



TEXAS A&M UNIVERSITY
SAN ANTONIO

MGMT 3320-902, Supply Chain & Operations Management, SP2025, CRN: 23540
Department of Management and Marketing, College of Business

Course Syllabus

Class Meeting Time and Place: Hybrid-Blended Class, T, 7 p.m. to 8:15 p.m.,
Business Library, Room 262

Class Duration: 01/21/25-05/13/25

Instructor: Mr. Nonie C. Cabana, M. ED, DML, (Demonstrated Master
Logistician)

Office: Adjunct; By Appointment; Before/After Class

Cell/Text: 808-277-3033

HP: 210-265-1983

E-Mail: ncabana@tamusa.edu

**Student emails and/or Blackboard messages will receive
a reply within two (2) business days or sooner.**

Text me to receive a quick reply and ID your class.

Course Website: <https://tamusa.blackboard.com>

Office Hours: **Adjunct Faculty:** Available by appointment or before/after
class. Texting me gets faster response within hours.

Catalog Course Description: A survey of lean, quality, supply chain, and other operations
management guiding concepts and quantitative tools utilized to plan, design, control physical
resources/business information to produce/provide goods/services from raw material supplier
to end customer.

Prerequisite: Admitted into the College of Business.

Course Objectives: Provide a basic understanding of the activities and factors affecting
operational decision-making. Focusing on the practical aspects of business, this course
provides guidelines to analyze problems and find solutions by operations professionals
working in a global operations and supply chain management environment.

Prerequisites: Admitted into the College of Business. Students who do not meet the pre-
requisites must contact the instructor immediately. QMBS 2305 Business Statistics I completion is
required.

Student Learning Outcomes:

After successful completion of this course, students will be able to:

- Understand the analytical tools of operations and supply chain management,
- Describe the best practices of operations and supply chain management in a globalized
environment, and
- Describe the principles of sustainability in an operations and supply chain management
environment.

AACSB Assessment:

The College of Business is in the process of applying for AACSB accreditation. As part of that process, students will be assessed on program level outcomes based on course outcomes from various courses. The materials from this course may be used for assessing such program level outcomes, and hence students must follow the necessary rigor to ensure mastery of the above course outcomes.

Required Materials:

Textbook: Operations and Supply Chain Mngt by Jacobs and Chase, 17th edition. ISBN 13: 9781266753008—Connect accessible. You can buy the book at tamusa bookstore, online, rent it—whichever gives you the best deal.

CONNECT ACCESS CARD FOR OPERATIONS AND SUPPLY CHAIN

IN MANAGEMENT (Jacobs, 17th): 9781266753008, Students may also purchase direct through Connect. <http://video.mhhe.com/watch/UZnyThhiZgbh3pKQFBiQUZ?>

Blackboard: Connect to <http://tamusa.blackboard.com>. You will have lecture notes, solutions to problems, multimedia materials and other supplementary materials in Blackboard. Optional, if you are using Blackboard messaging. All class communications will be through Blackboard and students should monitor this several times a day.

Other Recommended / Reading Materials: Additional reading materials are available on specific websites, as may from time to time be recommended by the instructor. See the title of the book for Book Analysis and the Recommended Outside Reading as part of the next section of this syllabus.

Course Requirements Every Student Must Fulfill in Order to Succeed in This Course:

1. Students should check the Course Calendar, Announcements, and Messages (email) systems in Blackboard on a regular basis.
2. Students should keep current with all course assignments and examinations.
3. If the course uses remote proctoring for exams, students must schedule their exam early in the semester.
4. Students should ask questions and communicate with the instructor either in class, online, off-line, or by appointment before or after class.
5. For all classwork, exams, quizzes, etc., if students are completing them off-campus, then they are responsible for availability of Internet connectivity. Extensions will not be granted for lack of availability of Internet connections.
6. Students should remember that identified Hybrid and Hyflex courses assume greater responsibility and independent learning skills for their own learning outcomes.

Grading Policy: The final course grade will be based on the student's performance on the attendance and class participation, examinations, book analysis, and outside reading using the following weights:

Attendance/Participation	30%
McGraw Hill Connect Assignments	20%

McGraw Hill Connect Quiz:	20%
Team Project Presentations	30%
Total:	100%

The final letter grades will be assigned as follows: Above 90+% ⇒ A; 80 – 89% ⇒ B; 70 – 79% ⇒ C; 60 – 69% ⇒ D; Below 60% ⇒ F.

AI-Generated Content--ChatGPT Policy:

MNGT 4314-904 assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like **ChatGPT**. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Time Expectation for coursework: You are expected to spend 4-8 hours per week on the course. Based on the background, some students may require more time. Time spent may be longer when assignment/exams are due.

Course Requirements every student must fulfill to succeed in course:

1. Students should check the Course Calendar, Announcements, and Messages (e-mail) systems in Blackboard on a regular basis.
2. Students should keep current with all course assignments, quizzes, and examinations.
3. If the course uses remote proctoring for exams, students must schedule their exam early in the semester.
4. Students should ask questions and communicate with the instructor either in class, online, off-line or during office hours.
5. For all classwork, exams, quizzes etc., if a student is completing it off-campus, then they are responsible for availability of internet connectivity. Extensions will not be granted for lack of availability of internet connections.
6. Students should remember that hybrid and online courses assume greater responsibility and independent learning skills by the student for their own learning outcomes.
7. For online-asynchronous courses, students should keep current on class recordings. For online-synchronous courses, students are expected to attend during the class meeting time.

Peer Evaluation:

Each student would complete Peer Evaluation Form to ensure each student carries equal share and equity of the project. This arrangement prevents other students from relying too much on others. This project carries 25% of your final grade. So lofty expectations are set for this project.

