BUSI4301-130, 10489, Business Ethics
Blended 16 Week course
Spring 2023 (Jan 17 – May 12, 2023)
Texas A&M University-Central Texas
11:00 am - 12:15 pm MW, FH 303

INSTRUCTOR AND CONTACT INFORMATION
Instructor: Dr Leyla Orudzheva
Office: Founders Hall 2nd Floor, 217L
Email: Leyla.orudzheva@tamuct.edu . Please provide in the subject line of each message the course & section number so that I can identify your class.
Canvas messaging system is a PREFERED method of communication for this course.

College of Business Administration Department Information:
COBA Department Main Phone Number: 254-519-5437
COBA Department Main Email: cobainfo@tamuct.edu
COBA Department Main Fax#: 254-501-5825

Office Hours:
Monday/ Wednesday 12:30 pm- 1:30 pm & By appointment Phone/Webex/Teams.

Mode of instruction and course access:

- This course is a **100% online class** and requires students to have access to reliable internet connection throughout the semester.
- This course is designated by the university as a **Service-Learning (SL) course** and requires students to engage with the community in a manner that support course learning outcomes.
- This course uses the A&M-Central Texas **Canvas** Learning Management System [https://tamuct.instructure.com].

Students will access all course materials (except textbook), assignments, student-instructor and student-student communication, activities, exams and resource links via the Course Web Site in Canvas. You will be engaging in Service-Learning Projects within your local community for a total of 15 hours within the semester. Please review the course schedule for these dates in the syllabus and plan accordingly ahead of time.

This is a demanding course that requires students to be self-disciplined. Be sure you understand and are prepared to comply with all required class assignments and deadlines. Be prepared to spend 6-8 hours per week on readings and assignments + your mandatory

Service-Learning requiring a total of 15 hours of community service and engagement time throughout the semester.

Student-instructor interaction:
I check emails regularly and usually respond within 24h during weekdays (48h during weekend and holidays). Please NO texting language. I can meet in person, on the phone, or online using web-conference tools.

Occasionally, a University meeting or Conference travel will preempt my prompt responses to your message; should this happen I will post an announcement via Canvas.

Student should check Canvas regularly for announcements AND activate Canvas notifications to be immediately notified about any announcements and course updates.

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].
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:
   o `iPhone/iPad`: [https://apps.apple.com/app/safezone/id533054756]
   o `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

COURSE INFORMATION
Course Overview and description: *(Service Learning) (3 Semester Credit Hours and 15 hours of Service Learning)* This course is designed to provide an examination of contemporary organizational ethical issues and challenges. Analysis of stakeholder management and sustainability, with a strong emphasis on the manager's corporate social responsibilities to a wide variety of stakeholders. Students will study ethical dilemmas and decision-making frameworks and approaches to the personal, group, organizational and societal levels. Engage in real-world applications through case study analysis and service learning is a critical portion of the course. Prerequisite(s): BUSI 3301 and MGMT 3301.

Course Objective: The overall objective of this course is for each student to develop a critical thinking perspective to approach various ethical concerns encountered by organizational members within the contemporary business world. This course is required for COBA/BBA majors. This course would be a good elective for ANY students having achieved senior level

status wanting a better understanding of the manager's social and environmental responsibilities to key stakeholder groups.

TAMUCT - Course Learning Outcomes: Upon successful completion of the Business Ethics & Corporate Social Responsibility course, the student will be able to:

CLO1. Explain the importance of ethical behavior in today's the business world.

CLO2. Explain how business ethics relates to larger moral and philosophical frameworks.

CLO3. Identify ethical dilemmas that occur in the workplace.

CLO4. Evaluate an ethical situation by applying the steps of ethical decision making.

CLO5. Evaluate the concept of corporate social responsibility.

CLO6. Identify the moral obligations of businesses to the environment.

CLO7. Formulate an argument that supports a particular stance over real-world business activities with regards to ethical issues and social responsibility.

CLO8. Engage in and reflect upon (at least) two service learning (SL) projects in the student's local community:

SL Outcome 1. **Analysis of knowledge**: Students will connect and extend knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.

SL Outcome 2. **Diversity of communities and cultures**: Students will reflect on how own attitudes and beliefs are different from those of other cultures and communities. Students will evaluate what can be learned from diversity of communities and cultures.

SL Outcome 3. **Civic action and reflection**: Students will demonstrate independent experience and show initiative in a context of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.

