



Program Revision Proposal: Changes to an Existing Program **Form 3A**

Version 2016-10-13

SUNY approval and SED registration are required for many changes to registered programs. To request a change to a registered program leading to an undergraduate degree, a graduate degree, or a certificate that does not involve the creation of a new program,¹ a Chief Executive or Chief Academic Officer must submit a **signed cover letter and this completed form** to the SUNY Provost at program.review@suny.edu.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code : 233500
	Institution's Name: State University of New York at New Paltz
	Address: 1 Hawk Drive, New Paltz, NY, 12561
b) Program Locations	List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 233500 List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [X] if not applicable :
c) Registered Program to be Changed	Program Title: Management
	SED Program Code 27183
	Award(s) (e.g., A.A., B.S.): B.S.
	Number of Required Credits: Minimum [121] If tracks or options, largest minimum [121]
	HEGIS Code : 0506.00
	CIP 2010 Code : 52.0201
	Effective Date of Change: 8/26/2024
	Effective Date of Completion ² 12/31/2027
d) Campus Contact	Name and title: Kristin Backhaus, Dean, School of Business Telephone and email: 845-257-2956 backhauk@newpaltz.edu
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable. Name and title: William McClure, Provost/Vice President for Academic Affairs Signature and date:

¹ To propose changes that would create a new program, Form 3B, [Creating a New Program from Existing Program\(s\)](#), is required.

² If the current program(s) must remain registered until enrolled students have graduated, the anticipated effective date by which continuing students will have completed the current version of the program(s).

	<p>If the program will be registered jointly³ with one or more other institutions, provide the following information for <u>each</u> institution:</p> <p>Partner institution's name and 6-digit SED Code:</p> <p>Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):</p>
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Section 2. Program Information

Section 2.1. Changes in Program Content

No changes in program content. *Proceed to Section 2.2.*

a) Check all that apply. Describe each proposed change and why it is proposed.

- Cumulative change from SED's last approval of the registered program of one-third or more of the minimum credits required for the award (e.g., 20 credits for associate degree programs, 40 credits for bachelor's degree programs)
- Changes in a program's focus or design
- Adding or eliminating one or more options, concentrations or tracks
- Eliminating a requirement for program completion (such as an internship, clinical placement, cooperative education, or other work or field-based experience). Adding such requirements must remain in compliance with SUNY credit cap limits.
- Altering the liberal arts and science content in a way that changes the degree classification of an undergraduate program, as defined in [Section 3.47\(c\)\(1-4\) of Regents Rules](#)

The revised Sustainability concentration within the Management major incorporates three key modifications aimed at updating the curriculum and reinforcing fundamental concepts within the discipline. First, in alignment with the contemporary emphasis on the societal dimension of sustainability, students will be required to enroll in a course dedicated to justice. Secondly, the revamped concentration introduces an elective in ecology alongside a new, required "Introduction to Sustainability" class. The former equips students with the necessary ecological literacy to make well-informed decisions in the realm of sustainability, while the latter familiarizes students with core concepts that will be further developed in a 400-level applied-learning course. Lastly, the 400-level course's applied learning component will actively engage students in the development of economically viable sustainability projects for the SUNY New Paltz Green Revolving Fund—a strategic investment vehicle that channels funds into sustainability initiatives on campus. The course also will satisfy the Business core's applied-learning requirement for all Business majors.

³ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

b) **Provide** a side-by-side comparison of all the courses in the existing and proposed revised program that clearly indicates all new or significantly revised courses, and other changes.

Current Program (58 credits)	Proposed Revision (58-61 credits)
<p>Business Core Curriculum (40 credits)</p> <p>ECO206 Microeconomics (3) ECO207 Macroeconomics (3) BUS093 Business Workshop (0) BUS095 Excel Competency/Tutorial (0) BUS201 Financial Accounting (3) BUS202 Managerial Accounting (3) BUS250 Principles of Management (3) BUS271 Legal Environment of Business (3) BUS301 Internship & Career Practicum (1) BUS309 Statistics for Business and Economics I (3) BUS311 Statistics for Business and Economics II (3) BUS312 Operations Management (3) BUS325 Marketing (3) BUS341 Fundamentals of Corporate Finance (3) BUS450 Strategic Management (3) Applied Learning requirement (3)</p>	<p>Business Core Curriculum (40 credits)</p> <p>No changes proposed</p> <p>The Business core's Applied Learning requirement will be satisfied with a required course in the Sustainability concentration: BUS455 Managing Environmental & Social Sustainability in Organizations (see below)</p>
<p>Management Curriculum (18 credits)</p> <p>Select one of the following tracks:</p> <p><u>General Track</u></p> <p>BUS321 Organizational Behavior (3) BUS345 Human Resource Management (3) BUS346 International Business (3)</p> <p>Select three of the following:</p> <p>BUS323 Introduction to Entrepreneurship (3) BUS324 Introduction to Managing Sustainability (3) BUS422 Leadership (3) BUS423 New Venture Development (3) BUS424 Social Entrepreneurship (3) BUS431 International Management (3) BUS458 Introduction to Project Management (3)</p> <p><u>Sustainability Track</u> (18 credits)</p>	<p>Management Curriculum (18-21 credits)</p> <p>Select one of the following tracks:</p> <p>No changes proposed for the <i>General Track</i> (18 credits)</p> <p><u>Sustainability Track</u> (21 credits) BUS217 Introduction to Sustainability (3) – NEW</p>

<p>BUS321 Organizational Behavior (3) BUS324 Introduction to Managing Sustainability (3) BUS345 Human Resource Management (3) BUS346 International Business (3) BUS424 Social Entrepreneurship (3)</p> <p><i>Select one upper-division Sustainability elective from outside the School of Business:</i> GLG339 Natural Resources & Energy (3) PHI303 Environmental Ethics (3) POL311 American Environmental Politics (3) POL347 Politics of Environment & Developm't (3) SOC317 Environmental Sociology (3)</p>	<p>BUS321 Organizational Behavior (3) – <i>Revised and renumbered (BUS455) – see below</i> BUS345 removed BUS346 International Business (3) BUS424 Social Entrepreneurship (3) BUS455 Managing Environmental & Social Sustainability in Organizations (3) – <i>revision of existing course BUS324 Introduction to Managing Sustainability; credits satisfy the Business core's Applied Learning requirement.</i></p> <p><i>Select one upper-division course from each of these three categories (9):</i></p> <ul style="list-style-type: none"> • Justice • Ecology • Energy <p>See Appendix 1 for course options to date.</p>
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- c) For each new or significantly revised course, **provide** a syllabus at the end of this form, and, on the **SUNY Faculty Table** provide the name, qualifications, and relevant experience of the faculty teaching each new or significantly revised course. NOTE: *Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with [SUNY policy on credit/contact hours](#)), general course requirements, and expected student learning outcomes.*

Syllabi for BUS217 Introduction to Sustainability (new course) and BUS455 Managing Environmental and Social Sustainability in Organizations (revision of BUS324) are included with this proposal.

- d) What are the additional costs of the change, if any? If there are no anticipated costs, explain why.

This adds an additional course (Introduction to Sustainability) to the School of Business offerings, yet reduces enrollment in another (Human Resource Management). As such, we initially foresee an additional ~\$4,000 per year to cover the cost of one net additional section to our schedule.

Section 2.2. Other Changes

Check all that apply. Describe each proposed change and why it is proposed.

- Program title
 Program award
 [Mode of delivery](#)

NOTES: (1) If the change in delivery enables students to complete 50% of more of the program via distance education, submit a [Distance Education Format Proposal](#) as part of this proposal. (2) If the change involves adding an accelerated version of the program that impacts financial aid eligibility or licensure qualification, SED may register the version as a separate program.

- [] [Format change\(s\)](#) (e.g., from full-time to part-time), based on SED definitions, for the **entire** program
 - 1) State proposed format(s) and consider the consequences for financial aid
 - 2) Describe availability of courses and any change in faculty, resources, or support services.
- [] A change in the total number of credits in a certificate or advanced certificate program
- [] Any change to a registered licensure-qualifying program, or the addition of licensure qualification to an existing program. **Exception:** Small changes in the required number of credits in a licensure-qualifying program that do not involve a course or courses that satisfy one of the required content areas in the profession.