Class Project:

Class would have three (3) teams (3 members per team). Instructor assigns team randomly. Each team would select a project that is topical and relevant to this day's society. Example can include how Supply Chain Management and Operations Management are conducted on the following areas:

- 1) Drought Impact on the Panama Canal

- 2) Impact of Shortages of Microchips to the Supply to auto manufacturers
 - 3) Challenges Faced by Electric Car Company Against Giant Gas Companies
 - 4) Impact of the Yellow Trucking Companies Shut Down
 - 5) Russia's Embargo on Ukraine's Grain Industry
 - 6) Impact of Iranian's seizure of commercial ships transiting their sea-lane to SC?
 - 7) What should Walmart do to ensure Amazon does not dominate the online industry? Define your strategies.
 - 8) How India's SC' capability allow them to launch an orbit to the moon?
 - 9) How can the US Industry mitigate drivers' shortages to lessen impact on SC.
 - 10) Impact of Global Water Shortages to the global supply chain (agriculture)
- Note: Each team can produce their own topic and thesis upon approval by the instructor. Highly encouraged.

Recommended Outside Reading: The following are some recommended outside reading sources that will give the student a better understanding of Supply Chain and Operations Management, its principles, and practices. These are:

Supply Chain Management Review (<http://www.scmr.com>),
 Supply Chain Digest (<http://www.scdigest.com/>),
 Supply Chain Quarterly (<http://www.supplychainquarterly.com>),
 Journal of Operations Management (<https://www.journals.elsevier.com/journal-of-operations-management/>),
 Industry Week (<http://www.industryweek.com/operations>), and
 Business Week (<https://www.bloomberg.com/businessweek>).

Class Expectations:

The instructor's expectations for this class are as follows:

- Students should read and understand the Fall 2023 Class Schedule on the last pages of this syllabus and ask any questions of the instructor that will assure their understanding of the provisions and information set forth in this schedule.
- Students are expected to attend all class sessions. Exceptions are stated in the Attendance & Class Participation and Specific Class Policies sections of this syllabus.
- Students should read the assigned textbook chapter(s) as well as PowerPoint material before class and come to class prepared answer questions concerning the assigned textbook chapter, as well as the PowerPoint presentation material during class. Moreover, students should ask the instructor any questions concerning this material during class.
- Students are expected to come prepared to answer each of the four (4) twenty-five (25) question multiple-choice examinations. They should devote the necessary preparation time to achieve a good grade for each exam.
- Students should make every effort to communicate effectively (i.e., clearly, confidently, and convincingly) whether verbally in class discussions or in writing in submittal of the Book Analysis. They should practice the art of reading critically, thinking logically (yet creatively), and writing compellingly and coherently. Good written communication also means writing free of common grammar, syntax, and diction errors, implying that the writer takes the time to draft, edit, and revise his/her work.
- Students should, as adult learners, engage in active listening and interactive learning to strengthen their critical thinking, analytical, and problem-solving skills.

Specific Class Policies:

Class Absences and Late Submittal of Due Diligence:

All students should recognize that it is unfair to their fellow students to not fully participate in class activities and to submit assignments on time. Therefore, all assignments are expected to be completed by the due dates set for this class. **There will be absolutely NO opportunity for extra work as a means of improving the course grade. There will be NO exception to this policy.**

In addition, the following also will apply.

- Except for a personal medical emergency without any prior indication, the student is expected to work ahead and complete all assignments and anticipate or accommodate possible/potential crises.
- A personal Medical Emergency or Serious Acute Illness: All medical emergencies and illnesses must be verified by a note on letterhead by an M.D., D.O., P.A., or R.N. The instructor usually will not accept a note from other health professionals (e.g., Ph.D., MSW, D.C., Physical Therapist) because their professional functions rarely involve medical emergencies or acute illnesses.
- A personal Accident or Police Emergency: The Instructor will require an accident report or note on letterhead from an appropriate law enforcement officer to accept late work due to accidents or police emergencies (e.g., assault on student, student taken hostage, detained witness of a crime).
- A personal Unforeseen Jury or Witness Duty: The Instructor will require a note on letterhead from a judge or attorney stating you had no advance notice of duty to accept late work due to jury or witness duty.
- A personal Unforeseen Military Deployment or Activation: The Instructor will require a note on official letterhead from the student's commanding officer stating he/she had no advance notice of deployment or activation.
- Funerals for Immediate Family Member (e.g., parents, siblings, children, grandparents): The Instructor will require a copy of the obituary or a note from a minister or funeral director.

Please note even the above is acceptable only at the discretion of the instructor.

Class Conduct and Civility Code:

Everyone in class is expected to follow all rules in the Student Handbook, as well as common courtesy during classroom lectures and discussions, including the following:

- Attendance will be made at the beginning of the class. Students are expected to be in class on time and to remain until the end of the class.
- It is the students' responsibility to obtain and be able to use the required materials and software for this class.
- Students must retain submitted copies of all assignments and graded work, if provided by the instructor, for verification purposes, and they should provide it to the instructor, if necessary. Keep your own copies of all computer files and e-mails till the final grade is received.
- Talking while the Instructor is lecturing, or a student is speaking is extremely disruptive and discourteous to the instructor and other students.

- Using computers or cell phones (except for a valid urgent need) during class for a purpose not related to class is disruptive. All such phones and other electronic devices should be turned **OFF** and headphones removed.
- For any questions about the exams and assignments, a student should contact the instructor well in advance of the day they are due, so the instructor may have enough time to provide feedback.
- All communications will be via e-mail communications to the Texas A&M University e-mail account, and students are expected to use their school provided email account. The instructor will reply to a student e-mail messages and voice messages within two (2) business days (Monday–Friday).
- All assignment submissions must be uploaded to Blackboard by the due date and time. The submission window may close or be marked late, even if late by one second.

