting.*
		Week 8 16 – 22 October	**Peer review/collaboration on data** **Writing week in groups**	✓ Submit Initial Country Research Report & peer eval
Navigating global business: Firm-level perspectives	**5**	**Week 9** 17-22 October	**Ch. 13 Country selection/entry modes** **Ch. 14 International Strategy**	✓ Study all new content provided in CANVAS module
		Week 10 23-29 October	**Ch.15 Int'l organizational structures**	✓ Study all content provided in CANVAS module ✓ D5 *(post & responses)*
	6	**Week 11** 30 Oct – 5 Nov	**Ch. 17 Global marketing** **Ch. 18 Global operations & Supply chain mgmt**	✓ Study all content provided in CANVAS module
		Week 12 6 - 12 Nov	**Ch. 16 Global leadership** **Ch. 19 Global Human resource mgmt**	✓ Study all content provided in CANVAS module
	7	**Week 13** 13 – 19 November	**Ch. 20 Global finance & accounting**	✓ Study all content provided in CANVAS module ✓ D6 *(post & responses)* ✓ Individual review/synthesis: firm-level perspectives of global business
		Week 14 20 – 26 Nov US Thanksgiving	**Group work:** **Final analysis, review, and writing**	✓ Exam 2 - *To be completed in one sitting.* ✓ Group project finalization
Conclusion		**Week 15** 27 Nov – 3 Dec	**Review week/group writing week** **Final project submission on 1 Dec**	✓ Submit final group report & peer evaluation
		Week 16 4 – 10 December	**Course conclusion** **Final group presentation** **Final course evaluation**	✓ Upload/Submit final group presentation & peer evaluation ✓ Comprehensive exam opens at beginning of week. *To be completed in one sitting.*

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   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

Warrior Center for Student Success

The Warrior Center for Student Success is a comprehensive academic support department at A&M-Central Texas,
dedicated to fostering an environment of excellence and empowerment among its student body. The center offers a
wide range of programs and services to ensure every student reaches their full potential, and is a haven for students
seeking guidance, resources, and a strong support network to excel in their educational journey.

ADA Access and 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** Canvas page (log-in
required).

Success Coaching and Peer Mentoring: Our experienced Success Coaches work one-on-one with students to
develop personalized action plans, set academic goals, and build effective study strategies, time management skills, and
resilience. Our Peer Mentors provide a valuable support system, offering guidance, encouragement, and a relatable
perspective to help students navigate their academic and personal challenges. For more details call 254-501-5836 or 254-
501-5928 or visit Academic Support [https://www.tamuct.edu/student-affairs/academic-support.html]. Click the link to
schedule a session (virtual or in-person) with a success coach bit.ly/3q7uB50 or visit WH, 111.

Testing Services: We offer a secure and comfortable environment for students and members of the community to
take courses and distance learning exams, as well as placement tests and professional certification exams. Our Testing

Service also offers resources and support referrals for testing related challenges (test anxiety, learning disabilities, etc.) and supports all approved ADA accommodations. Call (254) 519-5830 or visit the Testing Center [https://www.tamuct.edu/testing-center/].

Tutoring and Supplemental Instruction Services: Our team of qualified Tutors and Supplemental Instructors assist students in various non-writing subjects, promoting academic comprehension and enhancing learning outcomes. Click the link to schedule a tutoring session with a TAMUCT tutor (virtual or in-person) or view tutor availability bit.ly/43Q6wNz. You may also chat live with a remote tutor 24/7 for a variety of subjects through our partnership with Tutor.com, an online tutoring platform that is free to all TAMUCT students. To learn more please visit Tutoring Services [https://www.tamuct.edu/student-affairs/academic-support.html#tutoring] or call (254) 501-5836 or visit the Tutoring Hub in Warrior Hall, 111.

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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, If you know of potential honor violations by other students, you may submit a referral.

Drop Policy

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

Pregnant and/or Parenting Students Rights

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by provide flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities Texas A&M University-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You

may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

University Library & Archives

The University Library & Archives 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]. 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]

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 WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at 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 WCOnline. In addition, you can email Dr. Bruce Bowles Jr. at 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.

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 online.

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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