Section 3. Program Schedule and Curriculum

- a) For **undergraduate programs**, complete the *SUNY Undergraduate Program Schedule* to show the sequencing and scheduling of courses in the program. If the program has separate tracks or concentrations, complete a *Program Schedule* for each one.

NOTES: *The Undergraduate Schedule must show all curricular requirements and demonstrate that the program conforms to SUNY’s and SED’s policies.*

- *It must show how a student can complete all program requirements within [SUNY credit limits](#), unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor’s degree. Bachelor’s degree programs should have at least 45 credits of [upper division study](#), with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor’s programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in [approved SUNY GER courses](#) in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
- *It must show how students can complete [Liberal Arts and Sciences \(LAS\) credits](#) appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the [Transfer Path Requirement Summary](#) within the first two years of full-time study (or 60 credits), consistent with SUNY’s [Student Seamless Transfer policy](#) and [MTP 2013-03](#).*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a [Waiver Request](#) –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification					New	Prerequisite(s)
Course Number & Title	Cr	GER	LAS	Maj	TPath		
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

- b) For **graduate programs**, complete the *SUNY Graduate Program Schedule*. If the program has separate tracks or concentrations, complete a *Program Schedule* for each one.

NOTE: *The Graduate Schedule must include all curriculum requirements and demonstrate that expectations from [Part 52.2\(c\)\(8\) through \(10\) of the Regulations of the Commissioner of Education](#) are met.*

SUNY Undergraduate Program Schedule (*OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.*)

Program/Track Title and Award: Management/Sustainability (B.S.)

- a) Indicate **academic calendar type**: Semester Quarter Trimester Other (describe):
 b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
 c) **Name of SUNY Transfer Path, if one exists**: Business See [Transfer Path Requirement Summary](#) for details
 d) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

Term 1: FALL 1								Term 2: SPRING 1							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
ENG160 Composition I (GE Communication prereq, if needed)	3		3					ENG170 Writing & Rhetoric (4) or equivalent (3-4)	3-4	CWO	3-4				English Placement Level 4 or ENG160
GE/LAS elective: MAT171 Mathematical Methods for Business (if needed to reach MPL 5)	3	M (if MAT 171)	3					GE/LAS elective	3	USHCE	3				
GE/LAS elective	3	AR	3					GE/LAS elective	3	DEISJ	3				
GE/LAS elective	3	H	3					ECO206 Principles of Microeconomics	3	SS	3	3	3		MPL 3 or College Math
BUS093 Business Workshop	0			0				BUS271 Legal Environment of Business	3		3	3			
BUS095 Excel Tutorial	0			0											
BUS250 Principles of Management	3		3	3											
Term credit totals:	15	6-9	15	3				Term credit totals:	15-16	12-13	15-16	6	3		
Term 3: FALL 2								Term 4: SPRING 2							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
GE/LAS elective	3	WL#1	3					GE/LAS elective	3	WL#2	3				
GE/LAS elective	3	NS#1	3					GE/LAS elective	3	NS#2	3				
ECO207 Principles of Macroeconomics	3	SS	3	3	3			BUS202 Managerial Accounting	3			3	3		BUS095 (minimum S), BUS201 (min C-), MPL 4
BUS201 Financial Accounting	3			3	3		MPL 4 or College Algebra	BUS217 Intro to Sustainability	3	TBD	3	3		X	
BUS301 Internship & Career Practicum	1		1	1				BUS311 Statistics for Business & Economics II	3		3	3			BUS095 (minimum S), BUS309 (minimum C-)
BUS309 Statistics for Business & Economics I	3	M	3	3			BUS095 (min S); MPL 5 or MAT171, min C-								
Term credit totals:	16	12	13	10	6			Term credit totals:	15	6-9	12	9	3	3	
Term 5: FALL 3								Term 6: SPRING 3							
See KEY.								See KEY.							
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
BUS312 Operations Management	3			3			BUS095, min S; BUS309, min C-	BUS346 International Business	3	WH GA	3	3			BUS250 (minimum C-)

BUS341 Corporate Finance	3			3			BUS095, min S; BUS201, min C-; BUS309, min C-; ECO206, min C-; ECO207, min C-; MPL 5	Justice Elective (UD)	3		0-3	3			
BUS321 Organizational Behavior	3		3	3			BUS250, min C-	Electives	9		0-9				
BUS325 Marketing	3		3	3			ECO207 min C-; MPL 4								
Elective	3		0-3												
Term credit totals:	15		6-9	12				Term credit totals:	15	3	3-15	6			
Term 7: FALL 4	See KEY.							Term 8: SPRING 4	See KEY.						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites
Ecology Elective (UD)	3		0-3	3				BUS450 Strategic Management	3			3			BUS341, min C-
Energy Elective (UD)	3		0-3	3				BUS455 Managing Environmental & Social Sustainability in Organizations	3		3	3			
BUS424 Social Entrepreneurship	3		3	3			BUS250 min C-, BUS321 min C-	Upper-division electives	9		0-9				
Electives	6		0-6												
Term credit totals:	15		3-15	9				Term credit totals:	15		3-12	6			
Program Totals (in credits):	Total Credits: 121-122		SUNY GER: 39-46		LAS: 70-107		Major (Concentration): 61	Elective & Other: 33	Upper Division: 49		Upper Division Major/Concentration: 40		Number of SUNY GER Categories: 10		

KEY Cr: credits **GEF:** [SUNY General Education Framework](#) (Enter Category Abbreviation) **LAS:** [Liberal Arts & Sciences](#) (Enter credits) **Maj:** Major requirement (Enter credits) **TPath:** [SUNY Transfer Path](#) Courses (Enter credits) **New:** new course (Enter X) **Co/Prerequisite(s):** list co/prerequisite(s) for the noted courses **Upper Division:** Courses intended primarily for juniors and seniors **SUNY GEF Category Abbreviations:** Communication – Written & Oral (CWO), Diversity; Equity & Inclusion (DEISJ); Mathematics (& Quantitative Reasoning) (M); Natural Sciences (& Scientific Reasoning) (NS); Humanities (H); Social Sciences (SS); The Arts (AR); US History & Civic Engagement (US); World History & Global Awareness (WHGA); World Languages (WL)

SUNY Graduate Program Schedule OPTION: *You can insert an Excel version of this schedule AFTER this line, and delete the rest of this page.)*

Program/Track Title and Award: _____

- a) Indicate **academic calendar** type: [] Semester [] Quarter [] Trimester [] Other (describe): N/A
- b) **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- c) Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed.
- d) Complete the last row to show program totals and comprehensive, culminating elements. **Complete all columns that apply to a course.**

Term 1:				Term 2:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 3:				Term 4:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 5:				Term 6:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Term 7:				Term 8:			
Course Number & Title	Credits	New	Co/Prerequisites	Course Number & Title	Credits	New	Co/Prerequisites
Term credit total:				Term credit total:			
Program Total:	Total Credits:	Identify the required comprehensive, culminating element(s), such as a thesis or examination, including course number(s), if applicable:					

New: X if new course **Prerequisite(s):** list prerequisite(s) for the listed courses

Section 4. SUNY Faculty Table

a) If applicable, provide information on faculty members who will be teaching new courses in the program. Expand the table as needed.