Anyone violating these policies may be subject to disciplinary actions.

The provisions and information set forth in this syllabus are intended to be informational and not contractual in nature. The instructor reserves the right to amend, alter, change, or delete, provisions of this syllabus. All the changes to this syllabus and the following Class Schedule will be announced in class, and students are responsible for all announcements made in class or via the Blackboard for this class.

University Policies:

University Email Policy and Course Communications

All correspondence between professors and students must occur via university email accounts. You must have a Jaguar email account ready and working. If it is not working, contact the help desk at 210-784-4357. **However, for this class students will communicate with the Instructor via the Blackboard platform.**

Students with Disabilities

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides reasonable accommodation for their disability. If you believe you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dsupport@tamusa.edu.

Academic Misconduct Policy

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. Students are expected to do their own course work. Simple cases of first offense cheating or plagiarism by an individual student may be handled by the instructor after consultation with the department chair. The student is usually confronted with the evidence in private and advised of the penalty to be assessed. The

evidence will be retained for at least one full year. For more serious cases, such as those involving repeated offenses, conspiracy with other students or the theft and selling of examination questions, a report should be made by the instructor via the department chair and college dean to the Office of Student Rights and Responsibilities. Academic dishonesty is a violation of the Student Code of Conduct; therefore, the instructor WILL report any form of academic dishonesty to the Office of Student Rights and Responsibilities. Please review the Student Handbook for a complete description of the process. Penalties for academic dishonesty may range from a grade of F on the paper or in the course to expulsion from the University.

Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If a student is unclear whether a specific act might constitute academic misconduct, please she/he should contact the instructor for an assessment of the situation.

COVID-19 Policy:

If you have COVID-19 symptoms, had exposure to COVID-19, and/or are confirmed to have COVID19, refrain from coming to campus and self-report in the online COVID-19 Reporting Portal found at: https://redcap.link/TAMUS_COVID_PORTAL for further guidance.

The Texas A&M University System Office of General Counsel **Guidance Regarding the Implementation of SB 17 Relating to Diversity, Equity, and Inclusion**

September 6, 2023

The Office of General Counsel (OGC) has created the following FAQs to provide guidance to System universities and agencies on the implementation of Senate Bill 17 and revised System Policy 08.01. Many of these FAQs are drawn from questions submitted by TAMUS faculty and staff.

Going forward, OGC stands ready to provide additional guidance on specific situations or issues that are not addressed by these FAQs. However, each System member is responsible for ensuring that it achieves compliance with SB 17. Each member must make the administrative changes necessary under the new law while implementing appropriate communication and monitoring practices to support compliance.

As provided in section 4.4 of System Policy 08.01, the System Ethics & Compliance Office (SECO) will work with each member to support and monitor implementation of SB 17. In addition, the systemwide risk assessment conducted annually by the System Internal Audit Department will include SB 17 compliance. SECO and System Internal Audit will provide information to our Board of Regents to support the annual certification process required by SB 17.

Beginning with FY 24-25, the new law requires that the A&M System Board of Regents annually certify our System's compliance to the Legislature and the Texas Higher Education Coordinating Board during the prior fiscal year, before we may spend state appropriated funds for the then-current fiscal year. Thus, it is critically important that each System member ensure that changes needed to achieve compliance with SB 17 are implemented.

SB 17 also requires that our System adopt procedures to ensure that appropriate disciplinary action is taken to address conduct by employees or contractors who engage in conduct that violates the new law. Our Ethics Point reporting system will be available to receive and refer reports of any such violations. SECO will coordinate with Compliance Officers of the appropriate System members in the investigation of any such reports. As with any violation of law or System Policy, failure to comply with state law (SB 17) or System Policy 08.01 may result in corrective action or disciplinary measures, as appropriate.

It is important to remember that nothing in SB 17 alters our existing obligations under federal and state law, including the anti-discrimination requirements of Title VI and Title VII of the Civil Rights Act of 1964, and the Equal Protection Clause of the 14th Amendment. We must continue to ensure that our programs and activities are open and available to all people on a non-discriminatory basis. We recognize that implementation will be a continuing and evolving process, and it is important to begin that process now to achieve an appropriate state of compliance by January 1, 2024, which is the effective date of SB 17.

FREQUENTLY ASKED QUESTIONS

Diversity, Equity, and Inclusion – Implementation of Senate Bill 17

September 6, 2023

Introduction

Q. What is DEI?

A. DEI stands for diversity, equity, and inclusion. Diversity, Equity, and Inclusion, as defined by SB 17 and System Regulation 08.01, means engaging in any of the following actions:

1. Influencing hiring or employment practices with respect to race, sex, color, or ethnicity, other than using equal opportunity.
2. Promoting differential treatment of or providing special benefits to individuals.
3. Promoting policies or procedures about race, color, or ethnicity, except as expressly authorized by OGC in accordance with state law; or
4. Conducting training, programs, or activities about race, color, ethnicity, gender identity, or sexual orientation, other than those expressly authorized by OGC in accordance with state law.

Q. May a system university or agency continue to operate an office or department that conducts DEI programs and activities?

A. No. Under SB 17 and System Regulation 08.01, an institution may not operate an office that engages in the practices listed above.

Q. SB 17 suggests our contractors may not have DEI offices or require any DEI training of their employees. Is this correct, and if so, how are we to enforce this with vendors such as Aramark, Chartwells, SSC and contractors building our CCAP projects?

A. The SB 17 prohibition applies when hiring an outside group to run or support DEI activities on behalf of the university. SB 17 does not allow a university to hire contractors to conduct DEI programs or activities on behalf of the university to avoid the new prohibitions. However, SB 17 does not apply to the internal operations or programs of our contractors.

