



Leadership Theory and Practice

MGMT4325.130

SPRING 2020

CRN 10585 MGMT 4325.130, Leadership Theory and Practice

Spring 2020 rev. 03.22.2020

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

January 13 to May 08, 2020

This course meets face-to-face, Founder's Hall, Room 211

This course meets on-line effective March 24, 2020

This course uses the A&M-Central Texas Canvas Learning Management System
[<https://tamuct.instructure.com>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: James J. Bondi

Office: TAMU-CT

Phone: 254-291-0646

Email: james.bondi@tamuct.edu.

Office Hours:

I am available either before or after class.

Student-instructor interaction:

I will routinely check and reply to student emails. Each week I will be sending out a class email to all students responding to any questions or concerns that the student might have with interpreting class material, scheduling and attendance conflicts, and homework assignments. In the first week of class, I will have each student fill out and complete a questionnaire identifying the best contact information for email and phone number. My intent is to be as transparent and available to students as my work schedule will permit me.

WARRIOR SHIELD**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.

COURSE INFORMATION**Course Overview and description:**

This course covers an advanced survey of leadership theories and issues, with the emphasis on practical application of newer leadership models in contemporary organizations. Students will explore facets of both leadership and followership, along with the impact of the particular organizational setting and situation. Students will be challenged to explore their own leader, follower, situation analysis skills, exercises and role-playing through active discussions, analysis, and popular business treatment of leadership situations.

Course Objective:

The overarching objective of this course is for each student to apply leadership skills through empirical studies, case studies, and leadership skills in order to help students apply these skills in their real-life experiences. There will be a number of student interaction and student presentations. The students will be given stretch goals to further enhance their understanding of leadership skills. Strategies for working with others around interpersonal behavioral issues are also developed. Throughout the course experiential exercises and activities are used to show students how to work with others to achieve goals, objectives and learn. Leadership development involves reflecting on one's own experiences and applying the skills throughout the course.

Student Learning Outcomes:

Upon completion of this course the student will have an understanding of leadership theory and competencies that contribute to results in productive organizations and social / community environment organizations. Core competencies achieved at the conclusion of this semester include:

- Ability to assess the dynamic leadership approach of giving control to the Navy's crew and in-turn becoming leaders (Turn the Ship Around).
- Ability to explain and apply the "Interactional Framework" of Leadership.
- Clear understanding of the roles the leader, follower, and situation play in the leadership process.

- Ability to use the action-observation-reflection model to analyze personal skills for leadership and followership. (Journal)
- Ability to engage in double-loop learning to analyze leadership situations and frame situations from multiple perspectives. (Journal / Cases)
- Ability to analyze practical organizational circumstances and the appropriate role and actions of leaders in “real world” situations. (Cases)
- Ability to discuss, with a knowledgeable lens, the circumstances and factors influencing current business leaders’ actions as reported in current business press. (Wall Street Journal)
- Competency in analyzing the skills and effectiveness of a current business press.
- Students are expected to participate in course activities as listed in this syllabus.
- Each student is responsible for his / her own learning outcomes.

Required Reading and Textbook(s):

R. Hughes, R. Ginnett & G. Curphy. (2015) Leadership: Enhancing the Lessons of Experience, 9th Edition. McGraw-Hill. ISBN#978-1-259-96326-1 (Bound Edition) ISBN978-1-260-16765-8 (Loose-leaf edition)

L. David Marquet (CAPTAIN, U.S. Navy Retired). (2012) Turn the Ship Around, Published by Penguin Group. ISBN978-1-59184-640-6

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

CAPTAIN (Retired, US Navy) David Marquet “Turn the Ship Around” oral presentation (20 points) will set the tone for turning followers into leaders.

Journals (3), 20 points each (total 60 points): Students will be assigned to write journal entries (3) focused on using journals to “think on paper” about leadership concepts from a text and / or describing your own experiences relating how a particular concept from the readings applies. Each journal entry for this class will be structured so that the student can demonstrate application of the “Action/Observation/Reflection” learning techniques introduced can be applied. This assignment will be more defined in class with a separate handout of instructions with grading rubrics.

Case Study Project (2), 25 points each (total 50 points): Each chapter in the assigned text ends with a short case describing a leadership or followership situation. Two of these case studies are assigned throughout the semester as an individual written exercise. Students will be assigned to write case analysis projects (2) by which students demonstrate in written form that students have mastered and apply course concepts in a real-world context. A well thought out and complete response to each case question applies concepts from the text woven in with case data to fully support the analysis. This assignment will be more defined in class with a separate handout to include assignment with grading rubrics.

