Texas A&M University - Central Texas  
HIED 5307 Leading Change in Higher Education  

INSTRUCTOR AND CONTACT INFORMATION  

Instructor: Brandon Griggs, Ph.D.  
Office: Warrior Hall 105  
Phone: 254-519-5748  
Email: Please feel free to message me in Canvas. If there is an emergency or you need quick assistance (within 24 hours), please feel free to email me at griggs@tamuct.edu. I will be in and out of the office over the semester, so I may not have 100% connectivity to my office phone. Sometimes reaching out to my email or in canvas is easier.

Office Hours: My office hours are flexible during the week, weekend, and evenings. Please email me to schedule a time to meet on-campus (during regular 8:00-5:00pm office hours) or via telephone/virtually whenever is convenient for you. Meetings are welcomed and encouraged.

Mode of instruction and course access: This course is a 100% online course and uses TAMUCT Canvas system (https://tamuct.instructure.com).

Student-instructor interaction: I check email daily. In this course I will provide regularly scheduled online meeting times on each Tuesday from 12:00-1:00pm. These are not required but are encouraged and will also be uploaded into each week’s module in Canvas. During these meetings we will apply the material from our readings to higher education scenarios and case studies. These meetings are not summary of the material, so please prepare by having the reading assignments completed before these meetings occur.

Warrior SHEILD: Emergency Warning System for Texas A&M University-Central Texas. Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COVID-19 SAFETY MEASURES  
To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:
• Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.

• Face Coverings—Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

• Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

• Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.

• The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and Description:
This course provides a survey of organizational change and corresponding leadership dynamics in the field of higher education.

Course Objectives:
Student Learning Outcomes
1. Describe fundamental theories of leadership and their application to higher education administration
2. Apply theories of Organizational Change to higher education leadership
3. Construct a personal leadership philosophy to manage change.

Competency Goals Statements (certification standards):
1. Graduates will be able to reference historical and current documents that state the philosophical foundations of the profession
2. Graduates will be able to apply a code of ethics or ethical principles sanctioned by a
recognized professional organization that provides guidance for their work.
3. Graduates will be able to demonstrate the ability to use and critique appropriate theory to understand support and advocate for student learning and development by assessing needs and creating opportunities for learning and development.
4. Graduates will be able to articulate how student learning is influenced by student characteristics and the collegiate environments.
5. Graduates will be able to identify and apply leadership, organizations, and management practices that assist institutions in accomplishing their missions.
6. Graduates will develop and maintain personal plans for professional development and habits that support life-long learning.

**Required Reading and Textbook(s):**

![Image of Kezar's book](image)


**Required Articles:** (I WILL PROVIDE YOU THIS ARTICLE IN CLASS)


**Additional readings:**

2315.

- **Kezar, A. (2003).** Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative higher education, 28*(2), 137-156.
- **Kezar, A. (2003).** Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative higher education, 28*(2), 137-156.
- **Kezar, A. (2003).** Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative higher education, 28*(2), 137-156.
- **Kezar, A. (2003).** Enhancing innovative partnerships: Creating a change model for academic and student affairs collaboration. *Innovative higher education, 28*(2), 137-156.

### COURSE REQUIREMENTS

**Course Requirements:**

**MODULE 1: Part 1-Thinking Differently About Change (10/19-11/1)**

1. **Introduction Activities**
   - *Due Sunday, October 25 at 11:59pm*
   - **5 points**
   - At the start of the semester, you will complete a couple of tasks that will get you prepared for the course. This will include an introduction email to me and an introduction activity so that we can get to know you on the Canvas Discussion Board.
   - **A. Introduction Activity**
     - Email me the below information for the Introduction Course Email Questionnaire:
       - **a. Name**
       - **b. Do you have any concerns about taking this course, the learning outcomes, or the content covered?**
       - **c. Is there anything I should know about supporting you as a student this semester?**
       - **d. Why are you passionate about working in higher education?**
   - **B. Please post the following information on the Canvas Discussion Board under the Introduction Activity Post:**
     - **Name**
     - **Location and current place of employment (if employed)**
     - **What semester did you start the program?**
     - **What interests you most about this course? What specific topic do you want to deepen your understanding throughout this course?**
• What is your most burning question about leading change in higher education? For example, is there a relevant news story that you have trouble understanding partially due to how we lead change during uncertainty?