Websites and Social Media

Websites should not have information that promotes DEI programs or activities. Links to diversity offices or to programs that exclude a portion of the student population based on race, color, ethnicity, gender, or sexual orientation should be eliminated. Advertisements and social media should continue to utilize and maintain the EEO statement required under federal law.

Q. May information about DEI be on university websites or social media pages?

A. No. DEI information should not be on university websites, including but not limited to the acronym, DEI, or the phrase “diversity, equity, and inclusion.” Such prohibited information would be that which promotes the differential treatment of or special benefits to certain individuals or groups.

Q. May universities feature references to identity driven professional organizations, such as IEEE Women in Engineering on their website?

A. Yes, if the organization is committed to non-discrimination, is open to all individuals and communicates an all-inclusive message appropriately. The name of the organization does not necessarily constitute a problem under SB 17. It is the activity of an organization that should be the focus when deciding whether to feature content on university websites. For example, if an unaffiliated third-party organization offers several scholarship opportunities, and one of those opportunities impermissibly favors one race over another, a direct reference to that scholarship opportunity cannot be on a university website nor may the university provide any support for the administration of that scholarship. This is prudent not only under SB 17, but under the anti-discrimination requirements of Title VI and the Equal Protection Clause of the 14th Amendment. An example of an appropriate all-inclusive message for an organization whose name may suggest otherwise is as follows: “This program welcomes everyone regardless of age, color, disability, ethnicity, sex, gender identity, gender expression, genetic information, marital status, national origin, race, religion, sexual orientation, or veteran status. Our program provides learning opportunities to all participants.”

Faculty Recruitment

SB 17 states that the “governing board of an institution of higher education shall ensure that each unit of the institution: does not, except as required by federal law: . . . compel, require, induce, or solicit any person to provide a diversity, equity, and inclusion statement or give preferential consideration to any person based on the provision of a diversity, equity, and inclusion statement.” SB 17 also states that a preference may not be given to a particular applicant based on race, sex, color, ethnicity, or national origin for employment.

Q. May a university ask applicants for a faculty position to provide a DEI statement or consider certain applicants based on their provision of a DEI statement?

A. No. Under SB 17, a university can neither compel, require, induce, or solicit a person to provide a DEI statement nor can it consider a person based on the provision of a DEI statement.

Q. May legally protected characteristics, such as race or gender, be considered when hiring faculty?

A. No. Hiring (selecting a particular qualified applicant for a position) must be conducted in accordance with system and university policy which has always been, and continues to be, that faculty members are hired based on merit. Merit can include notable scholarship on a particular topic, awarded grants, education, and experience. As noted above, SB 17, as well as the Chancellor, has stated the System cannot “compel, require, induce or solicit any person to provide a diversity, equity, and inclusion statement, or give preferential consideration to any person, based on the provision of a diversity, equity, and inclusion statement.” TAMUS should continue to hire on merit. However, we can take actions to recruit a diverse pool of applicants from which to select the best qualified person for the position, consistent with federal requirements, such as Executive Order 11246. Applicant pools should be as diverse as possible to hire the best applicants. Advertising jobs in non-traditional outlets/sources are encouraged.

Events/Programs That Involve Belonging, Cultural Education, and Support for Certain Affinity Groups

SB 17 prohibits (i) giving preference on the basis of race, sex, color, ethnicity, or national origin to a participant in any function of the institution; (ii) hiring or assigning an employee or contracting with a third party to perform the duties of a DEI office; and (iii) requiring any person performing any institution function to participate in DEI training.

Q. May a university host university/college/department-wide events or programs that support diversity in a general way?

A. Yes, events or programs that support diversity in a general way are not affected by SB 17 if they do not promote preferential treatment of any group and are open to everyone. Examples include, but are not limited to, events or programs with themes of promoting a welcoming climate, ensuring curricular alignment, and cultural competency.

Q. May a university organize a conference or program that includes DEI programs or activities on campus?

A. No. SB 17 prohibits a university from conducting programs or activities that promote certain legally protected individuals and groups, such as those of a specific race, color, ethnicity, or sexual orientation. However, certain exemptions may apply such as efforts for student recruitment, guest speakers, or performers on short term engagement. There may also be an exception for certain events focused on faculty research or scholarship given the stated exceptions in SB 17.

Q. May a university host multicultural events or programs, such as those that recognize Hispanic Heritage Month, Black History Month, Asian American Pacific Islander Month, Women’s History Month, and Indigenous People’s Day?

A. Yes, if these events or programs are open to everyone who wants to participate. The Offices of Student Affairs and Student Success would be appropriate hosts of such events or programs, but they must not show preference for any one group over another. The emphasis must be on history and culture. Attendance at such events cannot be mandatory for students or employees.

If a student organization that is registered with or recognized by a member wants to host a multicultural event or program, even one that may include DEI elements, it can do so because student organizations are exempted from the limitations of SB 17. Guest speakers and performers on short-term engagements are also exempt from SB 17.

Q. May a university leader “recognize” a cultural celebration such as “Black History Month” in the form of an email blast or other campus communication?

A. Yes. SB 17 does not prevent leadership from recognizing the existence, history, and/or importance of such a celebration. However, caution should be taken to avoid differential treatment of campus community members based on race, color, or ethnicity.

Q. May a university host event or programs focused on specific groups, such as Black Aggie Family BBQ, Latinx Theater at MSC, Lavender Graduation, or Rainbow Resource Fair?

A. Yes, subject to certain conditions. The mere name of an event or program does not indicate a violation of SB 17. However, engagement in DEI activities, as defined by the bill, such as promoting differential treatment of or providing special benefits to certain persons or groups does. Therefore, as with multicultural events, university events or programs that focus on specific groups should be open to everyone. And all groups should be evaluated and provided with university support (e.g., funding and access to facilities) according to the same objective standards in determining whether the event or program can take place.

