ACCT 3301-110, 81139, Data Analytics

Fall 2021 rev. 08.16.2021

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course is a 100% online course from August 23, 2021 – December 10, 2021. Supplemental materials will be made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Ronny (Ron) Phillips, MSA

Phone: (254) 833-7478 (cell)

Email: r.phillips@tamuct.edu

Office Hours: By appointment only

Student-Instructor Interaction:

For communication, please use the Canvas "Inbox" messages. Should you write me an email, please mention your name and course title in the Subject line. I am accessible through Canvas Inbox, which I check several times a day during the week and usually once a day on weekends. I will try to get back to you within 24 hours during the week and within 36 hours during the weekend. You can also text me if I have not answered your email in a timely manner, but again, please mention your name and course title before the text message, (Professor Phillips, this is ? from ACCT ?) and then the message.

Please practice good communication skills. We will practice formal business communication emails so that you will develop good habits. Start out every Canvas message and/or discussion post with the name of the person you are addressing and close with your name. Utilize spelling and grammar check to help you write better.

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 911Cellular through their myCT email account.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. Warrior Shield (Links to an external site.) [https://www.tamuct.edu/police/911cellular.html] can be downloaded and installed on your mobile device from Google Play or Apple Store.

Connect at [911Cellular (Links to an external site.)](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] 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:

Course Overview:

The goal of this course is to introduce and develop the skills required for an analytics mindset in accounting. Students will be introduced to and learn to apply the concepts of data scrubbing, data preparation, data quality, descriptive data analysis, data manipulation, and data visualization using various data analytic tools to prepare reports and solve problems using statistical data analysis.

Course Description:

The combination of computerization and automation of many accounting tasks as well as the explosion of available data is changing the accounting profession. To address this, accountants are increasingly required to have an analytics mindset to perform their jobs. Building upon the fundamentals of accounting learned in prior courses, *Introduction to Data Analytics for Accounting* explores accounting concepts through the application of data analytics. We recognize students need to not only develop the skills to ask the right questions, but to learn how to use tools they may encounter in the workplace such as Excel® to examine and analyze data, and then effectively interpret results to make business decisions. This analytics mindset is crucial early in the study of accounting to meet the demands of today's accounting jobs.

Introduction to Data Analytics for Accounting provides a framework for developing a Data Analytics mindset we refer to as the **AMPS model:**

- **A**sk the Question (Chapter 1).
- **M**aster the Data (Chapters 2–4).
- **P**erform the Analysis (Chapters 5–9).
- **S**hare the Story (Chapter 10).

This model is used throughout the text in conjunction with the various types of analysis accountants need to perform. The labs follow this framework to reinforce the analytical process. Chapter 11 acts as a capstone, providing two projects applying the complete AMPS model. The first project guides students through analyzing Lending Club loans, while the second offers the framework for students to address their own accounting question.

Course Objective:

- Explain how data analytics affects business and accounting, including the skills an analytic-minded Accountant needs.
- Explain how data are organized in accounting information systems, stored in relational database as well as extracted, transformed and loaded.
- Utilize various data analytics approaches, including data reduction, regression, classification, and clustering.
- Utilize data visualization techniques to communicate results.
- Compare how data analytics is utilized in Management Accounting, Internal Audit, External Audit and Continuous Auditing.

- Apply data analytics in a Management Accounting, Internal Audit, External Audit or Continuous Auditing scenario.
- Evaluate data quality using KPIs.
- Create visualizations of financial statement data.
- Demonstrate the application of data analytics tools used in accounting for decision making.

Student Learning Objectives:

Chapter 1:

- LO 1-1 Explain how computerization and data availability are shaping the accounting profession.
- LO 1-2 Using Bloom's Taxonomy, describe how the accounting profession is adapting to address the changing world of data availability.
- LO 1-3 Describe how the AMPS model explains the steps in the Data Analytics process.
    - LAB 1-1 Journal Entries to Trial Balance
    - LAB 1-2 Depreciation Using Excel Functions
    - LAB 1-3 Creating a Mortgage Amortization Schedule
- Analyze the tools/skills accountants will need for their profession and to perform data analytics.