2. Annotated bibliography:
Due: Sunday, November 1 at 11:59pm
20 points possible
Students will submit an annotated bibliography for the required article readings (not the textbook), which examine and discuss organizational change in higher education. Students should focus on developing concise summarizations that overview the article purpose, general methods of inquiry, and utilizing APA formatting. A strength and weakness of the article should also be included. APA formatting is required, and only scholarly and reputable recourses are utilized.

Criteria Total Points = 20
• Depth of Information (8 pts): Each item is adequately covered on requested information. There is a concise summary of the purpose, method of inquiry, one strength, and one weakness.
• Analysis (8 points): The learner presents justified implications and/or rationales and gives their own critical analysis of the author’s perspective.
• Organization, Clarity, and Format (4 pts): Information is written according to APA guidelines with appropriate citations. Material presented flows well and has a good structure. The writer presents information clearly without grammatical errors.

3. Leadership interview:
Due: Sunday, November 15 at 11:59pm
25 points possible
Students will conduct one 45 to 90-minute recorded interview with an approved individual currently employed at an institution of higher education and submit a reflective essay of at least five pages. In this assignment you, as the learner, will think critically about the course content and materials to develop the questions for this interview. Interview questions should emphasize the individual’s leadership philosophy and specific questions aligned with course content goals. Make sure to spend time thinking about entry-level questions that are “surface-level” and progress to more “deep-level” questions that demonstrate your ability to comprehend the materials and engage in meaningful conversation with your interviewee. For example, after reading chapters from the Kezar text and your annotated bibliography, what burning questions do you have and what sparks your curiosity? Use this time to engage with your interviewee. This is a great learning opportunity if planned well! Students must also submit a typed copy of the interview questions and digital recordings of the interviews for verification purposes.

Criteria Total Points = 25
• Analysis (15 points): The interviewer prepared thoughtful questions that demonstrates their ability to develop a progression of surface to deep-level
questions. The reflection provides the interviewee thoughtful considerations on previously held beliefs of higher education.

- **Organization, Clarity, and Format (10 pts):** Information is written according to APA guidelines with appropriate citations. Questions and reflection flow well and have a good structure. The writer presents information clearly without grammatical errors. The main source of grading on this is the typed questions. Naturally, during interviews the interviewer may deviate from script depending on the interviewee, which is appropriate and will not count against grading. Please submit a “planned question protocol” and actual protocol if you deviate.

4. **Critical book review:**
   
   *Due: Sunday, November 22nd at 11:59pm*

   20 points possible

   Students will submit a five-page (not including the title page) critical review of the Kezar (2018) text. The assignment must emphasize the utilization of APA formatting. At a minimum, you need to answer the following questions in your critical review:

   1. What is the overarching argument in this book? Do you agree or disagree with the author’s point of view? Why?
   2. In what ways would Kezar agree and disagree with other authors you have read?
   3. What implications does this text have for administrators working in higher education? What implications does this text have for faculty working in higher education?
   4. What element in this book do you disagree with given your knowledge and/or experience in higher education? Why? This is your ability to critically analyze the authors point(s) of view.
   5. Describe at least one element that you believe needs to be added to our class Model of Change? Why is this important based upon your reading?

   **Criteria Total Points = 20**

   - **Clarity and Depth of Information (8 pts):** Each item is adequately covered on requested information.
   - **Analysis (8 points):** Author’s overarching argument is clearly and thoroughly presented. Application to Kezar’s frameworks and principles are evident and substantiated. The learner presents justified implications for both administrators and faculty and gives their own critical analysis of the author’s perspective.
   - **Organization, Clarity, and Format (4 pts):** Information is written according to APA guidelines with appropriate citations. Material presented flows well and has a good structure. The writer presents information clearly without grammatical errors.

**MODULE 3: Challenges for Change Agents in our Time (11/23-12/11)**

5. **Content Exam:**
   
   *Due: December 4 – 6 11:59pm.*

   30 points possible

   Students will be expected to prepare for a timed examination, administered online beginning Thursday, December 5 and will be available until Sunday, December 8th at 11:59pm. You will have 90 minutes to complete the exam and the Canvas timer will start once you open the exam. Once opened, you will need to complete the exam during that time. Open-ended questions will
come directly or indirectly from the weekly virtual sessions and your readings. Keeping up with the readings and questions asked is vital for successfully earning an A on this exam, as you will not have time to “look up” the answers for many questions. Working with others and/or discussing the exam and its contents while the exam is open is strictly prohibited.

