



**The University of Texas Rio Grande Valley
College of Business Administration
Department of Management
MANAGEMENT 6372 Organizational Leadership and Change
Course Syllabus – Spring 2021 - Module 2**

INSTRUCTOR INFORMATION

Instructor: Marco E. Garza, PhD
Office: Business Administration 222D

Office Hours: Available upon request
Phone: 956.240.4544 (Mobile) -- Please no calls after 7PM (Only urgent matters)

E-mail: marco.garza@utrgv.edu
Online class support: Center for Online Learning, Teaching, and Technology (COLT)
Support Office Hours: Monday – Thursday 7:30 AM – 7:00 PM
Friday 7:30 AM – 6:00 PM
Special Note: Not available on weekends (Plan ahead!)

Email: colthelp@utpa.edu
Phone: (956) 665 5327 or 665 5267

Course Modality: Online Asynchronous Courses (OASYNC)

Online Asynchronous Courses: These courses will be delivered fully online. There will be no designated class meeting time for real-time instructor/student interaction, which gives you the flexibility to engage with the course materials as best fits your daily schedule. Your learning will be guided by the digital presentation of the course content (e.g., recorded lectures, presentations, outlines, notes) and scheduled assignments. Your instructors will provide you with feedback on assigned work, communicate with you electronically, and be available to meet as defined on this syllabus.

COVID-19 RESOURCES

Please visit the [UTRGV COVID-19 Website](https://www.utrgv.edu/coronavirus/index.htm) via the following link for the most up-to-date information and resources (<https://www.utrgv.edu/coronavirus/index.htm>). This includes information on self-screening questions, links to forms for travel and contact, etc.

Face Covering Protocol:

As part of the university's ongoing COVID-19 mitigation efforts to maintain a healthy environment for all members of our campus community, anyone entering a campus building must wear a face covering that covers the mouth and nose. The covering must be worn in all hallways, public spaces, research labs, teaching/computer labs, libraries, classrooms, automobiles with a passenger, stairwells, elevators and common areas, as well as office spaces. In office spaces, when social distancing of 6 feet is possible and maintained, face coverings may be removed. Face coverings also are required in outdoor settings when safe social distancing and gathering practices are not possible.

COURSE DESCRIPTION

This course is designed to provide a broad overview of leadership and change with the ultimate goal of each student developing a well thought out and understood personal leadership philosophy that includes an enlightened approach of managing and leading change. The course will expose you to numerous perspectives on leadership and change by some of the greatest minds that have studied the topic. Through the design of this course your critical thinking skills and the ability to communicate and effectively will be enhanced. The course will utilize technology and relevant platforms to enhance students' learning to prepare them for both current and future workplace demands.

A major source of value derived from this course is in the use of technology. Students will be exposed to other students from across the state, and perhaps the world, through the use of the Internet. Additionally, the program simulates virtual organizations of the future because all correspondence takes place electronically.

TEXTBOOK & COURSE MATERIALS

Required Text

- *HBR's 10 Must Reads on Leadership*, ISBN: 978-1422157978 Harvard Business Review Press 2011. (Note: These readings are available through accessing these articles individually through the UTRGV Library Resources)
- *ADKAR: A Model for Change in Business, Government and our Community*, Hiatt, Jeffery. ISBN: 978-1930885509, 2006

MSHS PROGRAM GOALS

1. Prepare healthcare professionals for advanced leadership roles in the healthcare system.
2. Provide students with the advanced knowledge and skills needed to serve as leaders in the delivery of healthcare
3. Prepare students for advancement in clinical, educational, research, and administrative arenas.
4. Student Learning Outcomes (SLOs)
5. Improve the quality of healthcare.
6. Communicate effectively with all members of the healthcare team
7. Conduct evidence-based practice
8. Manage resources and people
9. Analyze and impact healthcare policy
10. Improve practice procedures and processes
11. Develop and monitor budgets

COURSE OBJECTIVES

In this course a student will:

- Describe the purpose of leadership, the ethical dimensions of leadership, and the relationship between leaders and followers in a free society.
- Apply leadership concepts to interpret change situations and develop their effectiveness in the change process as a leader and a follower.
- Evaluate her/his current strengths and weaknesses as a leader and as a follower, and develop his/her own personal approach to the practice of leadership.
- Apply critical and develop analysis of complex and diverse concepts, and utilize reasoning, judgment and imagination for the creation of new possibilities in leadership & change situations
- Illustrate ideas clearly and persuasively in writing.