Chapter 2:

- LO 2-1 Explain how Data Analytics is used to answer accounting questions.
- LO 2-2 Explain how mastering the data serves as the second component of the AMPS model.
- LO 2-3 Define Big Data and describe its characteristics.
- LO 2-4 Describe what accounting data is available.
- LO 2-5 Explain how nonaccounting data can enhance accounting.
- LO 2-6 Describe some basics of analyzing accounting data.
    - LAB 2-1 Accounts Receivable Summary by Customer (Excel)
    - LAB 2-3 Inventory Management by Customer Profitability (Excel)
    - LAB 2-5 Inventory Management by SKU Profitability (Excel)

Chapter 3:

- LO 3-1 Describe the various data types associated with accounting and nonaccounting data sources.
- LO 3-2 Explain how PivotTables are used to summarize raw data.
    - LAB 3-4 Aggregate and Visualize Different Data Types (Excel)
- LO 3-3 Show how data and data types are encapsulated in databases.
    - LAB 3-1 Identify and Work with Different Data Types (Excel)
- Describe the use of data dictionaries to master the data.

Chapter 4:

- LO 4-2 Describe the basics of relational databases.
- LO 4-3 Explain how relational database data dictionaries and ER diagrams are useful in understanding databases.
- LO 4-4 Describe the advantages of using relational databases.
- LO 4-5 Summarize how to connect to and extract data from company databases.
  - LAB 4-1 Working with Data in Excel: Ranges, Tables, and PivotTables
  - LAB 4-2 Linking Two Tables Using VLOOKUP for State Tax Rates (Excel)
  - LAB 4-3 Linking Two Tables Using VLOOKUP for Relational Data in Excel
  - LAB 4-4 Linking Tables in Excel Using the Internal Data Model
- Describe how to extract data from external databases.

Chapter 5:

- LO 5-1 Explain where Perform the Analysis fits in the AMPS model.
- LO 5-2 Describe the four types of data analytics.
- LO 5-3 Describe descriptive analytics.
  - LAB 5-1 Descriptive Statistics for the Retail Industry
- LO 5-4 Describe diagnostic analytics and the types of questions it answers.
  - LAB 5-2 Using Conditional Formatting to Perform Bank Reconciliations
- LO 5-5 Describe the types of questions addressed using predictive analytics.
- LO 5-6 Describe the basics of prescriptive analytics.
- LO 5-7 Recall the basics of statistics and statistical testing.
- LO 5-8 Describe the various tools used in data analytics and how to access Excel's Data Analysis Toolpak.

Chapter 6:

- LO 6-1 Define descriptive analytics.
- LO 6-2 Describe the data, tools, and techniques used to complete descriptive analytics.
- LO 6-3 Illustrate using examples of descriptive analytics.
  - LAB 6-1 Accounts Receivable Aging (Excel)
- LO 6-4 Describe how vertical, horizontal, and DuPont analysis are used as tools for descriptive analytics.
  - LAB 6-3 Horizontal Analysis of Financial Performance (with Sparklines)
  - LAB 6-4 Vertical Analysis of Financial Performance (with Sparklines)
  - LAB 6-5 DuPont Analysis of Financial Performance
- LO 6-5 Describe the next analysis steps following descriptive analytics.