Grading Rubric is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Novice</th>
<th></th>
<th>Competent</th>
<th></th>
<th>Proficient</th>
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<tbody>
<tr>
<td></td>
<td>Description</td>
<td>Weight</td>
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<td>Weight</td>
<td>Description</td>
<td>Weight</td>
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<tr>
<td>All Areas answered</td>
<td>Did not answer the question</td>
<td>0%</td>
<td>Missing parts of item in</td>
<td>50%</td>
<td>All components of the item are</td>
<td>100%</td>
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<td>response/answer</td>
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<td>answered</td>
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<tr>
<td>Clarity in Answer</td>
<td>Answer is incomplete;</td>
<td>50%</td>
<td>Answer is complete but lacks</td>
<td>75%</td>
<td>Answer is clear, well-thought</td>
<td>100%</td>
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<tr>
<td></td>
<td>unclear on ideas; answer is</td>
<td></td>
<td>referencing to chapter</td>
<td></td>
<td>out, and complete. Good</td>
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<tr>
<td></td>
<td>not focused on question</td>
<td></td>
<td>material; relies mainly on</td>
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<td>depth of understanding</td>
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<td></td>
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<td></td>
<td>common knowledge</td>
<td></td>
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<tr>
<td>Understanding of</td>
<td>Answer shows weak</td>
<td>50%</td>
<td>Answer shows some understanding</td>
<td>75%</td>
<td>Answer shows excellent</td>
<td>100%</td>
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<tr>
<td>Material</td>
<td>knowledge of material</td>
<td></td>
<td>but lacking details and</td>
<td></td>
<td>understanding, full details</td>
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<td></td>
<td>addressed in item.</td>
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<td>support from readings.</td>
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<td>and support from readings found</td>
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<td>in answer.</td>
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Posting of Grades: All student grades will be posted using the Canvas Grade book and students should monitor their grade status through this tool. Standard turnaround time for grades is one week.

Accumulation of Points: The following represent the final letter grades that can be accumulated from the course assignments.

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- Below 60 points = F

COURSE OUTLINE AND CALENDAR

Weekly Schedule and Assignments:
To maximize your learning experience in this class, EACH WEEK you should:
- REVIEW course materials and higher education news and trends
- **ENGAGE** meaningfully in discussion.
- **REFLECT** on readings and discussions and complete assignments

This schedule of topics, readings, and assignments is subject to change. Students will be given advanced notice of any changes in this schedule, as necessary. Each module will open on Monday as scheduled. All times listed/scheduled are Central Standard Time (CST).

<table>
<thead>
<tr>
<th>Week and content area</th>
<th>Key topic(s) to be covered</th>
<th>What you need to read and prepare for the week</th>
<th>What tasks you need to complete</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;Week 1&lt;br&gt;Oct. 19-25&lt;br&gt;Let’s Get Acquainted!</td>
<td>• Class introductions, expectations, &amp; course explanations</td>
<td>□ View Dr. Griggs’s course introduction video in Canvas&lt;br&gt; □ Read required articles/annotated bibliographies for the class</td>
<td>□ <strong>Introduction Activities</strong>&lt;br&gt; <em>Due Sunday, October 25 at 11:59pm</em></td>
</tr>
<tr>
<td><strong>Module 1</strong>&lt;br&gt;Week 2&lt;br&gt;Oct. 26 – Nov. 1</td>
<td>• Leadership theories/styles</td>
<td>□ Annotated Bibliography</td>
<td>□ <strong>Annotated bibliography:</strong>&lt;br&gt; <em>Due: Sunday, November 1 at 11:59pm</em></td>
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<tr>
<td><strong>Module 2</strong>&lt;br&gt;Week 3&lt;br&gt;Nov. 2 - 8</td>
<td>• Organizational culture and related theories&lt;br&gt; • Defining Organizational Change&lt;br&gt; • Applying organizational culture to Higher Education&lt;br&gt; • Ethics of Change&lt;br&gt; • Theories of Change</td>
<td>□ <strong>Supplemental articles (TBD)</strong>&lt;br&gt; □ Kezar (2018) Text: Preface, Ch. 1 -2</td>
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<td><strong>Module 2</strong>&lt;br&gt;Week 4&lt;br&gt;Nov. 9 - 15</td>
<td>• Types of Change&lt;br&gt; • Creating Deep Change&lt;br&gt; • Context of Change</td>
<td>□ Kezar (2018) Text: Ch. 3-6</td>
<td>□ <strong>Leadership interview:</strong> <em>Due:</em>&lt;br&gt; <em>Sunday, November 15 at 11:59pm</em></td>
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<td><strong>Module 2</strong>&lt;br&gt;Week 5&lt;br&gt;Nov. 16 - 22</td>
<td>• Creating Adaptive Change&lt;br&gt; • Context of Change&lt;br&gt; • Agency of Change&lt;br&gt; • Change Implementation</td>
<td><strong>Almost there – hang on!!</strong>&lt;br&gt; □ Kezar (2018) Text: 7-10</td>
<td>□ <strong>Critical book review:</strong> <em>Due:</em>&lt;br&gt; <em>Sunday, November 22 at 11:59pm</em></td>
</tr>
<tr>
<td><strong>Module 3</strong>&lt;br&gt;Week 6&lt;br&gt;Nov. 23 – 29</td>
<td>• Change mobilization, implementation, and institutionalization&lt;br&gt; • Exam Overview</td>
<td>□ McMillan &amp; Chavis (1986)&lt;br&gt; □ Curry (1992)&lt;br&gt; □ Griggs (2020) Excerpt</td>
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</tr>
<tr>
<td><strong>Module 3</strong>&lt;br&gt;Week 7&lt;br&gt;Nov. 30 – 6</td>
<td></td>
<td>□ <strong>Exam Week</strong></td>
<td>□ <strong>Content Exam:</strong>&lt;br&gt; <em>Due: December 6 11:59pm.</em></td>
</tr>
</tbody>
</table>
Module 3
Week 8
Dec. 7 - 11