Q. May a university support event or programs that are focused on faculty or staff in certain groups?

A. Yes, if the university treats all such groups equally. And as with students, these faculty and staff groups must be open to everyone and any university support for such groups must be consistent with the support the university provides to other faculty and staff groups. For example, the university may support a faculty group called, “Women Leaders in Business” if it permits membership of all gender types, even if the group’s primary purpose is to provide career and leadership training for women. And any benefits offered through this group by the university, such as free memberships or travel expenses, would have to be available to all, not just females.

Q. May a university recognize alumni networking groups that focus on specific groups of alumni, such as the Texas A&M Hispanic Network and Black Former Student Network groups.

A. Yes, but to the extent the university engages with stakeholders, such as alumni networking groups, it must avoid showing preference for one over the other. If a university website references alumni groups, providing a link to the Texas A&M Hispanic Network would be permissible as would links to other specific alumni groups as long as A&M was not providing benefits, such as scholarships, to those groups that are closed to a specific ethnicity, race, nation of origin, gender or sexual orientation.

Q. May a university authorize the use of campus facilities for a third-party, identity driven conference, such as a gathering of African American lawyers?

A. Yes. Outside groups should be provided access to facilities in accordance with the university's established criteria for facility use, including the standard reservation process and fee schedule. Denying facility access to such a group based on their viewpoint or identity driven purpose would violate state and federal law.

Q. May a university support or fund a third-party conference or program that may include a limited amount of DEI programming?

A. Yes. SB 17 does not prohibit an institution from supporting third-party academic or professional conferences or programs at locations away from campus. For example, a university may be a sponsor for an out-of-state conference that focuses on an appropriate academic topic but includes DEI programming of a limited nature without violating SB 17. However, if an institution were to make attendance at such a conference mandatory, it would violate SB 17.

Q. May a university provide funding or support for a student or student organization to attend an unaffiliated conference that meets the definition of DEI programming?

A. Yes. As noted earlier, student organizations are exempt from SB 17. Moreover, if a student organization seeks funding for travel or attendance to an unaffiliated, third-party conference that promotes its organizational mission, it should not be denied support because of the content or viewpoint of the program, assuming other similarly situated student organizations would receive the same support. The same rationale would apply to an individual student seeking university support for professional development off campus.

Student Organizations

Registered student organizations are not affected by the passage of SB 17. The law specifically exempts: an activity of a student organization registered with or recognized by an institution of higher education.

Q. Should a university deny benefits to student organizations that have the express purpose of conducting Diversity, Equity, and Inclusion ("DEI") programming?

A. No. SB 17 expressly exempts student organizations from its restrictions. Moreover, Section 51.9315 of the Texas Education Code bars universities from denying a student organization any benefit that is available to student organizations, if the denial is based on the organization's political, philosophical, ideological, or academic viewpoint or content. This statute was enacted in 2019 through SB 18 regarding free speech on public university campuses in Texas.

Q. Is a university barred from using state funds to support student organizations that have the express purpose of conducting DEI programming?

A. No. A university cannot deny a student organization available funding, regardless of its source. Section 51.9315 defines "benefit" as including "funding sources made generally available to student organizations at an institution of higher education." If state funds are used in a neutral fashion to support other student organizations, the university cannot deny funding to the student organization because of its DEI work. And of course, SB 17 expressly exempts student organizations from its restrictions.

Q. May a university deny access to speakers brought in by student organizations because the speaker intends to conduct DEI programming?

A. No. SB 17 expressly exempts student organizations from its restrictions as well as short-term speakers. Moreover, 51.9315 also defines “benefit” to include the use of facilities for meetings or speaking purposes. It also requires only content and viewpoint neutral criteria for approving speakers.

Q. May identity driven student organizations continue to receive support and access to facilities.

A. Yes. Identity-driven organizations must be treated the same as non-identity driven organizations. Neutral funding open to all organizations must be made available, as well as access to facilities. Denying neutral funding and facility access would violate state and federal law as content or viewpoint discrimination.

Q. May staff and faculty continue to advise “identity” driven organizations, such as a Women in STEM organization?

A. Yes, if they do not receive special funding/compensation for providing this service that other advisors would not receive for advising non-identity driven organizations.

Q. May universities continue to “feature” identity driven organizations on their website or materials?

A. Yes, if they are not given preferential treatment because of their identity components. For example, an engineering program would be compliant with SB 17 if it listed all student organizations that are relevant to engineering students. To deny this neutrally available “benefit” would be in violation of state law governing expressive activity on campus.

Academic Course Instruction

Academic course instruction is not affected by the passage of SB 17. The law specifically states that its limitations may not be construed to apply to: (1) academic course instruction or (2) scholarly research or a creative work by an institution of higher education’s students, faculty, or other research personnel or the dissemination of that research or work. Moreover, guest speakers and performers on short-term engagements are also exempt from SB 17.

Q. May a professor discuss race, ethnicity, sex, gender, gender identity, sexual orientation, or related topics in his/her course instruction?

A. Yes. SB 17 does not apply to academic course instruction, scholarly research, or creative work by an institution of higher education’s students, faculty, or other research personnel or the dissemination of that research work. System policy recognizes a faculty member’s freedom in the classroom if comments are appropriate for and relevant to the classroom subject and are subject to the faculty member’s responsibility to maintain and exhibit professional competence in the classroom, to demonstrate professionalism, and to show respect for their students.

Q. May a professor use a statement related to DEI in their course syllabus?

A. A professor may, on their own syllabus, use a statement relating to DEI if it pertains to academic course instruction. However, such statements must not indicate an intention to treat students differently or in a preferential manner based on their race, sex, color, ethnicity, or national origin.