Wall Street Journal (WSJ) (6), 15 points each (90 points): Students should be knowledgeable “consumers” of business press articles. Students in this class will be required to purchase a semester long subscription to the Wall Street Journal and must find and read articles relevant to the topics being studied in the course (<http://professor.wsj.com/>). In conjunction with selected Units, there is an assigned WSJ discussion. Separate handout instructions will be provided with rubrics.

Current Business Leader in the Newspaper (1), 10 points project choice memo, 70 points final paper and 10 points for final presentation (total 90 points): As the student reads the Wall Street Journal this semester take note of a business leader that you find particularly interesting. Midway through the semester the student must identify a first and second choice leader to analyze in more depth as your final paper in this handling of organizational situations and analyzing their effectiveness. Detailed instructions for the paper will be distributed separately. In lieu of a final exam, each student will present their business leader in the newspaper. Separate final paper handout instructions will be provided with grading rubrics for both final paper (70 points) and presentation (10 points).

Exams (2), 60 points each (total 120 points): Students will be required to complete two (2) exams. Each exam will cover 5 to 7 chapters and test student’s knowledge of the key frameworks and concepts. Emphasis will be on content, practical application, and writing skills. Handout assignment with grading rubrics will be given in class.

Grading Criteria Rubric and Conversion

Course Element	Grading Points		Total Points
Journal Entries	3 @ 20 points each		60 points
Case Study Projects	2 @ 25 points each		50 points
WSJ Current Event Forums	6 @ 15 points each		90 points
Leader in the News Project Choices Memo	1 @ 10 points		10 points
Leader in the News Project Final Paper	1 @ 70 points		70 points
Leader in the News Final Presentation	1 @ 10 points		10 points
Exam 1	1 @ 60 points		60 points
Exam 2	1 @ 60 points		60 points

Class Participation	40 points		40 points
Work Styles	25 points		25 points
		Total	475 points
Grade Equivalent:			
If Grade is Computed Numerically	If Grade is Computed by Letter		Grade is computed by Points
90.0 - 100 %	= A		427 - 475
80.0 - 89.9%	= B		380 - 426
70.0 – 79.9%	= C		332 - 379
60.0 – 69.9%	= D		285 - 331
0 – 59.9%	= F		0 - 284

Posting of Grades

Upon receipt of the class assignments, turn-around time for grades will be one week. Grades to be posted on the Canvas Grade book where students can monitor their status.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar (Jan 13 to May 08, 2020, 11:30am – 12:45pm, Tues/Thurs)

Week	Dates	Reading Assignment	Topic	Assignments
1	Jan 14 Jan 16	Hughes, Part One: Chpts: 1-2	Course Orientation Work Styles Assessment Part 1: Leadership Is a Process, Not a Position Chpt 1: What Do We Mean by Leadership Chpt 2: Leader Development Read: “Turn the Ship Around” Oral Presentation due Feb 6	Course Orientation Administer Work Styles Profile Read Chpts: 1 & 2 Purchase Wall Street Journal subscription and begin reading/skimming for leader articles.
2	Jan 21 Jan 23	Turn the Ship Around	CAPT David Marquet “Turn the Ship Around” due Feb 6	Groups assigned to read/prepare oral presentation.

3	Jan 28 Jan 30	Hughes Part One: Chpts: 1-2 Wall Street Journal #1 Due: Jan30 Jan28,Prep	Part 1: Leadership Is a Process, Not a Position Chpt 1: What Do We Mean by Leadership Chpt 2: Leader Development	Read Chpts: 1 & 2 WSJ Discussion #1, Due: Jan 30 "Turn the Ship Around" Oral Presentation Due: Feb 6
4	Feb 4 Feb 6	Hughes: Chpts: 2-3	Turn the Ship Around Oral Presentation due Feb 6 Chpt 3: Skills for Developing Yourself as a Leader	"Turn the Ship Around" Oral Presentation Due: Feb 6 Case Study #1 Assignment #1 Chpt 2 Case: Developing Leaders at UPS, Due: Feb 13
5	Feb 11 Feb 13	Hughes, Part One: Chpt 3 Part Two: Chpt 4 Chpt 5	Part 1: Leadership Is a Process, Not a Position Chpt 3: Skills for Developing Yourself as a Leader Part 2: Focus on the Leader Chpt 4: Power and Influence Chpt 5: Values, Ethics, & Character	Read Chpts: 3, 4, 5 WSJ Discussion #2, Due: Feb 18 Journal Entry #1: Read Chpt 3 to understand 1st Journal entry assignment; Due: Feb 20.
6	Feb 18 Feb 20	Hughes, Part Two: Chpt 4 Chpt 5	Part 2: Focus on the Leader Chpt 4: Power and Influence Chpt 5: Values, Ethics, & Character	Journal Entry #1: Read Chpt 3 to understand 1st Journal entry assignment; Due: Feb 20.
7	Feb 25 Feb 27	Hughes, Part Two Chpt 5	Part 2: Focus on the Leader Chpt 5: Values, Ethics, & Character	WSJ Discussion #3, Due: Feb 27

