

Entrepreneurship
Course Number: 29:382:303
Course Title: Managing Growing Ventures (MGV)

COURSE DESCRIPTION

How do I plan for the successful growth of an already established venture? This course will help you understand the factors to consider when developing a growth strategy for a new venture / small business, and afterwards executing the strategy. We will take a business owner / senior manager / venture capital investor perspective, studying strategic decisions faced by new ventures and small business when planning for growth. We will consider internal and external factors that drive and hinder the growth of new ventures / small businesses. We will apply textbook concepts to real-world cases, critically analyzing the decisions to be made. This is real-life on the making! Yet I don't want your opinions, and neither do your classmates. Bring your informed (data supported) arguments to every class session. There is a method to the madness, so do the homework and readings -Always. Come to every class fully prepared. Remember; to be in the room is not the same as to be engaged, to talk about how you "feel" regarding an issue is not an analysis, and "name dropping" business terms is not evidence of learning.

We will discuss business operations. Hence, we will talk about strategy, marketing, finance, operations, human resources, supplier management, facilities, banking, legal, regulatory considerations, the latest news, and more. None of these areas will be discussed independently from the others. These issues are always integrated; thus our discussions will reflect that.

Although many topics in this course are similar to the intro to entrepreneurship class taught in the Rutgers Business School the emphasis is different, and subsequently the class material and homework.

The Intro course presumes that you have an idea but not a venture to execute it. The MGV course presumes you are an established venture already. Thus the Intro class focus on how to jumpstart the idea while the MGV course focus on how to change / modify / leverage the already up-and-ruining venture, without running it to the ground. Please DO NOT assume MGV can serve as a substitute for the Intro course, or any other entrepreneurship course for that matter.

COURSE FRAMEWORK:

Running a small business requires managing a diverse set of activities with limited resources and support. This course will provide an overview of these activities in the context of growth strategies. We review basic, key elements of the various business functions (e.g., marketing, HR, legal). We also review business practices and business plans to evaluate what steps to take to grow a venture.

METHODS OF INSTRUCTION:

This is a *Service Learning* class, meaning we learn while performing as external consultants to local businesses throughout the semester. The main method of instruction in this course is an *immerse case study*. As an immerse case study, participants are "immersed/injected" into a real organization so they can study and solve, from the inside, a concrete, real-life problems using the tools discussed in class. In

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge in the following areas:

1. **Business Knowledge.** Students will have a broad understanding of basic business theory and practice and a deep understanding of theory and practice in the field of Management and Entrepreneurship.
 - 1.1. Knowledge of current *basic concepts in the functional areas of business.*
 - 1.1.1. Successful students will demonstrate a theoretical understanding of how the different functional areas of a venture can be *coordinated towards the growth of an organization*
 - 1.1.2. Successful students will demonstrate the ability to coordinate the different functional areas of business *towards the growth of an ongoing organization*
 - 1.2. Knowledge of current *basic and advanced concepts in Management* and an ability to integrate and apply these concepts to practical business problems.
 - 1.2.1. Successful students will demonstrate an understanding of the nature of leadership including leader power and the dependence of followers upon the leader, *in a growing venture.*
 - 1.2.2. Successful students will demonstrate an understanding of the distinction between leadership and management and of how leadership and management complement each other, *in the growth of an organization.*
 - 1.2.3. Successful students will demonstrate their core leadership traits and skills and apply them to be effective leaders *and growth entrepreneurs.*
 - 1.2.4. Successful students will demonstrate effective leadership approaches to solve leadership problems in *nascent* organizations
 - 1.3. *Proficiency in using current software tools and information systems* to manage business data and address practical business problems.
 - 1.3.1. Successful students will demonstrate the ability to mine data from public and private data sets to identify business opportunities
 - 1.3.2. The successful student will demonstrate the ability to use software tools to identify solid evidence to support critical leadership decisions, including the starting of a new venture
 - 1.3.3. Successful students will demonstrate the ability to use commercially available spreadsheet software to do a basic quantitative analysis to assess business plans and decisions in nascent ventures
2. **Ethical Judgement.** Students graduating with a BS degree will use reasoned and ethical judgment when analyzing problems and making decisions.
 - 2.1. *Ability to critically evaluate unstructured business decision-making* scenarios and develop innovative and ethical solutions, *when assessing growth paths of an organization.*
 - 2.2. *Recognition of ethical dilemmas* in unstructured business decision-making scenarios, *when working towards the growth of an organization.*
3. **Effective Communication.** Students graduating with a BS degree will be effective communicators.
 - 3.1. Ability to construct clear, concise, and convincing *written business communication.*
 - 3.2. Ability to construct clear, concise, and convincing *oral business communication.*
4. **Enterprise-wide Perspective.** Students graduating with a Business BS degree will have a general understanding of how the different areas of an organization relate to each other as the business operates.
 - 4.1. The ability to do a critical analysis of business operations
 - 4.2. Understand the interconnectedness of business decisions as business plans are implemented.