Q. May academic programs still invite (and advertise) research colloquia by guests from outside the university where the research focuses on DEI issues?

A. Yes. SB 17 specifically exempts research, data collection, and guest speakers on a particular topic.

Student Academic Achievement and Post-Graduate Outcomes

SB 17 exempts programs that support the academic achievement of students if they are designed and implemented without regard to race, sex, color, or ethnicity. Programs promoting academic achievement should be provided to all students regardless of their race, color, ethnicity, sex, gender identity, or sexual orientation. Nothing in SB 17 prevents institutions from training staff to identify common barriers for at-risk students. SB 17 does not apply to programs for first generation, low-income college students, or underserved student populations, if the programs are designed and implemented without regard to race, sex, color, or ethnicity. These programs can continue as well as programs for veterans and students with disabilities as required under federal law.

Q. May university members assist students with obtaining fellowships or internships that focus on DEI.

A. Yes. University assistance in obtaining career opportunities, including fellowships or internships, is exempt from SB 17, if the university assistance is designed and implemented without regard to the race, sex, color, or ethnicity of the student. Career centers, as well as student success resources, must be available to all students, regardless of their career choice. For example, a political science student applying for a fellowship with the NAACP, may seek assistance from the career center if that assistance is available to all students, regardless of their race, sex, color, or ethnicity.

Q. May faculty or staff write a Letter of Recommendation for a student who is applying for a position or internship with an external group focused on race, sex, gender, national origin, sexual orientation, or gender identity?

A. Yes, SB 17 does not prohibit staff or employees from writing letters of recommendation for graduate or undergraduate students. For example, a letter of recommendation for a summer internship with the NAACP would be permitted.

Grants/Scholarships/Endowments

SB 17 states: Nothing in this section may be construed to limit or prohibit an institution of higher education or an employee of an institution of higher education from: for purposes of applying for a grant or complying with the terms of accreditation by an accrediting agency, submitting to the grant or accrediting agency a statement that highlights the institution's work in supporting first-generation college students; low-income students; or underserved student populations; or certifies compliance with state or federal antidiscrimination laws.

Q. What does the above provision from SB 17 mean?

A. As part of applying for a grant for research or academic work, a university faculty or staff member can detail the institution's support of first-generation, low- income, or underserved student populations. Also, the faculty or staff member may certify compliance with state and federal non-discrimination laws as part of the application. Note, however, that this provision in SB 17 does not authorize a grant to perform DEI work that does not constitute academic course instruction, scholarly research or a creative work, data collection, or another activity specifically exempted by SB 17 as discussed in this document. A grant cannot be sought to establish an entity within the university to perform DEI work (for example set up a DEI office) as defined by the statute.

Q. How does SB 17 affect student scholarships?

A. Student scholarships are not affected by SB 17 if they are awarded and administered by a System university without regard to race, sex, color, ethnicity, or national origin, and if a DEI statement is not required or considered as part of the application. However, if a scholarship is closed to a specific race, color, ethnicity, nation of origin, sex, gender identity, or sexual orientation, a System university cannot support the efforts under SB 17, federal law, and System policy. If an entity separate from the university offers a closed scholarship that is prohibited by SB 17, System policy, or federal law, the System university may not participate in any manner in the award or implementation of the scholarship. Further, such "closed scholarships" offered by external groups cannot be specifically advertised on System websites and should be removed if identified.

Data Collection

Senate Bill SB 17 specifically excludes data collection, including that of identifying characteristics of the applicant or employee. Said demographics are required for EEO reports and to comply with other state and federal laws.

Q. May funds, whether they be from endowed chairs or professorships (or faculty fellowships) or from the state, be used to support research on DEI topics?

A. Yes. SB 17 specifically exempts research and data collection.

Q. May researchers use race, ethnicity, color, or sex in gathering data for research.

A. Yes. SB 17 specifically exempts research and data collection.

Student Recruitment or Admissions

Senate Bill 17 specifically excludes student recruitment efforts or admissions from the law.

Q. May a university send recruitment staff to an event geared towards recruiting underserved racial or ethnic groups?

A. Yes.

Q. May a university train recruitment staff on cultural competence that will assist them in recruiting students from certain identity groups (race, ethnicity, sex, etc.)

A. Yes

Miscellaneous

Q. Does SB 17 affect sex-based athletic teams?

A. No. Another law, recently passed Senate Bill 15, reinforces the existence of single sex teams. Federal law, including Title IX, specifically permits separation of teams by sex. Moreover, Title IX already requires equitable treatment of student- athletes regardless of sex.

Q. May employees seek out and receive training from third parties that involves race, color, ethnicity, sexual orientation, or gender identity?

A. It depends. Senate Bill 17 prohibits institutions from requiring employees to attend training designed or implemented in reference to race, color, ethnicity, gender identity, or sexual orientation, unless the training is required under federal or state law. This prohibition applies to university-led training and those offered by third parties.

On the other hand, voluntary training through third parties may be permissible for the professional development of individual employees. An employee who seeks institutional support, such as cost of attendance, must articulate a direct professional connection between the third-party training and the employee's job responsibilities. Institutions should not contract directly with DEI programmers for voluntary or mandatory training on campus as that would constitute an impermissible outsourcing of DEI work.

Q. May college/department monies (some of which are state funds, some of which are local funds) be used to support academic or professional conference travel where the topic of the presentation is DEI?

A. It depends. SB 17 does not preclude support for continuing education or engaging with professional associations or conferences. However, the university should have a neutral basis for providing such funding that does not consider DEI as a factor in providing the funds. Institutional leadership cannot compel attendance at DEI programs nor outsource DEI work.

Q. May a faculty or staff member conduct independent DEI work outside the university, such as work as a consultant or trainer?