SL Outcome 4. **Civic contexts/structures**: Students will demonstrate ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.

Below is an excerpt from the program assessment for the BBA Management, as you can see Ethical Reasoning is one of the key learning outcomes and it learned and practiced throughout this course. Oral communication, another program outcome, is practiced in this class.

CLO	BBA Management PLOs						
	PSLO 1 Written Communication	PSLO 2 Oral Communication	PSLO 3 Cross-Cultural Competency	PSLO 4 Ethical Reasoning	PSLO 5 Business Integration	PSLO 6 Business Decision Making using Data Analysis	PSLO 7 Management Knowledge
1				P			
2				P			
3				P			
4				P			
5				P			
6				P			
7				P			
8		P		P			

Criteria for meeting all course objectives and outcomes: Students meet course requirements for this course by achieving at least 70% of the total possible by the end course.

Required Reading and Textbook(s):
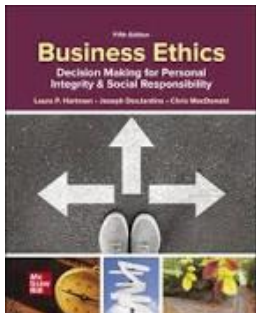
Book Title: Business Ethics: Decision Making for Personal Integrity & Social Responsibility (With Connect Access Card) 5 th Edition.
Authors: Laura P. Hartman; Joseph DesJardin; Chris MacDonald
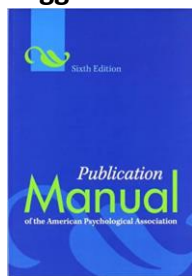**ISBN**: 9781264293711
Publication Date: 2021
Binding: Loose-Leaf Pages with Connect Access
Type: Print

The TAMUCT bookstore has the package with "Connect/LearnSmart" which you will need.

Click on: https://tamuct.bncollege.com . Links to an external site.

Suggested Course Materials:

Publication Manual of American Psychological Association (6th ed.).
American Psychological Association.
ISBN 1433805618
It is highly advisable that that you keep this text following the course, as APA citations are the required citation method within the Department of Management & Marketing and will be used throughout your undergraduate and, hopefully, graduate education.

Note: A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

COURSE REQUIREMENTS
- **Student Profile and Course Agreement Survey:** Students should review this Syllabus in depth and be sure they are willing to comply with all assignments and deadlines in this course. The course agreement **requires** students to agree to these expectations and promise that they have the computer set-up and self-discipline needed for this course. This profile/agreement is due the end of the first week of class and is worth 20 points. No assignments will be graded until your Profile and Course Agreement Survey has been submitted.
- **Introductory ("Meet and Greet") Forum:** Each student will be **required** to post an introduction on the discussion board under "Introductions". Your Introduction is due the end of the first week of class and is worth 20 points.
- **Discussion Forum Assignments:** There will be 6 assigned discussion forums. Topics for the forums will vary and could include "debates" in the text, a question exploring a portion of the text readings in-depth, a supplemental topic/current events based on a current business press article, or issues related to Service Learning. A grading rubric on

the course Canvas page will show the grading criteria for each essay/discussion forum. Each one is worth 34 grading points.

- **Ethical Dilemma Analysis – Scenario-based**: The analysis of an ethical dilemma applying ethical decision-making process and ethical frameworks will be performed based on a given scenario (or "practice dilemma"). For this practice analysis students will select answers from multiple-choice options. This practice analysis will precede the main Ethical Dilemma Analysis cases study. Detailed instructions will be provided in class/Canvas. This scenario-based Ethical dilemma analysis will be worth 50 grading points.
- **Ethical Dilemma Analysis Case Study**: There will be one Ethical Dilemma Analysis assignment during the semester. It will require complex analysis of real-world organizational situations using frameworks from the textbook and assigned discussion questions. This assignment is worth 100 grading points.
  ****All assignments must be submitted in a Microsoft Word .doc or .docx format.**
- **Quizzes:** There will be a quiz for each chapter in the textbook (10 total quizzes = 100 points). Each quiz will be 10 questions, worth 1 point per question. The quizzes will be accessed through Connect in Canvas.
- **Exams**: There will be TWO **required** online exams. Each exam will cover 5 text chapters and related supplemental readings, and test students' knowledge of the key frameworks and concepts. Exams will include multiple choice, true/false, and *scenario-based questions designed as a signature assignment tailored for PSLO4 assessment practice.* Exams will be available over one week period online; dates are noted in the course schedule. The online exams will be timed and once started, must be completed at that time. The Chapter PowerPoint lectures slides, instructor video commentaries, glossaries, and self-quizzes are all useful study guides for the Exams. Each Exam will have 80 questions worth a total of 100 points.