5. **Global Perspective.** Students graduating with a BS degree will have the breadth of perspective necessary to succeed in a global and diverse business environment.
 - 5.1. Knowledge of the diversity of past and current economic, legal, political, and social structures.
 - 5.2. Understanding the impact of cultural and demographic diversity on business interactions.

Students develop these skills and knowledge through the following course activities and assignments:

- **Lectures.** Lectures may include a slide deck presentation of the material to transfer the management of nascent ventures knowledge to the students. Lectures make use of practical examples from business and industry, and interactive group exercises to help ensure thorough comprehension of the material.
- **Written Case Analysis (Research Project).** Students are assigned to teams (4-6 students per team) to work in concrete class related projects. Teams must work as a unit while working in the team project. Each team member must participate in the research, analysis, and writing of the final report. Reports are limited to 15-25 pages, not including references and support materials. This allows for an opportunity to hone written communication skills as team members share their work with each other. As a member of the team, this will also provide an opportunity to work in your leadership skills.
- **Team Presentations.** Teams will develop a full presentation of the Written Case Analysis (Research Project) for the class. The team will deliver the presentation to the entire class. Group presentations are limited to 10-15 minutes total so students must be clear and concise in their communications.
- **Classroom Survey/Response System.** A web-based classroom Survey/Response System is used to verify students' comprehension of the material through a series of questions and answers which reinforces the transfer of knowledge. Responses are not graded; they are used to help determine individual student learning. The system also provides a forum for students to submit questions anonymously throughout the course.
- **Individual Homework Assignments.** Individual homework assignments are assigned for students to reinforce concepts and to practice newly acquired skills. Homework is turned in, graded, and then reviewed in class to ensure knowledge transfer.
- **Guest Speakers.** Lectures will include guest speakers. Guest speakers range from small business owners, operators of divisions for large companies, industry experts, and members of the Rutgers community who have expertise on select topics. Guest speakers typically participate for the length of the session of that day and may remain after class to network with the students. Interaction with the speakers is important for the students and their professional development.
- **Class Discussions.** This is an interactive course, and there will be as much learning from each other, especially those with work experience, as the instructor and the guest speakers. The tone of Lectures will not only ensure that key points of weekly assignments are understood, but also share opinions, real-world examples, and open discussion led by the lecturer and contributed to by students and guest speakers. Students should expect that they will be asked to participate interactively. Students need to be prepared to comment on readings in each session. ***The instructor will be a devil's advocate throughout the semester.*** In the business world, there is no one size fits all answers, no absolute right or wrong solutions, and healthy debate of contrarian opinions will be common. Respect for others and the ability to articulate and justify one's position will be closely observed. In particular, as students present their proposed business, historically, there has been no shortage of opinions from student peers. Such a discussion is an important component of the course. As to weekly reading, the lecturer's personal view is that he is present to supplement the readings, clarify questions but not repeat what the student was asked to read and absorb. During the semester, you will be asked to support your comments with

strong, solid data from reputable sources. In the business world, a wrong decision may mean the loss of the livelihood of many –or at least yours! Hence, you need to learn how to research to make informed arguments and decisions –and to accept the outcome of the research even when your own guess may suggest otherwise.