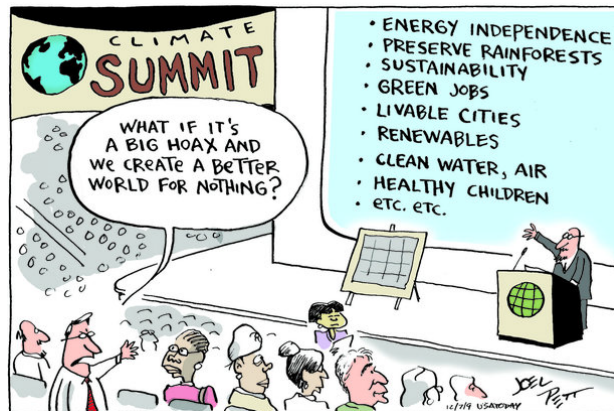
b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Michael Sheridan Associate Professor and Sustainability Management Program Director	66%	BUS217 Intro to Sustainability; BUS455 Managing Environmental & Social Sustainability in Organizations	Ph.D., Southern Illinois University, Carbondale	Business Administration	
Part 2. Part-Time Faculty					
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					

APPENDIX 1: Courses that Satisfy Justice, Ecology, and Energy Categories

Course title	Code	Requirement	Other designations
Biology Today	BIO112	Ecology	
Introduction to Plant Life	BIO115	Ecology	GE5: Nat Sci
Global Change Biology	BIO120	Ecology	GE5: Nat Sci
Ecology	BIO340	Ecology	
Introduction to Black Studies	BLK100	Justice	
Introduction to Black History I	BLK201	Justice	GE5: DEI & SJ
Introduction to Black History II	BLK202	Justice	
Race and Racism in US History	BLK330	Justice	
Environmental Chemistry	CHE100	Ecology	GE5: Nat Sci
International Energy Economics	ECO405	Energy	
Energy and the Environment	EGG250	Energy	GE5: Nat Sci
Human Geography	GEO201	Justice	GE5: Social Sciences
Climate Change Society	GEO432	Ecology	
Natural Resources and Energy	GLG339	Energy	
Environmental Impact Assessment	GLG346	Ecology	
Environmental History of Latin America	HIS376	Justice	
American Environmental Politics	POL311	Justice	
United Nations Semester	POL370	Justice	
Environmental Sociology	SOC317	Justice	
Politics of Environment and Development	POL347	Justice	

BUS217: INTRODUCTION TO SUSTAINABILITY



Course Details

Credit Hours: 3

Class Days, Time, Location: TBD

Course Modality:

- Hybrid.
- See the separate document entitled “course schedule” for assignment details
- Preferred Web Conference Platform: Teams.

Pre/Co-requisites and restrictions:

- Must be enrolled in the following level: Undergraduate
- This course must be completed with a minimum grade of C- to meet the requirements of a business major.

Instructor Details

Instructor Name: Michael Sheridan

Instructor Email: sheridam@newpaltz.edu

Office Location: 309 Van den Berg Hall

Office Hours: TBD

Course Description

Utilizing various frameworks, students will examine the three pillars of sustainability - environment, society, economics - to promote and practice regenerative, just and transformative solutions for contemporary challenges as global citizens. Students will explore how today's human societies can endure and build healthier systems in the face of global change, ecosystem degradation and resource limitations. Cross-disciplinary study and perspectives will be utilized to promote systems-thinking and understanding.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **Articulate** a clear understanding of the concepts of sustainability and regeneration.
- **Identify** the three pillars of sustainability - people, planet, and prosperity - making connections across social, economic, and environmental issues.
- **Describe** and **reflect** on the connections between the individual, local communities, and global society.
- **Identify** and **select** tools appropriate to the analysis of sustainability issues.
- **Recognize** actions, solutions, and strategies to build a regenerative and sustainable future.
- **Recall** the core elements of system theory, including but not limited to, processes, outputs, feedback mechanisms, and interdependence.
- **Explain** the various frameworks of sustainability, including the Sustainable Development Goals.
- **Summarize** the business case for solving sustainability problems.
- **Analyze** the structures and systems that have historically supported sustainability in different civilizations or cultures, **exploring** their interconnectedness and impact on sustainable practices.

Program Goals Supported:

UDG Goals	Critical Thinking	Oral Communication	Written Communication	Teamwork	Ethics
Major	V	V			
Minor			V	V	V

Required Text and Other Materials

Required course materials

This is a zero-cost textbook course. All materials are available via Brightspace or the course schedule.

Additional course materials

The syllabus and course schedule are available via Brightspace.

Attendance

Students are allowed 2 unexcused absences without penalty. Starting with the third absence, a student will lose 5 percentage points (50 total points) from their final grade per additional absence. Students who are absent from class should consult the schedule on Brightspace and are responsible for any material covered that day.

Please note that for every two (2) late arrivals (15 minutes or more after the start of class) or early exits, the student will be assessed one unexcused absence.

Course Expectations

Discussions

In your career, much of your work will be in meetings and discussions with colleagues working remotely, analyzing business situations, and formulating plans together. Our discussions are your best opportunity to build the necessary skills to excel in such an environment. but doing so requires everyone to prepare the cases in depth and engage actively in the discussions. Under the “Course Orientation” tab in Brightspace, you can a document that further articulates my expectations of the discussion posts. All class discussions will be hosted by Brightspace on their discussion boards.

This class works best if students take an active learning role, in this way we learn from each other. This is far more valuable than passively learning from our books and professors. Many times, I expect answers will come from your cohort peers not from the instructor.

Please use proper etiquette on the discussion boards. Think carefully about what you want to say before you say it; once you have pressed the send button you can’t get it back. The discussion boards are designed to be a safe place where students should feel free to debate and ask questions on a multitude of issues. While you should indeed comment on the content of the posts that you read, even critically, so that we can learn from each other; personal barbs are not appropriate. Always encourage your fellow students and be respectful while being intellectually honest. Students should not have to worry about others making rude or unkind personal comments; this type of behavior will not be tolerated.

Be concise without being abrupt. Try to avoid frivolous comments; we are all busy people. The medium is richer if you employ good writing skills; for example, avoid writing in bullet points unless it is appropriate.

Instructor communication and feedback

Email response from the instructor: During the work week (Mon-Fri), you should expect a response to any email inquiry within 24 hours. However, I generally do not check my email over the weekend or days in which classes are not in session. If you send message during these times, please expect a response within one working day (in other words, within 24 hours of returning to work).

Contribution to discussion boards: I will monitor the discussion board at least three times per week, but I will only comment when I deem necessary. Typically, I will respond to clarify a point, correct a factual error, or commend a student on the quality of their post. However, students should not wait, nor rely, upon my input to react to others' post in any of those manners.

Grading Information

Grading information

Students can earn up to 1000 points in this course. See the separate course schedule for the breakdown.

Grading Scale:

A = >894.4

B = 894.4 – 794.5

C = 794.4 – 694.5

D = 694.4 – 594.5

F = <594.4

Please note: The cut-offs for the +/- within each letter grade will be determined by the instructor on a case-by-case basis.

DAILY CHECK-INS (TOTAL OF 25 POINTS OR 2.5%)

At the start of each seated class, I will hand you an index card and ask you to reflect on a prompt briefly and informally. Your responses will be used to structure our discussion for the day.

DISCUSSION BOARD (8 POSTS OF 40 POINTS EACH FOR A TOTAL OF 320 POINTS OR 32%)

Due to the interactive nature of this course, I expect active participation on the discussion board. Please read and watch the assigned materials for the module prior to posting to the board. If someone replies to your post, please respond in a timely and thoughtful manner. I outline additional characteristics of a quality post in the Course Orientation folder.

ECOCHALLENGE BLOG POSTS (4 POSTS OF 20 POINTS EACH FOR A TOTAL OF 80 POINTS OR 8%)

Over the semester, you will participate in the Drawdown EcoChallenge to better understand the collective impact of our behaviors on the environment. Once you create your account, you will be asked to choose five “challenges” to complete over the course of the semester. In addition, you will be asked to periodically reflect on your experiences with those challenges. You can find the registration link on Brightspace and the Course Schedule.

MIDTERM EXAM (150 POINTS OR 15%)

FINAL EXAM (150 POINTS OR 15%)

GROUP PRESENTATION ON SUSTAINABLE DEVELOPMENT GOALS (50 POINTS OR 5%)

In this assignment, students will form groups at the beginning of the semester and select one of the United Nations Sustainable Development Goals (SDGs) to investigate. Each group will be responsible for preparing and delivering a comprehensive presentation on their chosen SDG. The goal of this assignment

is to enhance students' understanding of global sustainability issues and foster collaboration in addressing them.