Chapter 7:

- LO 7-1 Define diagnostic analytics.
- LO 7-2 Describe how diagnostic analytics of anomalies/outliers is performed.
  - LAB 7-1 Test of Separation of Duties

- o LAB 7-2 Days of the Week Journal Transactions
- o LAB 7-3 Using the Match() Function to Perform Bank Reconciliations
- o LAB 7-4 Benford's Law
- o LAB 7-5 Fuzzy Matching and Fake Employees/Vendors
- o LAB 7-6 Sequence Check: Identifying Missing Checks
- o LAB 7-7 Duplicate Payments
- LO 7-3 Analyze data sets using drill-down and statistical techniques to discover unknown patterns, links, and relationships.
  - o LAB 7-8 Looking for Fraud by Examining Relationships within a Data File: Accounts Payable Clerks and Company Vendors (Excel)
  - o LAB 7-10 Evaluating the Relationship between Sales and Advertising Expense

Chapter 8:

- LO 8-1 Define predictive analytics.
- LO 8-2 Describe how classification is used to address accounting questions.
  - o LAB 8-1 Classifying Bankruptcy Using Altman's Z
  - o LAB 8-2 Classifying Loan Acceptance Using Lending Club Data
- LO 8-3 Explain how regression is used to address accounting questions.
  - o LAB 8-3 Estimating Cost Behavior Using Regression Analysis
  - o LAB 8-4 Estimating Activity Based Costing Drivers Using Regression Analysis
  - o LAB 8-5 Estimating Borrower Interest Rates Using Regression Analysis with Lending Club Data
- LO 8-4 Explain how base rates affect predictions.
- LO 8-5 Discuss why and how to forecast future earnings, sales, and cash flows from operations using time series analysis.
  - o LAB 8-6 Forecasting Future Performance (Sales and Earnings for IBM and Microsoft) (Excel)
- LO 8-6 Describe why hypothesis testing is important in predictive analytics.
- LO 8-7 Explain how machine learning performs predictive analytics.

Chapter 9:

- LO 9-1 Describe prescriptive analytics and how it relates to other types of analytics.
- LO 9-2 Define sensitivity analysis in context of its use in prescriptive analytics.
- LO 9-3 Analyze future cash flows using accounting rate of return, payback, net present value, and internal rate of return calculations.
  - o LAB 9-1 Lump Sum or Annuity?
  - o LAB 9-2 Evaluating Investments Using NPV
  - o LAB 9-3 Capital Budgeting Using NPV
  - o LAB 9-4 Evaluating Investments Using IRR
  - o LAB 9-5 Capital Budgeting Using IRR
  - o LAB 9-6 Face, Discount, or Premium?
- LO 9-4 Demonstrate the use of marginal (or incremental) analytics.
- LO 9-5 Describe how goal seek functions are used for prescriptive analytics.
  - o LAB 9-7 What-If Solver/Breakeven/Goal Seek

- o   LAB 9-8 What-If Solver/Final Exam Grade/Goal Seek
- LO 9-6 Demonstrate the use of what-if scenario analysis and make-or-buy analysis.
  - o   LAB 9-9 What-If Scenario/Tax Rates

Chapter 10:

- LO 10-1 Describe the basics of data visualization.
- LO 10-2 Explain how descriptive analytics incorporates visualizations in communicating its results.
- LO 10-3 Describe appropriate visualizations for diagnostic statistics and analytics.
  - o   LAB 10-1 Create a Dashboard in Excel Using PivotTables and Slicers
- LO 10-4 Demonstrate the use of predictive statistics and analytics visualizations.
- LO 10-5 Explain how prescriptive statistics visualizations are used.

Textbook(s):
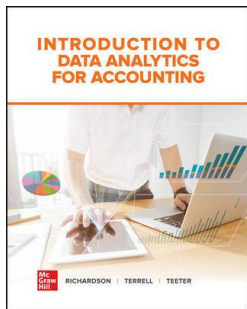
Introduction to Data Analytics for Accounting, McGraw-Hill, 2021.

ISBN: 978-1-26-406831-9

COURSE REQUIREMENTS

Course Requirements:

This course is made up of ten chapters that are comprised of assignments, assessments, and labs to assist you in achieving the course and learning objectives/outcomes. Each week you will work on various combinations of assignments, activities, discussions, readings, research, etc., which will be made available to you by each Sunday and close on the date given in your course schedule.