*I cannot “learn” you any of this. It is up to you to learn it. I will provide the materials and set up the framework for discussions and guide the class. You must actively participate to learn. Just “being in the room” is not enough. **The crucial knowledge to take with you is the process -the way to think about growth and its implementation.** All else is just a history lesson and vocabulary learning. You must participate to gain this key understanding.*

PREREQUISITES

There are no formal prerequisites to this course. Students are expected to have the following set of skills and attitudes from the start of the semester to make the best of this course.

	Basic	Average	Excellent
Leadership & Management			
Ability to participate in/coordinate a cross-functional teams		X	
Ability to participate in/coordinate a multi-disciplinary projects		X	
Conflict resolution skills		X	
Leadership abilities		X	
Project management abilities		X	
Communication			
Effective listener		X	
Oral communication skills		X	
Presentation skills		X	
Written communication skills		X	
Research			
Accurate			X
Analytical thinking		X	
Critical thinking	X		
Innovative	X		
Quantitative skills	X		
Personal			
Ability to prioritize independently -Planning and organizing skills			X
Adaptability – Efficient under pressure, always meet deadlines		X	
Energetic		X	
Goal-oriented		X	
Multitasking – Can handle many assignments		X	

If you do not have a Rutgers account, you should visit the website at <https://netid.rutgers.edu/>.

If you prefer to use another account instead of your Rutgers account is your responsibility to arrange for all your Rutgers email to be forwarded to the appropriate address. Instructions are at <https://netid.rutgers.edu/>.

As a net-etiquette, keep in mind the following points:

- Always include a subject line.
- Remember without facial expressions some comments may be taken the wrong way. Be careful in wording your emails. Use of emoticons might be helpful in some cases, yet this is not always true nor advisable in formal (business) communications.
- Use standard fonts.
- Do not send large attachments without permission –10 Mb is the maximum that most systems can hold. Try to do less –much less- than that.
- Respect the privacy of other class members

CLASSROOM CONDUCT

You are expected to be on time and ready for class. You are expected to have professional behavior while in class and when working with your team outside the classroom. If you visit a place or talk to anyone as part of your classwork you are expected to behave ethically and professionally at all times. You are expected to be ready to answer questions from the readings of the day. Additional classroom etiquette rules include:

- **Food.** You are allowed to have food and eat in class. Yet you MUST clean after yourself afterward. If you leave a messy space a no-foods no-drink rule will be enforced. If eating, please be mindful of everyone in the room. Avoid food with strong smells, messy, or noisy.
- **Technology.** We live in a globally interconnected and technology embedded world. You are allowed to use technology that might enhance your learning experience. This includes the use of laptop computers, tablets, and smart-phones. HOWEVER, if you abuse this privilege (e.g., texting friends, doing social media, web-surfing, YouTube / HULU watching) you will lose ALL your technology privileges for the remaining of the semester.
- **Recordings.** Unauthorized recordings of the class are strictly prohibited. You may NOT record any lecture, presentation, guest speaker, or in-class activity in part or in its totality. **Recordings that accommodate individual student needs MUST be approved in advance, for personal use during the semester only; redistribution is prohibited. Secret recordings may be a criminal and civil violation and prosecuted accordingly.**
- **No side conversations.** A quick and quiet clarification with a classmate is OK. Anything more is disruptive to others. I'll ask you to stop at first. If you persist you will lose credit for attendance and will be asked to move to a new sit away from your conversation partner for the remaining of the semester.
- **Be prepared, remain alert.** I will cold call students to ensure widespread comprehension. If your answer indicates a lack of preparation or that you were not paying attention, you will lose the attendance credit. So, please follow along, it will pay off come the quiz time and homework.