Key Components of the Presentation:

1. **Introduction to the Chosen SDG:** Provide background information on the selected SDG, including its significance, objectives, and the global context in which it operates.
2. **Current Status and Challenges:** Analyze the current state of the chosen SDG, highlighting progress made, existing challenges, and areas that require urgent attention.
3. **Case Studies or Examples:** Include real-world case studies or examples that illustrate the impact of the chosen SDG, both positive and negative. This could involve highlighting successful initiatives or areas that need improvement.
4. **Role of Business and Innovation:** Discuss the role of business and innovation in achieving the SDG. Consider how sustainable practices, corporate responsibility, and innovation can contribute to the goal.
5. **Recommendations for Action:** Propose practical recommendations and action plans that individuals, businesses, and governments can implement to contribute to the achievement of the selected SDG.

Component	Points	Doesn't Meet Expectations	Meets Expectations	Exceeds Expectations Content
Content	40	Inaccurate or superficial information about the chosen SDG. Limited analysis of current status, challenges, and solutions. Minimal integration of relevant case studies or examples.	Accurate and sufficient information about the chosen SDG. Adequate analysis of current status, challenges, and solutions. Integration of some relevant case studies or examples.	Thorough and accurate information about the chosen SDG. In depth analysis of current status, challenges, and solutions. Integration of compelling and diverse case studies or examples.
Delivery	30	Presentation lacks clarity and organization. Delivery is unengaging, lacks visual aids or multimedia. Poor time management during the presentation.	Presentation is clear and organized. Engaging delivery with some visual aids or multimedia. Effective time management during the presentation.	Highly clear and organized presentation. Dynamic and engaging delivery with impactful visual aids or multimedia. Excellent time management during the presentation.

Analysis	20	Limited analysis of the role of business and innovation in achieving the SDG. Recommendations lack depth and are unsupported.	Thoughtful analysis of the role of business and innovation in achieving the SDG. Recommendations are insightful and supported by evidence.	Exceptional analysis of the role of business and innovation in achieving the SDG. Insightful recommendations supported by compelling evidence.
Collaboration	10	Limited teamwork and collaboration within the group. Unequal participation of group members.	Demonstrated teamwork and collaboration within the group. Equal participation of all group members.	Exceptional teamwork and collaboration within the group. All group members actively and equally contribute.

FINAL PROJECT (TOTAL OF 225 POINTS OR 22.5%, BREAKDOWN BELOW)

Overview: In this final project, you will develop a Sustainable Solutions Proposal for a real-world local sustainability challenge. This project aims to apply your understanding of sustainability principles and creativity to propose practical solutions. You will submit two drafts before the final version and present your proposal to the class.

Project Guidelines: Select a Local Sustainability Challenge: Select a specific sustainability challenge in our local community from this [SITE](#).

First draft (25 points):

- Identify the sustainability challenge and provide background information.
- Conduct initial research on existing solutions and challenges.
- Present a rough outline of your proposed solutions.

Second draft (50 points):

- Incorporate feedback from Draft 1.
- Develop a detailed proposal for sustainable solutions.
- Include evidence-based research, potential challenges, and innovative approach.

Final Proposal (75 points):

- Finalize your Sustainable Solutions Proposal based on feedback from Draft 2.
- Provide a comprehensive analysis of the proposed solutions, addressing potential environmental, social, and economic impacts.
- Include a practical implementation plan and timeline.

Presentation (75 points):

- Prepare a concise presentation (8-10 minutes) summarizing key aspects of your proposal.

- Highlight the uniqueness and practicality of your solutions.
- Be ready to answer questions from the class.

Criteria	Weight	Excellent (90-100%)	Good (70-89%)	Satisfactory (50-69%)	Needs Improvement (0-49%)
Identification of Challenge	15%	Clearly identifies and justifies a local sustainability challenge.	Identifies a sustainability challenge with some justification.	Identifies a challenge but lacks clear justification.	Does not effectively identify a sustainability challenge.
Research and Analysis	30%	Demonstrates thorough research on the chosen challenge, including relevant data, existing solutions, and credible sources.	Conducts sufficient research on the challenge, presenting key information and using credible sources.	Conducts basic research but lacks depth or overlooks crucial aspects.	Research is minimal, and the use of credible sources is inadequate.
Innovative Solutions	20%	Proposes highly innovative and creative solutions based on sustainability principles.	Proposes solid and creative solutions with clear links to sustainability principles.	Proposes solutions, but they lack creativity or fail to address sustainability principles adequately.	Solutions are generic, lacking creativity and sustainability focus.
Implementation Plan	25%	Provides a well-thought-out and practical implementation plan with a timeline.	Presents a practical implementation plan with a timeline.	Presents an implementation plan but lacks detail or timeline.	Implementation plan is vague or absent.

Use of Credible Sources	10%	Effectively integrates credible and relevant sources to support the proposal; proper citation is evident.	Integrates credible sources to support the proposal with proper citation.	Uses some sources, but credibility and citation may be lacking.	Limited or no use of credible sources; citations are absent.
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EXPECTATIONS

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Be proactive: if you are having a problem with the material being covered, ask questions (if you don't understand something, chances are very good that other students also need clarification), or speak with me during office hours.

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Consider	Be Mindful
using intentional language to justify your thoughts. Draw on scholarly or research knowledge as appropriate, and recognize that there are many forms of knowledge.	that none of us knows everything. It is acceptable to say that you do not know. If you are guessing, state that you do not know but provide your thinking and share your reasoning.
making generous assumptions about where people are coming from, that is, consider exercising the presumption of goodwill.	of respecting that other people have different life experiences and opinions.
communicating from your own perspective.	of sharing another person's professional or personal information.
giving credit where credit is due by citing and linking to resources as appropriate.	that there are different forms of written and oral communication and multiple forms of English. These range from emoticons and JPEGs to translanguaging to formal, academic writing. If you are unsure what form your instructor is asking for, ask for clarification. Part of the work of being a college student is to learn to recognize different forms of language and the power attached to them.
the readability of your written communication.	that people on the other side of the screen, phone, or written communication are whole human beings.
that your readers will bring their own life experiences and knowledges to what you write and may often interpret your words as well as course ideas differently than you.	of your audience. Who will read what you have written?

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The school maintains a system (including software and web-based resources), by which students are well informed, educated and required to acknowledge by electronic signatures, the ethics, honesty and integrity standards of the School of Business, and the consequences of violating those standards. Once a student completes the training program, he/she shall be treated equally regardless of their previous educational experience and cultural norms. Instructors are encouraged to remind students of our ethics, honesty and integrity standards at the beginning of each course.

<i>Points for class</i>		<i>Assignment</i>	<i>Points for individual components</i>	
<i>Available</i>	<i>Your score</i>		<i>Available</i>	<i>Your score</i>
25		Daily check-ins		
225	0	Final project		
		1st draft	25	
		2nd draft	50	
		Final proposal (written)	75	
		Final proposal presentation	75	
50		Group presentation on SDGs		
150		Midterm Exam		
150		Final Exam		
320	0	Discussion Board posts (8 at 40 points each)		
		DB1	40	
		DB2	40	
		DB3	40	
		DB4	40	
		DB5	40	
		DB6	40	
		DB7	40	
		DB8	40	
80	0	EcoChallenge Blog (4 at 20 points each)		
		Blog 1	20	
		Blog 2	20	
		Blog 3	20	
		Blog 4	20	
1000	0	Total points		