  SERVICE-LEARNING (SL):
- **Service-learning Case Study Presentation:** a case study will offer students an opportunity to identify a community need that needs to be addressed and will be worth 50 points.
- **Two Service-Learning Projects (For a total of 15 hours of SL volunteering/engagement with nonprofit organization(s))**: Service Learning is an interactive learning methodology that involves performing community service work while reflecting on that activity and linking it to course frameworks. Corporate social responsibility is a critical concept covered in this course. Most corporations and business firms now attribute a vital role to be involved in volunteer work in their local communities. We will "mimic" these types of volunteer projects via two **required** **service projects** during the semester.
  ****Volunteer work being performed for other reasons e.g., court ordered community service, or with other types of organizations, e.g., student organizations or political parties, cannot count to receive credit fulfilling the Service-Learning requirement for this course. A SL with a faith-based organization must be directed to benefit external community, e.g., soup kitchen (No proselytism related activities or ushering can receive credit for the course).**

- o A total of **40 grading points** is available for submittal of your **Service-Learning Commitment Form** (20 points for each form) completed and submitted on time.
- o Students will be required to complete one **individual Service-Learning project** of his/her choice **(35 points).**
- o Students will also be required to participate as part of a **TAMUCT group** in a group SL project in the Central Texas area (**65 points**). Part of the group SL project is scheduled beforehand with the date provided in the course syllabus and more details provided in Canvas.
- o Students who do not live in the Central Texas area and who cannot attend the group project may petition their professor to approve **two individually selected projects** (**Points allocated based on the performed hours**). Ideas for agencies that would have established relationships with the University can be found in Canvas. **It is highly recommended to complete your hours at two different non-profit organizations to enrich your SL experience.**

- ▪ If performed individually, students must have a verification from signed by an official staff member at their chosen agency of the volunteer hours completed (a form will be provided in Canvas for student's use).
- • **Reflection Journal:** After completion of the 1st SL project, students will turn in a **required Reflection Journal** sharing their SL experience and addressing a list of questions about their service. (60 possible grading points if submitted on time). **As reflection is an essential part of service-learning, reflection after the 2nd SL project will be performed as a Discussion # 3 and shared with the class to stimulate peer-to-peer learning.
- • Additional information about service learning, description of the group service-learning project, forms for requesting individual project approval, hours verification forms, and guidelines for the reflection journal will be posted on the course Canvas page according to the course schedule.

Grading Polices/Guidelines
- • **Individual Performance:** It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.
- • **Quality Work**: All work submitted for grading shall be of upper-level quality: Depth of analysis, grammatical structure, etc.
- • **Identifying Submissions**: Submissions must clearly identify the student and the title of the assignment.
- • **Submission Format**: ALL written assignments must be submitted in a Microsoft Word .doc or .docx format;
  Exception: SL forms must be signed and submitted as a scanned copy or a picture in a visible/readable format OR emailed from an official nonprofit's email address directly to the instructor with the student in Cc.
- • **Submission Style Requirements**: Submissions will be in accordance with The Publication

Manual of the American Psychological Association, 6th ed.

- **Due Dates and Late Submissions:** The assignment instructions and deadlines are clearly laid out in the syllabus. Though some assignments are fairly involved, you do not have more than one assignment due in any week. As such, it is expected that all work will be submitted **on time**, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after.
  Late work is not accepted without a documented university accepted excuse.
- **Changes to Syllabus:** This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced, and students will receive written notice as soon as possible.

Grading Criteria Rubric and Conversion

A detailed grading rubric will be available with the assignment instructions and submission locations in Canvas. Minimum points required for a specific course grade are noted on the table under Grade Computation in the next section. Minimum points required for a specific course grade will NOT be revised for any reason. There are 1000 grading points available in this class, assigned as follows:

Course Element	Points
Student Profile and Course Agreement	20
Introduction Forum "Meet and Greet"	20
Ethical Dilemma Analysis Scenario-based	50
10 Quizzes @ 10 points each in McGraw-Hill Connect	100
Exam 1 (Ch. 1-5)	100
Exam 2 (Ch. 6-10)	100
Ethical Dilemma Analysis Case Study	100
Service-Learning Case study presentation "Community need"	50
Service-Learning Commitment Forms (2 @ 20 points each)	40
Completion of Service-Learning Hours (1st SL @ 65, 2nd SL@35 points) *Points adjusted if complete 2 projects of equal duration each	100
Service-Learning Reflection Journal	60
Discussion Forums (4@ 35 points each, 2@ 60 points)	260
Total Points Possible	**1000**