- **Limit exits/entrances.** You do not need to ask permission to go to the restroom -just go. But coming in and out of class is disruptive, so please be mindful and considered. If you are planning to eat, come to class with the food already. Don't go out to do food shopping or pickup uber-food in the middle of the class.
- **Display name cards.** Please, pretty please! Display your name card at each and every session. I am terrible with names, and I need this crutch.
- **Speakers.** The class experience is enhanced by the contribution of external experts who participate as guest speakers. Your attendance on these days is mandatory. Any absence on speaker's day will count double. You are expected to be engaged and professional. Discussions in class will be limited and framed by the guest speaker presentation. You may not confront the speaker or seek to derail the conversation. I reserve the right to ask the speaker to skip your question, or in an extreme case to ask you to leave the room out of respect to your classmates and the speaker.

EXAM DATES AND POLICIES

There are NO exams scheduled for this course at this point. HOWEVER

1. If there is evidence of substantial numbers of students not doing the assigned readings, or
2. If there is no consistent participation in class or
3. If participation in class are just personal opinions and not supported commentaries

Then there will be 1-2 exams to ensure that learning is taking place and readings are done on schedule.

Each exam will count no-less than 10% of the final grade for the course. Exams will be announced 1-week in advance during class. Exams will be cumulative. During exams, the following rules apply:

- If you have a disability that influences testing procedures, I will need an official letter from the Office of Disability Services at the start of the semester to be able to help you. No cell phones or other electronics are allowed to be used during the exam Alternate seating; do not sit next to another student or in your usual seat.
- Use the bathroom before the exam start; bathroom breaks, if essential, will be escorted.
- Your exam will not be accepted unless you sign the Honor Pledge

GRADING POLICY

Your *final grade will be determined based on how many points you actually earn* throughout the semester.

Your grade it is neither a percentage nor an average. Subjective metrics such as “lots of effort” or “many hours of work” cannot change the assignments’ earned points or the final grade. Assignments are designed to be evidence of learning and progress, thus they work as metrics of performance for the course. You have opportunities to earn points from each one of these activities:

Class Attendance	10 Points
In-Class Quizzes (Participation)	10 Points
Individual Assignments	

Ind Hw # 1 – Essay # 1	10 Points
Ind Hw # 2 – Essay # 2	10 Points
Ind Hw # 3 – Essay # 3	15 Points
Ind Hw # 4 – Final Case Analysis	20 Points
Team Project	
Team Hw # 1 – Case Analysis Draft	5 Points
Team Hw # 2 – Rehearsal	2 Points
Team Hw # 3 – Case Analysis Final	15 Points
Team Hw # 4 – Final Presentation	3 Points
Total	100 Points
Extra Credits	2 Points

If you earn 90 or more points, your final grade will be	A
If you earn between 85 and 89.9 points, your final grade will be	B+
If you earn between 80 and 84.9 points, your final grade will be	B
If you earn between 75 and 79.9 points, your final grade will be	C+
If you earn between 70 and 74.9 points, your final grade will be	C
If you earn between 60 and 69.9 points, your final grade will be	D
If you earn 59.9 or less points, your final grade will be	F

Please do NOT ask me to change your grade for personal reasons (e.g., scholarships, graduation dates, job opportunities). I cannot base your grade on personality or judge what you “deserve,” any more than your banker can add zeros to your bank account for the same reasons. I do not determine your grade. I only record performance. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn.

There is no “personalized” extra credit. Again, please do NOT ask for it. The extra credit opportunity will be announced in class and will be equally available to everyone. Providing “special deals” to particular students violates academic integrity. The sure and tried path to a good grade is to do the basic work, not rely on extra credit or negotiations.