DB Topics

Protecting the Commons

PPFP

Sust Farming game

Renewable energy game

Stop the disaster game

Project proposal

Career

Sust at New Paltz

Title	Directions
Project proposal	<p>Before you begin drafting your Sustainable Solutions Proposal, take some time to explore the Climate Action Regional Toolkit. The three possible options for addressing the local sustainability challenge you have chosen. For each option, identify the potential and anticipated challenges. Finally, rank the three options in preference (first being most preferred). This exercise should help you and your group choose the solution that you will explore this semester.</p>
The Farming Game	<p>Explore your journey through the Sustainability Farming Game, highlighting the decisions you made and their impacts on the virtual community and its environment. How did your gameplay reshape your understanding of the relationship between agricultural production, economic sustainability, and environmental stewardship? Share the key insights and challenges you encountered during gameplay and draw parallels to real-world scenarios. Additionally, propose strategies or actions to promote sustainable farming practices, inspired by your experience. Reflect on how participating in the simulation has transformed your perspective on the interplay between individual actions and collective responsibility, and the pursuit of agricultural sustainability.</p>
PBFP	<p>Reflect on your experience at Phillie Bridge Farm. Did it align with your expectations of an organic farm? How? Then, revisit your answer to the previous discussion post. How did your visit to PBFP change your opinions?</p>
Energy Game	<p>After playing the 'Power Our Community' game on sustainable-earth.org, reflect on your personal experience during the gameplay. How were your decisions within the game influenced by your understanding of sustainable energy solutions and their potential impact on communities. How did your performance in the game shape your perspective on the practical challenges and opportunities associated with implementing sustainable energy projects at a local level? Additionally, share any specific ideas or insights that emerged from the game and how they align with your personal values and aspirations for contributing to a more sustainable future within your own community.</p>
Proposal impact	<p>At this point, your group should have submitted the first proposal for your project. Who are the major stakeholders that will be impacted by your proposal? Which groups/populations/areas will be impacted the most? How will you ensure that they have a voice? Reflect on your experience during the 'Saving the Commons' behavioral simulation. Discuss the decisions you made and their impacts on the management of common pool resources within the simulation. How did your performance in the exercise influence your understanding of the 'tragedy of the commons' and the complexities of sustainable resource management? Share any insights or challenges that emerged from the simulation, and how they relate to real-world scenarios. Additionally, propose strategies or actions that you believe could help mitigate the 'tragedy of the commons' based on your experience in the exercise. Consider how your participation in the simulation has shaped your perspective on the interplay between individual actions, collective responsibility, and sustainable resource use.</p>
Commons	<p>Reflect on your experience with the game, focusing on the decisions you made and their consequences for the virtual community and its environment. How did playing the game deepen your understanding of the connections between sustainable development, disaster reduction, and environmental protection? Describe any insights or challenges you encountered during the simulation and how they relate to real-world sustainability challenges. Based on your gameplay experience, propose strategies or actions that could enhance sustainable development practices and resilience to disasters. Reflect on how engaging with this simulation has influenced your perspective on the role of individuals and communities in building a more sustainable and resilient future.</p>
Disaster	<p>Drawing upon the concepts from this course and your personal experiences, highlight the specific areas within sustainability that you find most compelling, such as sustainable agriculture, renewable energy, or environmental policy. Then, identify potential career paths or roles that resonate with your interests and values. Envision how you can make a positive impact in your future career, contributing to a more sustainable future.</p>
Careers	<p>Reflect on the sustainability director's presentation. Discuss the key takeaways and their potential impact on the local community and environment. Propose specific actions that can be taken to further enhance sustainability efforts on the campus and their ripple effects on the wider community. Share how the presentation has influenced your personal perspective on environmental responsibility and the importance of collective action to address sustainability challenges.</p>
Sustainability on Campus	

BUS455: Managing Environmental and Social Sustainability in Organizations (MESSO)



Course Details

Credit Hours: 3

Class Days, Time, Location:

Course Modality:

- Hybrid.
- See the separate document entitled “course schedule” for assignment details
- Preferred Web Conference Platform: Teams.

Pre/Co-requisites and restrictions:

- Must be enrolled in the following level: Undergraduate
- Must be enrolled in one of the following majors: Accounting (542), General Business (547), Management (544), Marketing (545), International Business (546), Business Analytics (531), Finance (543)
- Prerequisites: BUS217 & BUS341. Both must have been completed with a grade of C- or better.
- This course must be completed with a minimum grade of C- to meet the requirements of a business major.

Instructor Details – see Blackboard for contact information

Instructor Name: Michael Sheridan

Instructor Email: sheridam@newpaltz.edu

Office Location: 309 Van den Berg Hall

Office Hours: TBD

Course Description

- Formulation and implementation of business strategies for competitive advantage. Case analysis is used to develop analytical, communication, and team-work skills. This capstone course fulfills the writing intensive course requirement for all business majors.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **Define** the core concepts of sustainability and **explain** how they translate to a business context.
- **Identify** and **select** tools appropriate to analysis of sustainability issues and to generate solution pathways for businesses.
- **Develop** and **argue** the business case for solving sustainability problems or pursuing opportunities framed by actual experiences of diverse organizations.
- **Identify** and **assess** information sources pertinent to sustainable business practices.
- **Communicate** to prospective employers how sustainability knowledge can add value to an organization.

Program Goals Supported:

UDG Goals	Critical Thinking	Oral Communication	Written Communication	Teamwork	Ethics
Major	V	V	V	V	
Minor					V

Required Text and Other Materials

Required course materials

This is a zero-cost textbook course. All materials are available via the Contents>Module>Module readings folder on Blackboard.

Additional course materials

The syllabus and course schedule are available via Blackboard.

Attendance

Students are allowed 2 unexcused absences without penalty. Starting with the third absence, a student will lose 5 percentage points (50 total points) from their final grade per additional absence. Students who are absent from class should consult the schedule on Blackboard and are responsible for any material covered that day.

BUS324: Introduction to Managing Sustainability

Please note that for every two (2) late arrivals (15 minutes or more after the start of class) or early exits, the student will be assessed one unexcused absence.

Course Expectations

Discussions

In your career, much of your work will be in meetings and discussions with colleagues working remotely, analyzing business situations, and formulating plans together. Our discussions are your best opportunity to build the necessary skills to excel in such an environment. but doing so requires everyone to prepare the cases in depth and engage actively in the discussions. Under the “Course Orientation” tab in Blackboard, you can a document that further articulates my expectations of the discussion posts. All class discussions will be hosted by Blackboard on their discussion boards.

This class works best if students take an active learning role, in this way we learn from each other. This is far more valuable than passively learning from our books and professors. Many times, I expect answers will come from your cohort peers not from the instructor.

Please use proper etiquette on the discussion boards. Think carefully about what you want to say before you say it; once you have pressed the send button you can’t get it back. The discussion boards are designed to be a safe place where students should feel free to debate and ask questions on a multitude of issues. While you should indeed comment on the content of the posts that you read, even critically, so that we can learn from each other; personal barbs are not appropriate. Always encourage your fellow students and be respectful while being intellectually honest. Students should not have to worry about others making rude or unkind personal comments; this type of behavior will not be tolerated.

Be concise without being abrupt. Try to avoid frivolous comments; we are all busy people. The medium is richer if you employ good writing skills; for example, avoid writing in bullet points unless it is appropriate.

Finally, I encourage you to rate your colleagues’ posts. The students with the highest ratings will receive a boost to their discussion score at the end of the semester.

Instructor communication and feedback

Email response from the Instructor: During the work week (Mon-Fri), you should expect a response to any email inquiry within 24 hours. However, I generally do not check my email over the weekend or days in which classes are not in session. If you send message during these times, please expect a response within one working day (in other words, within 24 hours of returning to work).

Contribution to discussion boards: I will monitor the discussion board at least three times per week, but I will only comment when I deem necessary. Typically, I will respond to clarify a point, correct a factual error, or commend a student on the quality of their post. However, students should not wait, nor rely, upon my input to react to others’ post in any of those manners.

Grading Information

Grading information

Students can earn up to 1000 points in this course. See the separate course schedule for the breakdown.

Grading Scale:

A = >894.4

B = 894.4 – 794.5

C = 794.4 – 694.5

D = 694.4 – 594.5

F = <594.4

Please note: The cut-offs for the +/- within each letter grade will be determined by the instructor on a case-by-case basis.

GROUP PROJECT AND PRESENTATION

At the end of the semester, students will create a seven to ten (7-10) minute presentation proposing a project to be funded by the Green Revolving Fund. Details regarding this assignment will be discussed in class.

DISCUSSION BOARD

Due to the interactive nature of this course, I expect active participation on the discussion board. Please read and watch the assigned materials for the module prior to posting to the board. If someone replies to your post, please respond in a timely and thoughtful manner. I outline additional characteristics of a quality post in the Course Orientation folder.