POINTS	%	EQUALS	LETTER GRADE
900-1000	90≤	=	A
800-899	80≤90	=	B
700-799	70≤80	=	C
600-699	60≤70	=	D
Below 600	<60	=	F

Posting of Grades
- All student grades will be posted on the Canvas Grade book and students should monitor their grading status through this tool. I will attempt to post grades for all assignments and discussions within 7 business days after the due date, unless I let you know otherwise. Grades on exams will be available immediately (unless essays must be graded).

COURSE OUTLINE AND CALENDAR
Complete Course Calendar
- ALL assignments (e.g., Weekly quizzes, Discussion forums, ethical dilemma, SL reflection journal and forms, Exams) are due on Sundays at 11:59 pm on the week they are scheduled unless indicated otherwise.
- Grading Points available for each assignment noted in ( )
- All graded assignments are noted in bold

Module	Dates	Topic / Reading	Assignments
1	**Week 1** Jan 16 MLK University Closed Jan 17-22	✓ Course Introduction ✓ Chapter 1: Ethics and Business	✓ Read the Syllabus to familiarize yourself with the course requirements, then complete the **Student Profile and Course Agreement Survey** via Canvas **(20 pts)** ✓ Read Ch. 1; Study PPT, Glossaries ✓ **Take Chapter 1 Quiz in Connect (10 points)** Listen to Ch. 1 & ✓ Student **Post to the Introductory Forum (20 pts)** *Minimum 2 paragraph requirement.*
	Week 2 Jan 23- 29	✓ Chapter 2: Ethical Decision-Making: Personal and Professional Contexts ✓ Introduction to Service Learning (SL)	✓ Read Ch. 2; Study PPT, Glossaries ✓ **Take Chapter 2 Quiz in Connect (10 points)** ✓ **Discussion Forum #1** *To receive credit for the discussion forums they must meet the response guidelines.* ✓ Read Introduction to Service-Learning & Watch the Video BUSI 4301 SL Explained in the Course Service-Learning Module ✓ **SL Case study presentation** (50 points)

2	**Week 3** Jan 30- Feb 5	✓ Chapter 3: Philosophical Ethics and Business – Introduction ✓ Explanation of the 1st Service-Learning Project (Group)	✓ Read & Study Ch. 3 and associated resource materials ✓ **Take Chapter 3 Quiz in Connect (10 points)** ✓ Complete the **Ethical Dilemma Analysis scenario-based (50 points)**. ✓ Review & Submit 1st **Service-Learning Project Description and Commitment Survey (Group)** (20 points). *Individual SL Projects for students living outside of Central Texas Area MUST be approved by professor.*
	Week 4 Feb 6-12	✓ Chapter 4: The Corporate Culture – Impact and Implications	✓ Read & Study Ch. 4 and associated resource materials ✓ **Take Chapter 4 Quiz in Connect (10 points)** ✓ **Ethical Dilemma Analysis Case Study (100 points).** Read instructions and grading evaluation criteria very carefully.
3	**Week 5** Feb 13- 19	✓ Chapter 5: Corporate Social Responsibility	✓ Read & Study Ch. 5 and associated resource materials ✓ **Take Chapter 5 Quiz in Connect (10 points)**
	Week 6 Feb 20- 26	✓ Chapter 5: Corporate Social Responsibility (Cont.)	✓ **Explore the Patagonia case** (Ungraded practice discussion)
Exam 1	**Week 7** Feb 27- Mar 5	✓ Exam	✓ Take Exam 1, covers Chapters 1-5 and supplemental readings on service learning ✓ **Exam 1 (2 hours) in class on Mar 1st. (100 pts)** ✓ **Attend the Group Service-Learning event with the *Operation Stand Down Central Texas (OSDCT)* in Killeen, Texas on Saturday, Mar 4, from 8am-3pm.** *Additional information about the Group Project is posted in Canvas.