You will meet the objectives listed above through a combination of the following activities in this course:

- Complete an ongoing Journal that will allow you to summarize, reflect, evaluate and apply leadership and change concepts.
- Complete Personal Insight Activities in Modules 1-5 to help develop your personal path to leadership.
- Prepare two Reaction Papers to apply leadership and change concepts.
- Participate in weekly discussion boards to explore and analyze the content of each leadership/change module.
- Develop a Leadership Philosophy

TECHNICAL REQUIREMENTS

Computer Hardware

To participate in this online course, you should have easy access to a computer less than 5-years old with high-speed internet connection via cable modem, LAN or DSL. To ensure you are using a supported browser and have required plug-ins please refer to [Supported Browsers, Plugins & Operating Systems for Blackboard Learn](#) from Blackboards resource page.

Student Technical Skills

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

Software

- Microsoft Office's [Internet Explorer](#) (latest version)
- Mozilla's [Firefox](#) (latest version; Macintosh or Windows)
- Adobe's [Flash Player & Reader](#) plug-in (latest version).
- Apple's [QuickTime](#) plug-in (latest version). A free download is available at
- Virus protection

- Microsoft Office

Technical Assistance

If you need technical assistance at any time during the course or to report a problem with Blackboard you can:

In your course menu, select UTRGV Resources and see COLTT Help Desk, they are UTRGV's Blackboard Support.

Blackboard Support

If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
Location:	Casa Bella (BCASA) 613	Education Complex (EEDUC) 2.202
Phone:	956-882-6792	956-665-5327

Toll Free: 1-866-654-4555

Office Hours: Monday - Friday, 7:30 a.m. - 6:00 p.m.

Support Tickets Submit a Support Case via our [Ask COLTT Portal](#)

24/7 Blackboard Support

Need Blackboard assistance after hours? You can call our main office numbers, 956-882-6792 or 956-665-5327, to speak with a support representative.

COURSE ORGANIZATION & ONLINE TOOLS

Course Structure:

This course will be delivered entirely online through the course management system Blackboard Learn. You will use your UTRGV account to login to the course from the [UTRGV](#) site and under applications click on Blackboard Learn.

Learning Modules

The course is organized into weeks of instruction, as outlined in the Course Schedule and Due Dates below. Each week is listed by its main topic and contains required readings, videos, mini lectures, discussion forum assignments, essay and framework assignments, and collaborative assignments that you complete working in teams.

Note: Most materials used in conjunction with the course are subject to copyright protection.

Discussion Forums

You will find the following discussion forums in the course Blackboard site:

- General Help: Post any questions or comments you may have about course mechanics or technical issues to this forum.
- Forums related to collaborative and discussion assignments, as described in Learning Module sections
- Forums versus Email

If you have a question about course content or mechanics, I encourage you to post it to the “Course Questions” discussion forums. Doing so gives students in the course an opportunity to help one another and allows everyone to benefit from answers to your questions. Of course, don’t hesitate to email me directly if your concern is more urgent or of a personal nature.

My role in discussion forums is that of a facilitator. I will occasionally correct misconceptions and/or redirect conversations that need redirecting. I may also post comments following the completion of discussion indicating my general impressions of the comments and conclusions.

In addition to the learning activities noted above, I may also hold Live sessions using Zoom during the semester at dates and times to be announced.

TOPIC OUTLINE/SCHEDULE

Important Note: Activity and assignment details will be explained in detail within each week's corresponding weekly content area. If you have any questions, please contact your instructor.

Grading Policy & Activities

Start of Week	End of Week	Graded Deliverables	Discussion Board	Reaction Paper	Leadership Philosophy	Due Date
3/10	3/16	Week 1	1			3/16
3/17	3/23	Week 2	1			3/23
3/24	3/30	Week 3	1	1		3/30
3/31	4/06	Week 4	1			4/06
4/7	4/24	Week 5	1			4/24
4/14	4/13	Week 6	1			4/13
4/21	4/20	Week 7			1	4/20
		Quantity >>	6	1	1	
		Points Each	75	250	300	
		Totals	450	250	300	1,000
		%	45%	25%	30%	100%

Your letter grade depends on your class average from a total of 1000 points. This will also be posted online, but you can always do your own math to calculate how you are doing in the class and expected grade.

A = 90-100% B = 80-89% C = 70-79% F = Below 70%

Performance Measures

Discussion Forums

Each course module includes a discussion board. You must post at least one original entries on each of the discussion boards and respond to at least two other postings (If there are any original posts not responded to at the time you are posting, please respond to at least one of those). You must contribute *at least* three postings per module. Discussion board postings should demonstrate that you have read the assignment material and made a good faith effort to reflect upon the content covered. See the discussion rubric at the end of the syllabus for details of discussion board posting scoring.