If you believe that I have graded something incorrectly, I am happy to discuss the reasoning behind a specific grade, but I am **NOT** open to negotiation. Please send me a **written** argument detailing why you believe the grade to be in error. Writing helps to clarify the argument. I will consider your written argument and will provide a quick response. I may ask another faculty member to regrade the assignment if confusion remains. Bear in mind that when another faculty member regrades any item, your score could decline. Also, arguments such as “so-and-so wrote the same and got more points” will require you to show the other person’s original work as evidence. I will review (re-grade) the other person’s work as

part of the grade evaluation protocol. *Thus if I realize that I made a mistake grading your classmates assignment then your classmates grade will be reduced accordingly.* Yet, if I had graded correctly the other person's assignment the first time around, and your assignment has the same type and level of analysis your grade will go up.

CLASS ATTENDANCE AND PREPARATION POLICY

Attendance is measured through your online feedback survey at the end of each regular class session. To record your attendance, you need to do the full survey AND click submit at the end. Just being in the room does not count as attendance. No survey, no attendance. There is no partial credit for attendance; either you are in the room the end of the class and do the survey or you are not. You MUST do the survey for yourself while in the room. Answering a survey on behalf of a classmate is a violation of academic integrity and will not be tolerated. Answering a survey if not attending the corresponding lecture it is also considered a violation of academic integrity and will be addressed accordingly.

You must report all your absences at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death you must, include the details and supporting documentation within 1-week of the absence. I also expect you to be [professional and communicate your absence to your teammates as soon as possible so they know you will not be in class.

You are allowed to one (1) full 3-hrs session unexcused absence without any penalty. After that, **you will lose a percentage from your attendance points** for each unexcused absence. **Absence or tardiness due to parking issues is NOT a valid justification. If you accumulate 6 or more absences you may automatically fail the class.**

In addition to not being in class, the following actions are also considered absences, even if you were in class: a) **Failure to do the in-class online survey.** If you do not fill out the end of the class online survey, you will be marked as absent.

- b) **Distracted / not participating.** If you are in the classroom but you are texting, or using social media (e.g., Facebook, Tweeter, Instagram), you will be marked as absent. If you are playing video games, watching movies, wearing headphones, you will be marked as absent. All these instances also will merit you to have ALL your inclass computer privileges revoked. If you are sleeping in class or constantly chit-chatting, you will be marked as absent.
- c) **Leaving early.** If you are in the classroom at the beginning of the session but leave earlier without a good reason and/or not letting me know about it in advance, you will be recorded as absent—even if you make a point of participating before leaving the room.
- d) **Getting in-and-out of class.** If you are in class, but you continue to repeatedly entering-and-leaving without notifying me ahead you are planning to do so, you will be marked as absent—even if you make a point to participate every time that you come into the room.

Missing class on speaker's day counts as a DOUBLE absence (i.e., 2-points deduction)

For weather emergencies, consult the campus home page. If the campus is open, the class will be held.

IN-CLASS QUIZZES (PARTICIPATION)

Participation is recorded through in-class Quizzes at the beginning of each class session. We cannot have a worthwhile learning experience if students come to class unprepared. Therefore, at the start of every session, I will administer a multiple-choice quiz to test your level of preparation. If you have closely read the material the answers will be obvious. The quiz will be handed out at () and collected at (). Thus, it is necessary to arrive on time. If you arrive to class AFTER the quiz was returned you will not be given a new one and you will lose your participation credit for the day.

INDIVIDUAL ASSIGNMENTS

Individual assignments are due by () of their due date, as noted in the class' calendar. () is a late submission -plan ahead! All assignments MUST be submitted online via &DQYDV. The official submission time is the Canvas time stamp. Late submissions will be accepted, at 1-point deduction for every day they are late up to one week. After one week, the assignment is still due but will earn zero points and will not get feedback. **Neither missing class or weather closing are a justification for missing assignments, or late submissions.** . I will make every effort to return graded assignments within 2-weeks of their deadline. **If you have not submitted one or more assignments by the end of the semester, the final grade for the course will be marked as "F".** Assignments WILL NOT BE ACCEPTED after the Final day of classes.