			✓ *If completed individual SL: **Upload the 'Verification of SL Hours' Form** to the Assignment link with agency signatures by Sunday midnight.
4	**Week 8** Mar 6- 12	✓ Chapter 6: Ethical Decision-Making: Employer Responsibilities and Employee Rights ✓ Service-Learning Reflection	✓ Read & Study Ch. 6 and associated resource materials ✓ **Take Chapter 6 Quiz in Connect (10 points)** ✓ Review the University of Minnesota Service-Learning Center website and reading on "Reflection in Service Learning" ✓ **Submit 1st Service-Learning Reflection Journal (60 points)**
	SPRING BREAK Mar 13- 19		
	Week 9 Mar 20- 26	✓ Chapter 7: Ethical Decision-Making: Technology and Privacy in the Workplace ✓ Set-up your 2nd Service-Learning Project (individual)	✓ Read & Study Ch. 7 and associated resource materials ✓ **Take Chapter 7 Quiz in Connect (10 points)** ✓ **Discussion Forum #2** *To receive credit for the discussion forums they must meet the required response guidelines (paragraph length). ✓ Plan to call or visit with your non-profit agency to set up your 5 Service-Learning hours and have them fill out the required "SL Commitment Form" ✓ **Submit your 2nd Service-Learning Project Commitment Form (Individual)** (20 points). *NOTE: The form must be filled out completely, including a signature from the non-profit agency that you will be completing your hours with.
	Week 10	✓ Chapter 8: Ethics and Marketing	✓ Read and Study Ch. 8 and associated resource materials

5	Mar 27- Apr 2		✓ **Take Chapter 8 Quiz in (10 points)** ✓ **Complete your 2ⁿᵈ Service-Learning Project – minimum 5 hours and Upload your "Verification of Hours" form (for proof of your SL Hours) with an agency signature**
	Week 11 Apr 3- 9	✓ Chapter 9: Business and Environmental Sustainability	✓ Read and Study Ch. 9 assigned supplemental readings, and associated resource materials ✓ **Take Chapter 9 Quiz in Connect (10 points)** ✓ **Post to the Discussion #3: Service-Learning Reflection (60 points)**
	Week 12 Apr 10- 16	✓ Chapter 9 Cont'd	✓ **Discussion Forum #4**
	Week 13 Apr 17- 23	✓ Chapter 10: Ethical Decision-Making: Corporate Governance, Accounting & Finance	✓ Read and study Ch. 10 and associated resource materials ✓ **Take Chapter 10 Quiz in Connect (10 points)**
	Week 14 Apr 24- 30	✓ Chapter 10 Cont'd	✓ **Discussion Forum #5**
Exam 2	**Week 15** May 1- 7	✓ Current issues in Business Ethics	✓ **Discussion Forum #6** (Multiple deadlines: Initial post due on Friday, Response due on Sunday) ✓ Exam review ✓ **End of Course Survey** (check your email)
	Week 16 May 8- 12	✓ Exam 2	✓ Take Exam 2, which covers Chapters 6-10 ✓ **Exam in class on May 10** (100 points)

This course schedule is subject to change at the discretion of the Instructor. Should it change, a new Syllabus with different date in the footer will be published on the course web site and students will be notified of the change.

IMPORT UNIVERSITY DATES (SUBJECT TO CHANGE!):
https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT
Technology Requirements.
This course will use the A&M-Central Texas Instructure Canvas learning management system.
We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com].
    Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail 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
COBA Learner Access and Success

This web site has been specially designed to provide "one stop shopping" for the University and College resources that College of Business Administration students are likely to need throughout the semester. This includes setting up an appointment with an advisor, tutoring, career and professional development, among other services and many helpful videos.
Check it out and bookmark it, it will be very useful:
COBA Learner Access and Success (https://www.tamuct.edu/coba/coba-learners.html)
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%2F Form%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. 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. Remember that self-plagiarism (Reusing own assignments from previous courses) is also a violation of academic integrity.

For more information regarding the student conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a referral, [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 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, 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 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]. 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] 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. 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 [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

University Library & Archives

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]. 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].

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.

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Utilizing third party websites to obtain information is also prohibited. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

ORAL PRESENTATION RUBRIC

*Note: This rubric will be used for Assignments tailored to practice SLO2.