Discussion Board Rubric

Criteria	Unacceptable 0 Points	Acceptable 1 Point	Good 2 Points	Excellent 3 Points
Frequency	Participates not at all.	Participates 1-2 times on the same day.	Participates 3 or more times but postings not distributed throughout week.	Participates 3 or more times throughout the week.
Initial Assignment Posting	Posts no assignment.	Posts adequate assignment with superficial thought and preparation; doesn't address all aspects of the task.	Posts well developed assignment that addresses all aspects of the task; lacks full development of concepts.	Posts well developed assignment that fully addresses and develops all aspects of the task.
Follow-Up Postings	Posts no follow-up responses to others.	Posts shallow contribution to discussion (e.g., agrees or disagrees); does not enrich discussion.	Elaborates on an existing posting with further comment or observation.	Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.

Content Contribution	Posts information that is off-topic, incorrect, or irrelevant to discussion.	Repeats but does not add substantive information to the discussion.	Posts information that is factually correct; lacks full development of concept or thought.	Posts factually correct, reflective and substantive contribution; advances discussion.
References & Support	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, or personal experience to support comments.
Clarity & Mechanics	Posts long, unorganized or rude content that may contain multiple errors or may be inappropriate.	Communicates in friendly, courteous and helpful manner with some errors in clarity or mechanics.	Contributes valuable information to discussion with minor clarity or mechanics errors.	Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Reaction Paper (RP):

Reaction papers should be a maximum length of 2 1/2 pages (12pt font, DOUBLE SPACED!) and address a **leadership issue** or **change issue**. From experience I have found that students that find an issue they find interesting/thought provoking and/or seems to touch home from some personal experience find these papers easy (and even fun) to write. Those who pick a topic randomly tend to struggle. Be advised! Many of you may find that the length of the paper leaves you wishing for more room. Another goal of these papers is to get you to write concisely and formulate your factual and personal information well. Students are encouraged to use your journal writings as well as discussion board postings as a basis for your papers.

Reaction paper Topic, Flow, Format, and Grading:

Select a topic of interest to you (I advise being fairly narrow in your topic). First define the appropriate term(s) involved (use and cite text/sources) (20%). Include discussion regarding why this topic is important to business or health industry (30%). Next, explain your personal reaction to this issue (i.e., where you stand on the issue, why this issue is important to you, etc.) (30%). Finally, include the implications of this issue to YOU as a future leader or employee (20%) This should involve some real thought and not simply fluff. Avoid phrases like “now that I know the importance of being sensitive to diversity issues and the law I will be more careful to act appropriately.” Tell me HOW you will act, WHAT you might do, as well as obstacles that might hinder this behavior.

Reaction Paper Rubric

Criteria	Unacceptable	Acceptable	Good	Excellent
Leadership/Change Topic: Definition and Terms 15%	Unfocused topic, definition and terms incomplete and/or incorrect	Clear leadership (change) topic, definition given and cited, nonacademic sources used	Clear leadership (change) topic, definition given, citation(s) from reputable academic sources	Focused, relevant leadership (change) topic, definition given, citation(s) from reputable academic sources,
Why a Business Should Care About This Topic 20%	Unclear or inappropriate reasoning for importance of topic	Appropriate but incomplete reasoning for importance of topic to business	Well developed reasoning for importance of topic, lacks full development	Clear, concise, and convincing reasoning for importance of topic to business or health care industry
Personal Reaction to Topic 25%	Unclear explanation of personal reaction, position on the issue, importance, and/or not linked to stated leadership (change) topics	Clear explanation of personal reaction, linked appropriately to leadership (change) topics, incomplete discussion of position and/or importance	Clear explanation of personal reaction linked appropriately to leadership (change) topic, position/importance addressed but not fully developed	Clear, concise, and convincing explanation of personal reaction linked appropriately to leadership (change) topic, position, importance
Implications to You as Leader 20%	Unclear implications for student as a future manager.	Implications discussed, faulty or superficial reasoning provided, no discussion of potential obstacles	Clear explanation of specific implications to student as a future manager including potential obstacles, reasoning provided by not fully developed	Clear, concise, and convincing explanation of specific implication for student as a future manager including potential obstacles and methods to overcome
References & Support 10%	Includes no references or supporting experience.	Uses personal experience, but no references to readings or research.	Incorporates some references from literature and personal experience.	Uses references to literature, readings, and personal experience to support comments.
Clarity & Mechanics 10%	Contains unorganized or inappropriate content that may contain multiple errors	Communicates valuable information with significant errors in clarity or mechanics.	Contributes valuable information with minor clarity or mechanics errors.	Contributes clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors.