A. Yes. Nothing in SB 17 limits faculty or staff members' ability to conduct such work in their personal time if the work complies with other limitations on outside work, such as conflict of interest or other ethical limitations.

Q. May faculty receive "release time" to conduct research or other scholarly pursuits involving DEI?

A. Yes. If the work is within the faculty member's subject matter expertise or scope of scholarly work. SB 17 provides an exception for scholarly research.

Q. May a university give preference to a job applicant with second language fluency?

A. Yes, if the preference is legitimately connected to the position description and essential to the job duties and responsibilities and not as a pretext for a racial or ethnic preference.

Q. May institutions maintain offices that provide resources to the LGBTQ community?

A. A university should not operate or maintain an office that provides programs and activities for a specific group of students based on race, religion, color, ethnicity, sex, gender identity, or sexual orientation. As examples, offices that are focused on African American, Hispanic or LGBTQ students violate SB 17. Even though offices solely dedicated to LGBTQ students will need to be restructured, programs supporting the LGBTQ community may be incorporated into a broader student success and multicultural framework.

Also, while SB 17 prohibits institutions from “assigning” or “hiring” an employee to conduct “programs or activities” that are “designed or implemented in reference to. . . gender identity, or sexual orientation,” the bill exempts programs needed for effective compliance with federal or state law.

Current federal guidance¹ states that discrimination on the basis of sexual orientation or gender identity constitutes a violation of Title IX. This means that institutions have an affirmative duty to prevent and address such discrimination or risk the following: (1) investigation from the Office for Civil Rights at the Department of Education, which could result in loss of federal funding, and/or (2) a civil rights lawsuit. Moreover, the new Title IX regulations, which are anticipated to be finalized in October 2023, explicitly define sex discrimination to include discrimination based on gender identity and sexual orientation. In addition to federal law, Section 51.282 of the Texas Education Code requires institutions to “develop and implement a comprehensive prevention and outreach program on sexual harassment.”

To the extent that programming previously provided by these offices support compliance with Title IX as well as Section 51.282, such as by eliminating disparate treatment or preventing a hostile environment against the groups in question, they should be maintained. This does not mean that all programming previously supported fits this exception. Such programming should be reviewed by the federally mandated Title IX officer or their designer(s) to ensure its positive impact on Title IX and related state law compliance. This may require moving resources and employees with relevant expertise under the supervision or coordination of the Title IX office or its equivalent. Programming provided under the exception should be focused on supporting the A&M System’s commitment to anti-discrimination and eliminating barriers to success.

Resources supporting the academic success of members of the LGBTQ community should be migrated to offices with a broader focus on student success for all students, such as an academic center or multicultural center.

In the case of libraries related to the LGBTQ community, SB 17 does not prohibit the maintenance of such collections. However, they should be migrated to the Title IX Office, the university library, or into a broader multicultural center marketed to all students as appropriate.

¹ <https://www.ed.gov/news/press-releases/us-department-education-confirms-title-ix-protects-students-discrimination-based-sexual-orientation-and-gender-identity>

Q. May student organizations put on events in support of the LGBTQ community.

A. Yes. Student Organizations are exempt from the limitations of SB 17. As such, student organizations may host programs and initiatives supporting the LGBTQ community, including programs discussing sexual orientation or gender identity.

Q. May university officials ask for, or collect, a student’s pronouns or preferred name?

A. Yes. Nothing in SB 17 affects the ability to ask for or use pronouns. However, institutions should not require students or employees to attend training on the use of pronouns or provide preferential treatment based on pronouns preferred by a student or employee.

Related Statutes, Policies or Requirements

Title IX of the Education Amendments of 1972

Titles VI and VII of the Civil Rights Act of 1964, amended The Rehabilitation Act of 1973, as amended.

Americans with Disabilities Act of 1990, as amended Texas Education Code Section 51.9315

Texas Commission on Human Rights Act

Texas Labor Code, Ch. 21, Employment Discrimination

State of Texas Disparity Study Historically Underutilized Business Program System Policy 08.01, Civil Rights Protections and Compliance

System Policy 12.01, Academic Freedom, Responsibility and Tenure

Week	Dates	Chapter and Topic	
WK 1	Jan 21-26	Watch Connect Orientation (graded) Succeeding In Your Online Course OM Preparations (optional—not graded) Read Chap 1 PPT Slides Presentation Assign Teams for Team Project Presentations Chap 1 Assignment Chap 1 Quiz Mystery: Cheapest method to USS Destroyer from San Diego to Honolulu, HI Team huddle	Access E-Text and Review Blackboard Content, McGraw Hill Connect Complete Jan 26
WK 2	Jan 28-2 Feb	Read Chap 2 PPT Slides Presentation Chap 2 Assignment Chap 2 Quiz Mystery (Fracking Disaster) Case Study: Supplying bottled water in Central Asia from Norfolk, VA, USA and present findings on the board. Applies to all teams assigned.	Content, McGraw Hill Connect Complete Feb 2