ECOCHALLENGE BLOG POSTS

Over the semester, you will participate in the Drawdown EcoChallenge in order to better understand the collective impact of our behaviors on the environment. Once you create your account, you will be asked to choose five “challenges” to complete over the course of the semester. In addition, you will be asked to periodically reflect on your experiences with those challenges. You can find the registration link on Brightspace and the Course Schedule.

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Module	Week (start/end)	Class meets (T/F)	Delivery mode	Topic	To do 1:	To do 2:	To do 3:	Notes	Assignment (due EOD)
1	22-Jan 28-Jan	23-Jan 26-Jan	In person In person	Introductions Ecological Foundations (Ecof): Sustainability on SUNY	Read: Course syllabus and schedule Read: Campus Sust Plan 2012, Intro to GRF's	Sign up for group here	Sign up for EcoChallenge	Brief convo on disinformation? Show videos (NPR story?)	
2	29-Jan 4-Feb	30-Jan 2-Feb	Remote In person	Ecof: Green Revolving Fund Ecof: Planetary Boundaries (viewing party)	Read: SUNY New Paltz GRF Charter				DB post #1
3	5-Feb 11-Feb	6-Feb 9-Feb	In person Remote	Ecof: Climate Change and its Lessons Ecof: Planetary Boundaries	Read: Berwyn 2021 Read: Breaking Boundaries, Chpt 6 & 8	Read: Conditional Optimism Watch: UNICEF 2020	Play: The Fishing Game	Integrate these two PPTs: Conditional Opt & Tensions	DB post #2 Initial proposal
4	12-Feb 18-Feb	13-Feb 16-Feb	Groups meet in person Remote	GRF project Social Foundations (SocF): Systems Theory	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule. Systems Thinking for Social Change, Chpt 5		System Leadership		EcoChallenge blog #1
5	19-Feb 25-Feb	20-Feb 23-Feb	Remote Remote	SocF: Environmental Racism SocF: Environmental Justice	Read: Brave Noise Cat 2019 Read: Why companies should pay attention to EJ	Read: Vilarosa 2020 Read: Operationalizing EJ	Climate Change Map Read: Hiring for EJ		DB post #3
6	26-Feb 3-Mar	27-Feb 1-Mar	Remote In person	Economic Foundations (EconF): Degrowth EconF: The business case for sustainability I	Read: Osaka 2020 Read: Savitz Chpts 1 & 2	Read: Fullerton 2008 Watch: Porter 2013	Watch: Sandel 2013		EcoChallenge blog #2 DB post #4
7	4-Mar 10-Mar	5-Mar 8-Mar	Remote In person	EconF: The business case for sustainability II Central Hudson guest speaker	Read: Sanders, Chpt 1	Read: Mck 2023 report			Detailed schedule
8	11-Mar 17-Mar	12-Mar 15-Mar	Groups meet in person Remote	GRF project The practice: Frameworks for sustainable business	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule. Read: Sanders, Chpt 2				EcoChallenge blog #3
9	18-Mar 24-Mar	19-Mar 22-Mar	Remote GRF Workday - class does not meet	The practice: Developing strategies	Read: Savitz Chpts 8-10		Read: Hristov & Chirico 2019		DB post #5
10	25-Mar 31-Mar	26-Mar 29-Mar	SPRING BREAK - class does not meet SPRING BREAK - class does not meet						
11	1-Apr 7-Apr	2-Apr 5-Apr	Remote In person	The practice: Legal forms Tracking performance: The role of finance and account	Read: Sanders, Chpt 4 Read: Sanders, Chpt 5				KPI's and CF projections
12	8-Apr 14-Apr	9-Apr 12-Apr	Groups meet in person In person	GRF project Tracking performance: Life Cycle Assessment (LCA)	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule. Complete this course.			Create slides from ISO 14044, students present on furniture choice (see Modu)	GHG Microcredential
13	15-Apr 21-Apr	16-Apr 19-Apr	In person In person	Tracking performance: LCA cont'd & GHG tracking Tracking performance: Risk management I	Watch: Carbon Tracker Ted Talk Read: How to navigate backlash over ESG	Read: Companies ready for Scope 3	Read: Kaplan et al., 2023	Present on GHG reporting, note - may run into next class PPT slides - "Risk Assessment", incorporate backlash	EcoChallenge blog #4 LCA
14	22-Apr 28-Apr	23-Apr 26-Apr	Passover - class does not meet Groups meet in person	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.				
15	29-Apr 5-May	30-Apr 3-May	Remote In person	Tracking performance: Risk management II The practice: Careers in sustainability	Read: Sanders, Chpt 6	Read: TCFD 2017 Scenario Planning	Intro to scenario analysis (TCFD)	Melissa presents	DB post #7
16	6-May 12-May	7-May 17-May	Remote In person - class meets at 10:15	GRF workday Final Presentations	Presentations	Presentations	Presentations		DB post #8 Executive summary and Final Report

To do:
 Check DB - correspond with course schedule?
 Balance of GRF?
[Point in this article \(double check it first\)](#)
 more carbon accounting
 Careers?
 Combine GHG and LCA?
 In-class exercises for GHG and LCA
 Look to soc-entrep course for impact?

<i>Points for class</i>		<i>Assignment</i>	<i>Points for individual components</i>	
<i>Available</i>	<i>Your score</i>		<i>Available</i>	<i>Your score</i>
320	0	Group project		
		Initial proposal	25	
		Detailed schedule	25	
		KPI's and Cash Flow Projections	40	
		LCA	60	
		Executive summary	40	
		Final Report	80	
		Presentation performance	50	
400	0	Discussion Board posts (8 at 35 points each)		
		DB1	50	
		DB2	50	
		DB3	50	
		DB4	50	
		DB5	50	
		DB6	50	
		DB7	50	
		DB8	50	
180	0	EcoChallenge Blog (4 at 35 points each)		
		Blog 1	45	
		Blog 2	45	
		Blog 3	45	
		Blog 4	45	
50		GHG Accounting Microcredential		
50		Participation		
1000	0	Your total point		

BUS324 INTRODUCTION TO MANAGING SUSTAINABILITY



Course Details

Credit Hours: 3

Class Days, Time, Location: M/R 12:30-1:45, 103 Van den Berg Hall,

Course Modality:

- Hybrid.
- See the separate document entitled “course schedule” for assignment details
- Preferred Web Conference Platform: WebEx.

Pre/Co-requisites and restrictions:

- Must be enrolled in the following level: Undergraduate
- Must be enrolled in one of the following majors: Accounting (542), General Business (547), Management (544), Marketing (545), International Business (546), Business Analytics (531), Finance (543)
- Prerequisite: BUS250. Must have been completed with a grade of C- or better.
- This course must be completed with a minimum grade of C- to meet the requirements of a business major.

Instructor Details – see Blackboard for contact information

Instructor Name: Michael Sheridan

Instructor Email: sheridam@newpaltz.edu

Office Location: 309 Van den Berg Hall

Office Hours: M 9:00 -10:30
T 9:30 – 12:00

Course Description

- Formulation and implementation of business strategies for competitive advantage. Case analysis is used to develop analytical, communication, and team-work skills. This capstone course fulfills the writing intensive course requirement for all business majors.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- **Define** the core concepts of sustainability and **explain** how they translate to a business context.
- **Identify** and **select** tools appropriate to analysis of sustainability issues and to generate solution pathways for businesses.
- **Develop** and **argue** the business case for solving sustainability problems or pursuing opportunities framed by actual experiences of diverse organizations.
- **Identify** and **assess** information sources pertinent to sustainable business practices.
- **Communicate** to prospective employers how sustainability knowledge can add value to an organization.

Program Goals Supported:

UDG Goals	Critical Thinking	Oral Communication	Written Communication	Teamwork	Ethics
Major	V	V	V	V	
Minor					V

Required Text and Other Materials

Required course materials

All materials are available via the Contents>Module>Module readings folder on Blackboard. There is no cost.

Additional course materials

The syllabus and course schedule are available via Blackboard.