Leadership Philosophy- NOTE: This should not be left for the last week to begin, in fact see bold below. I suggest starting that activity Week 1!

The benefits of developing a leadership philosophy – for an individual leader or an organization – include:*

- It makes a promise that the individual leader is now bound to deliver upon. The leader understands the minimum standard he/she is expected to hit with his/her leadership efforts.
- Individual leaders can reflect daily on their plans, decisions, and actions to gauge how well they are living their leadership standards. A proactive part of this reflection would be engaging key players in conversations about how the leader's efforts are perceived by those players.

Create Your Personal Leadership Philosophy

- An effective leadership philosophy is different than your personal purpose, values, and valued behaviors. While your leadership philosophy will be built upon the foundation your clear personal purpose and values statement creates, it is specific to your leadership efforts (in the workplace, in a community organization, wherever you are taking a leadership role).
- Let's define an effective leadership philosophy as a values-aligned statement that helps you inspire consistent high performance and positive relationships with all of your team members, every day. It is NOT espousing leadership theories from recent business book (or even HBRs readings). Rather, it is developing your own personal, authentic, philosophy that derives from your core beliefs. I would hope that the materials you are exposed to in this course will aid in your journey.
- Therefore, reflect on the readings, videos, audio, personal insight activities, assignments and discussion we have been exposed to over the last six plus weeks (see your journals!).
- In addition, take the StrengthsFinder 2.0 Assessment (see back of *Strengths Based Leadership* for access code). Read and reflect on your strengths. Read and reflect on pages 1- 95 of that text as well as the "additional resources" as they pertain to your strengths & leadership growth. Feel free to include thoughts on these in your weekly journals (not required).
- In a paper (no more than 10 pages, 12pt font, double spaced) respond to the following questions and any other you feel are important:
 - As a leader, what are your highest values?
 - What's the contribution you want to make as a leader
 - What makes you distinct as a leader?
 - Drawing from **StrengthsFinder 2.0** what are your strengths as a leader?
 - Describe your plan for building trust, showing compassion, providing stability and creating hope?
 - What are five words or phrases people would use to describe your leadership style?
 - How would people of different levels describe their relationship with you?
 - How are you building your influencing capital?
 - How do you want to treat people?
 - How will you build your team?
 - How will you ensure your team's engagement?
 - How do you approach (and delegate) tasks?

- What are you doing to continually build your leadership capacity?
- What do you want your legacy to be?
- Some of you may find inspiration and guidance in the following
<http://www.au.af.mil/au/awc/awcgate/milreview/leboeuf.htm>.
- This paper should include a separate one page ***Personal Leadership Statement*** (see <http://www.academyleadership.com/LeadershipPhilosophy/>) click on "View Samples" to download some examples.

* *The Culture Engine*. used by permission of the author.

Leadership Philosophy Rubric

Criteria	Not Acceptable	Acceptable	Proficient	Exemplary
Questions/Components Addressed (35%)	Incomplete does not contain basic section contents of leadership philosophy	Includes at least three sections for leadership philosophy.	More than three sections of leadership philosophy and fully developed comprehension of the content sections	Including all sections, fully developed with appropriate introductions for each section
Leadership Statement (30%)	Made weak statement, or did not articulate philosophy effectively.	Included components of leadership philosophy	Included components of leadership philosophy and elaborated on three or more in detail	Included all components and elaborated on each with clarity and detail.
Formatting & Citations (15%)	Formatting is inappropriate for document. Citations are non existent	Formatting is appropriate for document, minimal citations.	Formatting is appropriate for document. Uses a variety of layout and design techniques and includes variety of resources.	Formatting is appropriate for document. Shows some creative expression in the layout and design and variety of resources and citations.
Grammar & Mechanics (20%)	Document over all is written poorly with too grammar or spelling errors.	Document over all is written clearly in some detail with no grammar or spelling errors. Some passive voice.	Document over all is written clearly in good detail with no grammar or spelling errors. Minimal passive voice well developed paragraphs	Document over all is written clearly in some great detail with no grammar or spelling errors. Used topic sentences to develop paragraphs and active voice.

Late Work Policy

Be sure to pay close attention to deadlines—there will be no make-up assignments or quizzes, or late work accepted without a serious and compelling reason and instructor approval.