Sub Competency	Exceeds Expectations	Meets Expectations	Needs Improvement	None
Organization • *Structure* • *Theme* • *Time frame*	• Highly focused and well structured • Clear theme and cohesion • Presentation was within allotted time	• Mostly focused • Discernible theme and mostly clear presentation • Keeps almost to the time limit	• Rambling Unfocussed • Unclear theme and presentation • Runs over time or too brief.	No response given.
Verbal Delivery & Eye Contact • *Delivery* • *Voice control* • *Eye contact*	• Smooth effective delivery • Good voice control • Appears relaxed • Speaks with notes occasionally • Maintains good eye contact with audience.	• Appropriate language • Moderate voice control • Appears mostly relaxed • Uses notes but looks down frequently.	• Incorrect or inappropriate language • Uses many filler words °Problems with voice control • Appears tense/nervous • Reads and/or relies heavily on notes.	No response given.
Audience Engagement • *Engaged with Audience* • *Questions* • *Discussion*	• Audience was fully engaged. • Convincing responses to questions. • Invoked useful discussion.	• Audience mostly engaged. • Adequate response to questions. • Invokes some discussion.	• Audience was not engaged. • Inability to answer questions. • Inability to invoke discussion.	No response given.
Appearance & Professionalism	The speaker was incredibly well dressed for a formal business presentation to include: • Board Room Ready. • Suit/Tie or Business Suit Pants or Dress • Professional attire business attire	The speaker was dressed somewhat appropriately for a formal business presentation. To include: • Dress pants • Button down shirt or blouse • Skirt or casual dress • No tie • Polo shirt.	The speaker was not dressed for a formal business presentation. Speaker presented in the following: • Jeans • T-shirt • Casual attire.	Speaker was not recorded visually.
Visual Aide: • **Design** • **Presentation** • **Utilization**	• Visual aids were professional • Grammatically accurate - no typos • Easy to read - used bullets • Visual aids reinforced the message of the speaker. • Power Point slides had a cohesive theme • No excess white space • Appropriate number of slides	• Visual aids appeared mostly professionally acceptable • Minor grammatical issues. • Information largely was too wordy. • The visual aids largely supported the message of the speaker. • Minor issues with the content • Too many or too few Power Point Slides	• Visual aids were unprofessional in appearance • Excessive grammatical errors • Power Point slides contained excessive wording and/or full paragraphs • Difficult read to due font size or colors. • Speaker read wholly from PP slides • Minimum slide requirement was not met	Visual aides were not used or provided.

Ethical Reasoning Rubric
PSLO 4: Design and defend a reasoned resolution to an ethical challenge.

*Note: This rubric will be used for Assignments tailored to achieve PSLO 4, including signature assignment portion of the Exams designed for PSLO4 assessment practice

Sub-competency/Criteria	Exceeds expectations 5	Meets expectations 3	Needs Improvement 1
Application of Ethical Perspectives - A *Present one possible action *Analyze that action using a key ethical framework *Fully analyze the impacts	• Student identifies one ethical framework and applies it to the challenge presented, clearly demonstrating full understanding of the framework. • Factors presented in the challenge are used appropriately to analyze the challenge. • All impacts of the analysis are identified.	• Student identifies one ethical framework and applies it to the challenge presented however full understanding is not clearly demonstrated. • Some factors presented in the challenge are used appropriately to analyze the challenge. • Some impacts of the analysis are identified.	• Student identifies one ethical framework and attempts to apply it to the challenge however application is inaccurate. • Factors presented in the challenge are not used appropriately or very limited factors are used to analyze the challenge. • Impacts of the analysis are only minimally identified or not at all.
Application of Ethical Perspectives - B *Present a second alternative action *Analyze that action using a second key ethical framework *Fully analyze the impacts	• Student identifies a second ethical framework and applies it to the challenge presented, clearly demonstrating full understanding of the framework. • Factors presented in the challenge are used appropriately to analyze the challenge using the second framework. • All impacts of the analysis are identified.	• Student identifies a second ethical framework and applies it to the challenge presented however full understanding is not clearly demonstrated. • Some factors presented in the challenge are used appropriately to analyze the challenge using the second framework • Some impacts of the analysis are identified.	• Student identifies a second ethical framework and attempts to apply it to the challenge however application is inaccurate. • Factors presented in the challenge are not used appropriately or very limited factors are used to analyze the challenge using the second framework. • Impacts of the analysis are only minimally identified or not at all.
Resolution of Ethical Challenge *From the two alternatives, propose a recommended action *State a reasoned argument for the recommendation	• Student identifies the alternative chosen and clearly states a reasoned argument for the choice.	• Student clearly states the alternative chosen however supporting argument is not fully developed and/or not clearly stated.	• Student either does not clearly state the alternative chosen and/or the supporting argument is inadequate.