8	Mar 3 Mar 5	Hughes, Chpt 6 Chpt 7	Part 2: Focus on the Leader Chpt 6: Leadership Attributes Chpt 7: Leadership Behaviors	Read Chpts: 6 & 7 1st / 2nd Choice Memo Due: Mar 5
9	Mar 24 Mar 26	Hughes, Part Two: Chpt 8	Part 2: Focus on the Leader Chpt 8: Skills for Building Personal Credibility and Influencing Others	Read Chpts: 8 Journal Entry #2: Read Chpt 8 to understand 2nd Journal Entry 2 Due: Mar 24
10	Mar 31 Apr 2	Hughes, Part Three Chpt 9	Part 3: Focus on the Followers Chpt 9: Motivation, Performance, and Effectiveness	Exam #1 – Covers Chpts: 1, 2, 4-7 Due: Apr 7 WSJ Discussion #4, Due: Apr2/Apr7
11	Apr 7 Apr 9	Hughes, Part Three	Chpt 11: Groups, Teams, and Their Leadership Chpt 12: Skills for Developing Others	Read Chpt 11 Journal Entry #3: Due: Apr 9.
12	Apr 14 Apr 16	Hughes, Part Four	Part 4: Focus on the Situation Chpt 13: The Situation	WSJ Discussion #5, Due: Apr 16
13	Apr 21 Apr 23	Hughes, Part Four	Part 4: Focus on the Situation Chpt 13: The Situation	Case Study #2 Chpt 13 Case: Innovation at IKEA, Due: Apr 23
14	Apr 28 Apr 30	Hughes, Part Four Chpt 14-16	Part 4: Focus on the Situation Chpt 14: Contingency Theories	Read Chpt 14 & 16 WSJ Discussion #6, Due: Apr 30

			Chpt 16: The Dark Side of Leadership	Exam #2 – Covers Chpt 9, 10, 12-16 Due: May 05
15	May 05 May 07		Course Wrap-Up Summary Oral Presentation Focus on Top 2 leader take aways!	Exam #2 – Covers Chpt 9, 10, 12-16 Due: May 05 Leader Project Paper Due: May07. Summary Oral Presentation

Important University Dates:**SPRING 2020**

January 1, 2020 Winter Break (University Closed)

January 13, 2020 Add, Drop and Late Registration Begins for 16- and First 8-Week Classes \$25 Fee assessed for late registrants

January 13, 2020 Classes Begin for Spring Semester

January 15, 2020 Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes

January 20, 2020 Martin Luther King, Jr Day (University Closed)

January 21, 2020 Deadline to Drop First 8-Week Classes with No Record

January 29, 2020 Deadline to Drop 16-Week Classes with No Record

February 21, 2020 Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)

March 1, 2020 Deadline for Teacher Education and Professional Certification Applications

March 6, 2020 Classes end for 1st 8-Weeks

March 9-12, 2020 Spring Break (No Classes - Administrative Offices Open)

March 13, 2020	Spring Break (University Closed)
March 10, 2020	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
March 23, 2020	Classes Begin for Second 8-Week Session
March 16, 2020	Class Schedule Published for Summer Semester
March 18, 2020	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 23, 2020	Deadline to Drop Second 8-Week Classes with No Record
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
April 24, 2020	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.

This course will use the A&M-Central Texas Instructure Canvas learning management system.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

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): [<http://hdc.tamu.edu>]

Please let the support technician know you are an A&M-Central Texas student.

For issues with **Canvas**, select “chat with Canvas support,” submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the “Help” link.

For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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, 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 reported 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.

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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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) (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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not offer writing support** beginning August 1, 2019, but will continue to offer other tutoring support.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on 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 forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 72,000 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 twenty-four 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](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:**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 new Title IX link: <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, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) 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.

INSTRUCTOR POLICIES.

Quality of Work: All work submitted for grading shall be of graduate level quality. Depth of analysis, grammatical structure, etc.

Identifying Submissions: Submissions must clearly identify the student and the title of the assignment.

Late Submissions: Late submissions will be penalized starting at 10% of the grade and up to 50% or more of the grade.

Quality of Work

Copyright Notice.

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