Attendance

Students are allowed 2 unexcused absences without penalty. Starting with the third absence, a student will lose 5 percentage points (50 total points) from their final grade per additional absence. Students who are absent from class should consult the schedule on Blackboard and are responsible for any material covered that day.

Please note that for every two (2) late arrivals (15 minutes or more after the start of class) or early exits, the student will be assessed one unexcused absence.

Course Expectations

Discussions

In your career, much of your work will be in meetings and discussions with colleagues working remotely, analyzing business situations, and formulating plans together. Our discussions are your best opportunity to build the necessary skills to excel in such an environment. but doing so requires everyone to prepare the cases in depth and engage actively in the discussions. Under the “Course Orientation” tab in Blackboard, you can a document that further articulates my expectations of the discussion posts. All class discussions will be hosted by Blackboard on their discussion boards.

This class works best if students take an active learning role, in this way we learn from each other. This is far more valuable than passively learning from our books and professors. Many times, I expect answers will come from your cohort peers not from the instructor.

Please use proper etiquette on the discussion boards. Think carefully about what you want to say before you say it; once you have pressed the send button you can’t get it back. The discussion boards are designed to be a safe place where students should feel free to debate and ask questions on a multitude of issues. While you should indeed comment on the content of the posts that you read, even critically, so that we can learn from each other; personal barbs are not appropriate. Always encourage your fellow students and be respectful while being intellectually honest. Students should not have to worry about others making rude or unkind personal comments; this type of behavior will not be tolerated.

Be concise without being abrupt. Try to avoid frivolous comments; we are all busy people. The medium is richer if you employ good writing skills; for example, avoid writing in bullet points unless it is appropriate.

Finally, I encourage you to rate your colleagues’ posts. The students with the highest ratings will receive a boost to their discussion score at the end of the semester.

Instructor communication and feedback

Email response from the Instructor: During the work week (Mon-Fri), you should expect a response to any email inquiry within 24 hours. However, I generally do not check my email over the weekend or days in which classes are not in session. If you send message during these times, please expect a response within one working day (in other words, within 24 hours of returning to work).

Contribution to discussion boards: I will monitor the discussion board at least three times per week, but I will only comment when I deem necessary. Typically, I will respond to clarify a point, correct a factual error, or commend a student on the quality of their post. However, students should not wait, nor rely, upon my input to react to others’ post in any of those manners.

Grading Information

Grading information

Students can earn up to 1000 points in this course. The associated point values for each graded component are given below.

<i>Points for class</i>	<i>Assignment</i>	<i>Individual points</i>
<i>Available</i>		<i>Available</i>
350	Group project	
	Detailed schedule	65
	KPI's and Cash Flow Projections	65
	Executive summary	70
	Presentation performance	150
	Midterm Exam	
150	Discussion Board posts (8 at 45 points each)	
360		45
		45
		45
		45
		45
		45
		45
		45
	EcoChallenge Blog (4 at 35 points each)	
140		35
		35
		35
		35
	Total	
1000		

Grading Scale:

A = >894.4

B = 894.4 – 794.5

C = 794.4 – 694.5

D = 694.4 – 594.5

F = <594.4

Please note: The cut-offs for the +/- within each letter grade will be determined by the instructor on a case-by-case basis.

GROUP PROJECT AND PRESENTATION – 350 POINTS

At the end of the semester, students will create a seven to ten (7-10) minute presentation proposing a project to be funded by the Green Revolving Fund. Details regarding this assignment will be discussed in class.

DISCUSSION BOARD – 360 POINTS

Due to the interactive nature of this course, I expect active participation on the discussion board. Please read and watch the assigned materials for the module prior to posting to the board. If someone replies to your post, please respond in a timely and thoughtful manner. I outline additional characteristics of a quality post in the Course Orientation folder.

MIDTERM EXAM/ ESSAY – 150 POINTS

Students will be expected to write one or more essays for the mid-term exam. The exam will be completed at home (i.e., not in class) and responses should be approximately 5-7 pages in length. More details will be released at least one week prior to the due date.

ECOCHALLENGE BLOG POSTS – 140 POINTS

Over the semester, you will participate in the Drawdown EcoChallenge in order to better understand the collective impact of our behaviors on the environment. Once you create your account, you will be asked to choose five “challenges” to complete over the course of the semester. In addition, you will be asked to periodically reflect on your experiences with those challenges. Please register [here](#) to begin your journey and see the course schedule for the due dates for the reflection questions.

EXPECTATIONS

Treat this class as you would your job: prepare by reading the text and doing assigned homework. When we meet synchronously, please arrive promptly and remain on the call for the duration of the class period.

Be proactive: if you are having a problem with the material being covered, ask questions (if you don't understand something, chances are very good that other students also need clarification), or speak with me during office hours.

Policies (applicable rules will be relaxed for students with documented health or personal problems)

- **Make-up exams:** a student who is unable to take an examination at the scheduled time must contact the professor prior to the time of the scheduled examination to make alternative arrangements for completing it.
- **Absences:** students who are absent from class should consult Blackboard to view the notes and homework assignments. Students are allowed up to 2 unexcused absences. Each additional absence will result in a deduction of 25 points (2.5%) from the student's final grade.
- **Assignments submitted after the deadline:** Homework assignment will be accepted up to three days after the stated deadline.

- **Cheating and plagiarism:** students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students that engage in any form of academic dishonesty will be subject to disciplinary action specified by both the college Academic Integrity Policy and the School of Business Ethics Statement and Policy Regarding Unethical or Dishonest Behavior.

Grading policies

Detailed instructions for each component of the course will be found under the “Assignment Details” folder in the “Course Info” tab.

Other Course Policies

- Assignments submitted after the deadline: work will be accepted up to three days after the stated deadline, subject to a late penalty. Assignments will not be accepted after that time.
- Cheating and plagiarism: students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students that engage in any form of academic dishonesty will be subject to disciplinary action specified by both the college Academic Integrity Policy and the School of Business Ethics Statement and Policy Regarding Unethical or Dishonest Behavior.

Technical Support

For all technology related issues (Blackboard, campus owned software, email, my.newpaltz.edu, accounts, etc) contact the IT Service Desk.

- Submit a ticket / view Knowledge Base: support.newpaltz.edu
- Email: servicedesk@newpaltz.edu
- Call: 845-257-HELP (4357)
- Visit: Humanities 103

Campus Policies

Academic integrity policy statement

Students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious violations of academic integrity. Students found guilty of any violation of academic integrity are subject to disciplinary action, up to and including expulsion. New Paltz’s **undergraduate** and **graduate academic integrity policies** are published in the respective catalogs. Sojourner Truth Library’s website contains several excellent resources to help with **avoiding plagiarism**.

Reasonable accommodation of individuals with disabilities statement

Students needing classroom and/or testing accommodations related to a disability should contact the **Disability Resource Center** (Haggerty Administration Building, Room 205, 845-257-3020) as close as possible to the beginning of the semester. The DRC will then provide students’ instructors with Accommodation Notifications verifying the need for accommodations. Specific questions about services and accommodations may be directed to drc@newpaltz.edu.

Veteran & Military Services statement

New Paltz's Office of Veteran & Military Services (OVMS) is committed to serving the needs of veterans, service members and their dependents during their transition from military life to student life. Student veterans, service members or their dependents who need assistance while attending SUNY New Paltz may refer to [OVMS's website](#); call 845-257-3120, -3124 or -3074; e-mail np-vms@newpaltz.edu; or stop by the Student Union, Room 100 South.

Computer and network policies statement

Users of New Paltz's computer resources and network facilities are required to comply with the [Acceptable Uses and Privacy Policy](#) and other [institutional policies](#) related to computer and internet access and usage.

Identity verification policy statement for online courses

New Paltz's [Online Identity Verification Policy](#) is designed to verify that students enrolled in our online courses and/or programs are the ones who take the courses, complete the programs, and receive the academic credit.