		Team huddle	
WK 3	Feb 4-9	Read Chap 3 PPT Slides Presentation Chap 3 Assignment Chap 3 Quiz Mystery (transporting whales) Simulation: Decision-making under uncertainty, risk analysis, and optimization of resources when air dropping supplies to the disaster areas. Team huddle.	McGraw Hill Connect Complete by Feb 9
WK 4	Feb 11-16	Read Chap 4 PPT Slides Presentation Chap 4 Assignment Chap 4 Quiz Mystery (Taj Mahal) Debates and Discussions: Sustainability, Global Sourcing and technological advancements—One group discusses Amazon and the other covers Starbucks Team huddle	McGraw Hill Connect Complete Feb 16
WK 5	Feb 18-23	Read Chap 5 PPT Slides Presentation Chap 5 Quiz Professor Koorosh is covering Professor Cabana. Ted Talks--students research (google accessible) on the supply chain operations issues—Recent Fire in Southern, CA—hydraulic pumps empty; lack of water in Middle East, impact of Port Strikes in the Port of Long Beach/Los Angeles. Random selection—student chosen presents a 5-minute oral presentation on their findings and recommendations—Professor's discretion on the number of students chosen.	McGraw Hill Connect and Ted Talks Complete Feb 23
WK 6	Feb 25- March 2	Read Chap 6 PPT Slides Presentation Chap 6 Quiz Professor Koorosh covering Professor Cabana. Field Experience Observations—Students visit stores, restaurants, distribution centers, factories, and interview a supervisor on how one of their products go through the supply chain process. Random selection of students to present a 5-minute oral presentation on their findings and recommendations. Professor's discretion on the number of students chosen.	McGraw Hill Connect Complete March 2.
WK 7	March 4-9	Read Chap 7 PPT Slides Presentation Chap 7 Assignment	McGraw Hill Connect

		<p>Chap 7 Quiz Mystery (Secret sauce of Coors) Current Events: Discuss recent news and trends in supply chain management—Autonomous Vehicles and use of microchips to monitor the freshness of high value products—expensive chocolate or catching a whales pins. Team huddle</p>	Complete March 9.
WK 8	March 11-16	<p>Read Chap 8 PPT Slides Presentation Chap 8 Assignment Chap 8 Quiz Mystery (Lobster) Case Study: Lessons Learned from Hurricane Katrina in the South or Super Storm Sandy in the North Team huddle</p>	<p>McGraw Hill Connect Complete March 16.</p>
WK 9	March 18-23	<p>Read Chap 9 PPT Slides Presentation Chap 9 Assignment Chap 9 Quiz Mystery (IKEA) Ted Talks: Pick a relevant scm/om topics and be prepared to discuss in the class. Random selection. Team huddle</p>	<p>McGraw Hill Connect Complete March 23.</p>
WK 10	March 25-30	<p>Read Chap 10 PPT Slides Presentation Chap 10 Assignment Chap 10 Quiz Mystery (Sears and Roebucks) Role Playing Activities: Play the role of supplier, manufacturer, and distributor of Boeing Aircraft parts. Team huddle</p>	<p>Content, McGraw Hill Connect Complete March 30.</p>
WK 11	Apr 1-6	<p>Read Chap 11 PPT Slides Presentation Chap 11 Quiz Mystery (Lexus vs Cadillac) Team huddle</p>	<p>Content, McGraw Hill Connect Complete Apr 6.</p>
WK 12	Apr 8-13	<p>Read Chap 12 PPT Slides Presentation Chap 12 Quiz Chap 12 Assignment Mystery (Japanese-Russo War) Super SCM/OM play Team Huddle</p>	<p>McGraw Hill Connect Complete by Apr 13.</p>
WK 13	Apr 15-20	<p>Read Chap 13 PPT Slides Presentation Chap 13 Quiz Mystery (Hitler's blunder of invading Russia) Apr 18—Study Day</p>	<p>McGraw Hill Connect Complete by Apr 20.</p>

Wks 14/15	Apr 22-27	Rad Chap 14 PPT Slides Presentation Chap 14 Assignment Chap 14 Quiz Mystery: (Red Box) Chap 14 Quiz Individual Bragging Rights nominations: Best Dressed, Most Funny, Most Wordy, and Most Intriguing	McGraw Hill Connect Complete Apr 27.
WK 16	Apr 29- May 4	Final Exam Individual's Bragging Rights Team Project Presentation (Submit Peer Evaluation on Apr 30 along with your Team Project Presentations PPT Slides using my TAMUSA email.	Presentations must be completed in 10 minutes to avoid a penalty. 15 seconds allowed prior to after presentations: 9:45 minutes or 10:15 minutes are acceptable. Complete by May 4.

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodations for their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Student's access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through JagWire under the services tab.

Counseling Resources: As a college student, there may be times when personal stressors interfere with your academic performance and/or negatively impact your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (Rear entrance) or call 210-784-1331 between the hours of 8 a.m. and 5 p.m., Monday – Friday. After-hours crisis support is available by calling 210-784-1331. Please contact UPD at 911 if harm to self or harm to others is imminent. All mental health services provided by the SCC are free, confidential (to the extent permitted by law), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification system. In the event of an emergency, such as inclement weather, students, staff, and faculty who are registered in JagE Alert, will have the option to receive a text message, email, and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. The faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on "Writing, Language, and Digital Composing Center" to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what

services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance, if possible, about exceptional circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots' Casa in-person, Room 202, or to contact the Office of Military Affairs with any questions at military@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under A&M System policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the classroom, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity, and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, based on race, color, sex, religion, national

origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers) are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about an incident of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

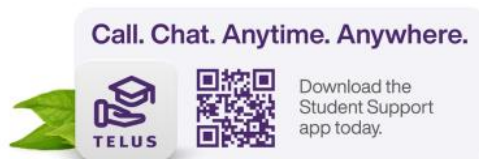
[MNGT 3320-900] assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email with instructions and updates. To register or update your information visit:
<https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions of students' freedoms and responsibilities to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System, including the A&M-San Antonio Student Code of Conduct.

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition, and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, gender identity, gender expression, genetic information, or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty and staff, and the administration.
2. A student has the responsibility to be fully acquainted with and compliant with the University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, and in the University Catalog.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire University community.
4. A student has the responsibility to recognize the University's obligation to provide a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official University notifications.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

The complete academic calendar is available online:

<https://www.tamusa.edu/academics/academic-calendar/index.html>.