Chapter Labs:

There will be lab assignments throughout each chapter that will be due every other Sunday, no later than 11:59 p.m. The number of lab assignments vary by chapter. You will be able to print them, work them out and then submit them online. The correct answers will be available thru Canvas after the due date and time. You should use these to review/study for the Capstone Exercises. Each lab will generally be available two weeks before the due date (approximately 14 days). At the end of the semester, I will replace your lowest lab score with the highest lab score. These labs will not be timed and may be taken up to TWO times. I will always take the higher of

the two grades if you choose to retake a given lab. I will not replace missing or incomplete lab grades.

Capstone Exercise:

There will be one Capstone exercise that will be accessed thru Canvas at the end of the semester. This capstone exercise is intended to let the students go through the entire data analysis process, start to finish. The idea is that the students operationalize the AMPS model by asking the question, finding and mastering the data, performing the analysis, and sharing the story. The Capstone will not be timed but may be submitted only ONE time. After the due date, you will be able to access your grade and see suggested solutions for each question.

Grading Criteria Rubric and Conversion:

Students earn their course grades by completing scheduled assignments. There are no extra credit assignments for this course. To satisfactorily pass this course, students must complete each of the graded items listed below. Failure to submit appropriate documents for scoring in each category will result in a failing grade.

Course Element	Points	Percent of Course Grade
Chapter Labs	900	82%
Capstone	200	18%
Total	1100	100%

Grade Points	Grade Percentage	Letter Grade
990 – 1100	90.0 – 100 %	A
880 – 989	80.0 – 89.9 %	B
770 – 879	70.0 – 79.9 %	C
660 – 769	60.0 – 69.9 %	D
0 – 659	00.0 – 59.9 %	F

Posting of Grades:

1. Grades will be posted on the Canvas Grade book where students can monitor their status.
2. Grades will be posted in a timely manner.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar:

The following schedule is tentative. If changes are necessary, they will be announced on Canvas. It is your responsibility to learn of any changes announced by your instructor.

Date	Chapter	Assignments
August 23		Introduction
August 25	Chapter 1	Using Data Analytics to Ask and Answer Accounting Questions
September 6	Chapter 2	**Mastering the Data: An Introduction to Accounting Data**
September 13	Chapter 3	Accounting Data: Data Types and How They are Used
September 20	Chapter 4	Master the Data: Preparing Data for Analysis
September 27	Chapter 5	Perform the Analysis: Types of Data Analytics
October 4	Chapter 6	Perform the Analysis: Descriptive Analytics
October 18	Chapter 7	Perform the Analytics: Diagnostic Analytics
November 1	Chapter 8	Perform the Analytics: Predictive Analysis
November 15	Chapter 9	Perform the Analytics: Prescriptive Analytics
November 29	Chapter 10	Share the Story
December 10	**Chapter 11**	**Using the AMPS Model to put it all Together: Capstone Projects**

Important University Dates:

https://www.tamuct.edu/registrar/academic-calendar.html

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/] 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 (Links to an external site.): [http://hdc.tamu.edu]

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form (Links to an external site.)

[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 Academic 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.

For more information regarding the Student Conduct process (Links to an external site.), [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may submit a report (Links to an external site.), [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 at (254) 519-5797. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion (Links to an external site.) web page [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 the Student Affairs (Links to an external site.) web page [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 (Links to an external site.) 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, 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.

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 from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

University Writing Center.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only 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. 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 UWC is here to help!

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 WCOnline (Links to an external site.). 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 (Links to an external site.) [http://tamuct.libguides.com/index].

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 Title IX webpage (Links to an external site.) [https://www.tamuct.edu/departments/compliance/titleix.php].

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 (Links to an external site.) (Links to an external site.) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2]. Anonymous referrals are accepted. Please see the Behavioral Intervention Team (Links to an external site.) (Links to an external site.) 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

Late work will not be accepted. Extra credit will not be given.

Copyright Notice.