Title IX and related policy statement

Gender discrimination, sexual harassment, sexual assault, sexual violence, stalking, and power-imbalanced sexual/romantic relationships between faculty and students are strictly prohibited within the SUNY New Paltz community. We encourage students to report, confidentially discuss, or raise questions and concerns regarding potential violations. Reports can be made to the Title IX Office, the department chair and/or the dean of your school. The Office of Human Resources, Diversity & Inclusion can provide more information on [Title IX reporting and support](#) as well as the College's [Consensual Relationships Policy](#).

SEI

You are responsible for completing the Student Evaluation of Instruction (SEI) for this course and for all your courses with an enrollment of five (5) or more students. I value your feedback and use it to improve my teaching and planning. Please complete the online form during the period Nov 24 – Dec 8..

Summary of Topics Covered and Course Schedule

Please see separate document entitled "Course Schedule" under the Course Info tab on Blackboard.

Note for fall courses: *No tests, quizzes, or graded material should be issued or due on [Black Solidarity Day](#), the first Monday of November. Students who plan to participate in Black Solidarity Day should notify their professors beforehand and will not be held accountable for their absence.*

Building Community in a Virtual or Online Environment

Nearly all of us — students, instructors, and staff — are adjusting to a new environment of teaching and learning and having more virtual or online interactions, whether in real time (via video or phone) or asynchronously. Not being together gives us additional responsibilities.

Building community in a virtual teaching and learning environment can sometimes feel isolating and challenging. For instance, writing (through discussion boards, blog posts, etc.) may

be a primary means of communication with classmates and instructors that lacks the social cues and nuances of face-to-face communication, such as body language and tone of voice.

To create as much of a sense of community as possible and to strengthen our communication during this unprecedented time, the following suggestions are offered:

Consider	Be Mindful
using intentional language to justify your thoughts. Draw on scholarly or research knowledge as appropriate, and recognize that there are many forms of knowledge.	that none of us knows everything. It is acceptable to say that you do not know. If you are guessing, state that you do not know but provide your thinking and share your reasoning.
making generous assumptions about where people are coming from, that is, consider exercising the presumption of goodwill.	of respecting that other people have different life experiences and opinions.
communicating from your own perspective.	of sharing another person's professional or personal information.
giving credit where credit is due by citing and linking to resources as appropriate.	that there are different forms of written and oral communication and multiple forms of English. These range from emoticons and JPEGs to translanguaging to formal, academic writing. If you are unsure what form your instructor is asking for, ask for clarification. Part of the work of being a college student is to learn to recognize different forms of language and the power attached to them.
the readability of your written communication.	that people on the other side of the screen, phone, or written communication are whole human beings.
that your readers will bring their own life experiences and knowledges to what you write and may often interpret your words as well as course ideas differently than you.	of your audience. Who will read what you have written?

School of Business Statement of Ethics

We, the members of the SUNY New Paltz School of Business community, are committed to practicing the highest standards of ethical behavior and demonstrating integrity in all we do. We practice these standards and expect them to be demonstrated by others not only in our business dealings, but in all our relationships. Ours is a culture of integrity. For us, ethical behavior means adhering to certain standards in both public and private.

The school maintains a system (including software and web-based resources), by which students are well informed, educated and required to acknowledge by electronic signatures, the ethics, honesty and integrity standards of the School of Business, and the consequences of violating those standards. Once a student completes the training program, he/she shall be treated equally regardless of their previous educational experience and cultural norms. Instructors are encouraged to remind students of our ethics, honesty and integrity standards at the beginning of each course.

Module	M/S	Date	Delivery mod	Topic	Read	Watch	Watch	Notes for MS	Assignment	Specific Topics 1	Specific Topics 2	Specific Topics 3
1	24-Jan	24-Jan	In person	Introductions	Course syllabus and schedule				Sign up for EcoChallenge	syllabus	GRF	
	30-Jan	27-Jan	In person	Sustainability on SUNY New Paltz Campus	Read: Campus Sust Plan, Intro to GRF							
	31-Jan	31-Jan	Remote	Green Revolving Fund	SUNY New Paltz GRF Charter							
2	6-Feb	3-Feb	In person	Climate change and its lessons	Conditional Optimism; Berwyn 2021		UNICEF 2020	voice over Conditional Optimism PPT?	DB post #1			
	7-Feb	7-Feb	Remote	The business case for sustainability I	Savitz Chpts 1 & 2		Porter 2013		DB post #2			
3	13-Feb	10-Feb	Groups meet	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.		Sandel 2013		EcoChallenge blog #1	externalities / SH pressure	Forms and stages of Sust Bus	Bus Case
	14-Feb	14-Feb	Remote	The business case for sustainability II	Read: Sanders, Chpt 1			voice over Chpt 1 PPT?	DB post #3			
4	20-Feb	17-Feb	In person	The business case for sustainability III	n/a							
	21-Feb	21-Feb	Presidents' Day - Class does not meet									
5	27-Feb	24-Feb	Remote	Frameworks to approach / practice sustainable business	Read: Sanders, Chpt 2		United Nations 2020		detailed GRF schedule	Stakeholder theory	Kuznet's curve	UNSDG's
	28-Feb	28-Feb	Remote	Developing strategies for sustainability	Savitz Chpts 8-10; Hristov & Chirico 2019				DB post #4	oppoortunity recognition	strategy formulation	implementation
6	6-Mar	3-Mar	Groups meet	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.				EcoChallenge blog #2			
	7-Mar	7-Mar	Remote	Environmental Racism	Brave Noise Cat 2019; Vilarosa 2020		Bullard 2020		DB post #5			
7	13-Mar	10-Mar	Remote	Midterm exam review session	The professor will release the questions and materials for the Exam by March 8th.				Exam #1			
	14-Mar	14-Mar	SPRING BREAK - Class does not meet									
8	20-Mar	17-Mar	SPRING BREAK - Class does not meet									
	21-Mar	21-Mar	Midterm Exam is due midnight of Sunday, March 20th									
9	27-Mar	24-Mar	Remote	Legal forms of sust business	Read: Sanders, Chpt 4			voice over PPT	KPI's and CF for GRF			
	28-Mar	28-Mar	In person	Tragedy of the Commons Exercise Day 1								
10	3-Apr	31-Mar	In person	Tragedy of the Commons Exercise Day 2								
	4-Apr	4-Apr	Remote	The role of finance and accounting	Read: Sanders, Chpt 5; Executive Summary of the 2020 TCFD			voice over PPT				
11	10-Apr	7-Apr	Groups meet	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.		Carbon Tracker Ted Talk		EcoChallenge blog #3			
	11-Apr	11-Apr	In person	Transportation	Jaywalker Manifesto				DB post #6			
12	17-Apr	14-Apr	In person	Jeff Domanski					DB post #7			
	18-Apr	18-Apr	In person	Risk management II								
13	24-Apr	21-Apr	Remote	Stranded Assets	Read: Stranded Assets (Executive Summary); Kimani 2020			voice over PPT	EcoChallenge blog #4			
	25-Apr	25-Apr	Groups meet	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.							
14	1-May	28-Apr	Remote	Degrowth	Osaka 2020		Debate on Degrowth		DB post #8			
	2-May	2-May	Groups meet	GRF project	The professor meets individually with each group in the classroom. Sign up for a time in the link below the schedule.				GRF Executive Summary			
15	8-May	5-May	Remote	GRF workday								
	9-May	9-May	Remote	Risk management I	Read: Sanders, Chpt 6, TCFD 2017 Scenario Planning		Intro to scenario analysis (TCFD)	watch this before class	Presentations			
16	15-May	16-May	In person	Final Presentations	Presentations							

[Link to sign up for Group Meetings](#)

<i>Points for class</i>		<i>Assignment</i>	<i>Points for indiv</i>
<i>Available</i>	<i>Your score</i>		<i>Available</i>
350	0	Group project	
		Detailed schedule	60
		KPI's and Cash Flow Projections	60
		Scenario plan	60
		Executive summary	70
		Presentation performance	100
150		Midterm Exam	
360	0	Discussion Board posts (8 at 45 points each)	
			45
			45
			45
			45
			45
			45
			45
140	0	EcoChallenge Blog (4 at 35 points each)	
			35
			35
			35
			35
1000	0	Total	