• Tying in Organizational, Leadership, and Change Theories

LAST WEEK!!

INSTRUCTOR POLICIES

1. **Meetings:** The class primarily occurs through asynchronous work with TAMUCT Canvas. In addition, synchronous meetings could be scheduled during the course to assist students with class requirements. Advanced notice of these meetings and additional information regarding content and purpose will be provided. Each week, course content will open to students on Monday mornings and remain open for the duration of the course. Weekly materials and assignments, when applicable, will be posted during these times for students to access.

2. **Participation:** A significant portion of our learning will occur through online dialogue. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussion boards. Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks.

3. **Written Assignments:** All written assignments are expected to be grammatically correct, typed (not handwritten) and submitted via Canvas. Unless otherwise noted, all written work should be in APA format (12 point font, double space, 1 inch margins), and be error free (e.g., spelling, grammar, punctuation, etc.). I have found a good grammar tool that has a free version for assistance in writing – Grammarly.com. Note: this is not a replacement to services like our university writing center, but an added tool to help you in your assignments whether you are a beginning or advanced writer.

4. **Appropriate Citation:** Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. Each student is expected to complete their own work and examples of plagiarism also include: failure to use quotation marks, appropriate citation to document ideas, or using false documentation.

5. **Late Assignments:** All students are expected to complete learning tasks on schedule. As this is a graduate-level course, due dates are specified in the class schedule/syllabus and students are responsible for keeping track and meeting deadlines. Any project handed in after the due date will result in lowering your assignment grade by one letter grade (10%) for every calendar day it is late (including weekends). Most assignments are to be submitted online via the course website NO LATER THAN SUNDAY 11:59PM (known as “end-of-day”) on the due date unless otherwise stated in email or writing from the instructor.

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

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TECHNOLOGY REQUIREMENTS AND SUPPORT.

Technology Requirements and Use of Devices in the Classroom:
Telephones and similar devices have become increasingly a part of everyday life. In the academic classroom, however, during class these devices can be a serious distraction and during tests they can be a serious problem. The technology is constantly changing and evolving. This is an online course, however, we ask that you be respectful to other classmates and the faculty by turning these communication devices to silent during course meetings that require your engagement and attentiveness. Failure to consistently adhere to this guideline and by causing distractions will result in a lowering of your participation grade for this course. Technology for exams are only permitted as described in the exam guidelines which will be posted closer to the exam. Emergencies may arise from time to time, and in these cases, please contact your faculty member so adjustments can be made.

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer. Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week
Email: helpdesk@tamu.edu Phone: (254) 519-5466 Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

Drop Policy. If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web. [https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612]. Faculty cannot drop students; this is always the
responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

**Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0).

**Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university’s programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717](https://tamuct.instructure.com/courses/717)

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out
assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution’s Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University’s Title IX Coordinator.

**Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.–5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!
Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our Library website [http://tamuct.libguides.com/index].

For Fall 2020, all reference service will be conducted virtually. Please go to our Library website [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention
Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.