**There are no late submissions for the Final paper (Ind Hw #4).
Failure to submit the final paper by its deadline earns an automatic F in the course**

Remember:

1. All assignments MUST adhere to the class' theme to be accepted.
2. All works must be yours and original; follow the Academic Integrity Rules.
3. All papers are critical analysis, not personal opinions; use the class concepts for your work.
4. All claims must be supported with current and reliable evidence (e.g., references, hard data).
5. All references must be included; they are part of the paper's grade.
6. Formatting is part of the paper's grade.
7. All assignments are due as marked on the class schedule; if there is confusion on dates the earliest date will prevail.
8. Concrete instructions for each assignment are found in the document label "Homework Schedule."

TEAM PROJECT

The team's project is divided into 4 parts. Each part is graded independently. Yet each one of the 4 parts is related to the each other and must be consistent with them. You MAY NOT change teams once the

team's project is started. The team's project is set to assess your mastery of the material but also your ability to do collaborative work. If a team member does not collaborate in the team's project may not share all the points earned by the team. It is the responsibility of the team, as a whole, to seek help if a team member is not performing.

Teams will be self-selected. If you miss the day we set the teams, you will be assigned to the team who might have the smallest number of members. The written component of the team's project follows the same rules of content, style, and submission discussed above for the individual assignments.

POSTING GRADES

All grades will be posted on canvas. All feedback on assignments will be provided via canvas too. I'll make every effort to post grades within 2 weeks after the closing of the assignments. If there is a delay for any reason you will be advised about it in class. Final grades for the course will first be posted on Canvas for your review. After the review period is over, all grades will be final and will be posted in REGIS and recorded in your transcript.

WARNING GRADE ROSTER:

The university offers the opportunity for you to have an early warning in your class performance. This will show during the University's standard warning period in REGIS. Warnings include poor attendance, poor academic performance, or both. If you see a warning, make a point to address it so you have a successful semester.

COURSE SCHEDULE

Week	Lecture	Activity	Readings / Quiz	Title	Hw Ind.	Hw Team
1	1. Intro 2. Syllabus	Breaking Ice Exercise	Syllabus Canvas	Ground Rules		
2	3. ENT 4. Startups & MGV	Tell a Bizz tale	Ch 1	The Entrepreneurial Process		
3	5. Growth Strategies 6. Data Sources	Librarian	Papers Harvard	The 10 Growth Strategies	Ind Hw-1	
4	7. Canvas Client	Temp Teams Discussions w/ Client	Ch 3	Ideas into Business Model		
5	8. The Client	Temp Teams Discussion Strategies	Ch 11	Exiting the Venture	Ind Hw-2	
6	9. Legal -Guest Attorneys	Guest Attorneys	Ch 9	Managing Resources		
7	10. Finance - Guest Finance Person	Guest Finance Person	Ch 8 Ch 9	Funding the Venture Managing Resources	Ind Hw-3	
8	11. Market Segmentation	From Market to Pricing	Ch 4	Customers, Markets...		
9	12. Canvas Proposal	Teams Strategies Plan	Tutorial Library	Doing Research		
10	13. Writing a Proposal	Table of Content Proposal Content	Ch 6	Writing the Winning Business Plan		Team Hw-1 Team Hw-2
11	14. Prepping a Presentation	Draft Presentation	Ch 10	Communicating the Opportunity		
12	16. Presentation Rehearsal	Presentation Practice		Practice makes perfect		
13	17. Feedback	Teams' meetings		A friendly eye to help you		Team Hw-3 Team Hw-4
14	18. Presentation Final	Final Presentations		A moment to shine	Ind Hw-4	

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military *veteran* or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of *mental health* services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of *physical health* services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of *legal* services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to *English as a second language (ESL)* should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]