Viewing Grades in Blackboard

Points you receive for graded activities will be posted to the Blackboard Grade Book. Click on the My Grades link on the left navigation to view your points.

Your instructor will update the online grades each time a grading session has been complete—typically 5 days following the completion of an activity. You will see a visual indication of new grades posted on your Blackboard home page under the link to this course.

Naming and Submitting Documents

Before you submit a document, name your file according to the format below. Avoid special characters and spaces in file names. Use a single underline _ to separate words.

The name of your...	...should follow the format:	Example:
Journal	LastNameFirstInitial_Journal.doc	PerezJ_Journal.doc

Course Policies

Participation

Online courses require your active participation. Here are some tips for success:

- In discussion forums, you learn from one another by posing questions, justifying your comments, and providing multiple perspectives. When you prepare for discussions through thoughtful reflection, you contribute to your own successful learning experience as well as to the experience of your peers.
- Log in to the course frequently (at least several times per week for long semesters and daily for summer sessions) and check the announcements. This will keep you apprised of any course updates, progress in discussions, assignment information, and messages requiring immediate attention.
- Be aware of and keep up with the Course Schedule in the Syllabus.
- Participate in team activities to the best of your ability. How well your team does—and how well you do—depends on all the team members working cooperatively.

Build Rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete Assignments

All assignments for this course will be submitted electronically through Blackboard unless otherwise instructed. Assignments and discussions must be submitted by the given deadline or special permission must be requested from instructor *before the due date*. Extensions will not be given beyond the next assignment except under extreme circumstances.

Communication Skills

All students must have adequate writing skills to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references to support their thesis and ideas in the paper.

Time Commitment

Online courses are typically just as time intensive, and may be more rigorous than traditional courses. Many students claim that online courses require more time and commitment. As you begin this course, you would be wise to schedule 8 or more hours per week for studying materials and completing assignments.

Falling behind in this course is particularly problematic because the concepts we cover are cumulative. This means that not becoming proficient with information and objectives presented and assessed in a particular week can lead to low scores for that week as well as in subsequent weeks.

Understand When You May Drop This Course

It is the student's responsibility to understand when they need to consider de-enrolling from a course. Refer to the UTRGV Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons includes: (1) documented and significant change in work hours, leaving student unable to attend class, or (2) documented and severe physical/mental illness/injury to the student or student's family.

Incomplete Policy

Under emergency/special circumstances, students may petition for an incomplete grade. This will be decided on a case by case basis. All incomplete course assignments must be completed within once long semester.

Inform Your Instructor of Any Accommodations Needed

If you have a documented disability (physical, psychological, learning, or other disability which affects your academic performance) and would like to receive academic accommodations, please inform your instructor and contact Student Accessibility Services to schedule an appointment to initiate services. It is recommended that you schedule an appointment with Student Accessibility Services before classes start. However, accommodations can be provided at any time. **Brownsville Campus:** Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at accessibility@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at accessibility@utrgv.edu.

Commit to Integrity

I assume that all students will maintain the highest level of academic integrity in this as well as all their classes. *This allows for a climate of trust and facilitates learning.* As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism, and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

Important Note: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the Dean of Students.

Course policies are subject to change. It is the student's responsibility to check Blackboard for corrections or updates to the syllabus. Any changes will be posted in Blackboard.

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking

accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 2

December 2-8, 2020

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

ACADEMIC INTEGRITY:

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at www.utrgv.edu/mySAS and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the

semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: [Pregnancy Accommodations Request Form https://www.utrgv.edu/pregnancy](https://www.utrgv.edu/pregnancy)

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

Edinburg Campus: Student Accessibility Services is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or via email at ability@utrgv.edu.

SEXUAL MISCONDUCT and MANDATORY REPORTING:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Institutional Equity & Diversity (OIED@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL

1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. The centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and student employment. In addition, services such as the Food Pantry are also provided. Locations are listed below.

Center Name	Brownsville Campus	Edinburg Campus
Advising Center AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	ESWKH 101A (956) 665-7120
Career Center CareerCenter@utrgv.edu	BINAB 1.105 (956) 882-5627	ESSBL 2.101 (956) 665-2243
Counseling Center Counseling@utrgv.edu Counseling and Related Services List	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
Food Pantry FoodPantry@utrgv.edu	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
Learning Center LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
Writing Center WC@utrgv.edu	BUBLB 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*. Some important dates for Fall 2020 include:

March 10	First day of classes
Mar 17	Last day to drop a class or withdraw
Apr 30	Grades Due at 3 p.m.