

AVSC 3310 MANAGING MAINTENANCE ORGANIZATIONS & PEOPLE

Fall 2022

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION**Instructor:** C. Daniel Prather, Ph.D., D.B.A., A.A.E., CAM**Office:** Virtual**Email:** *Prefer Canvas email. Also available at dprather@tamuct.edu***Office Hours**

Readily accessible through Canvas Message, which is checked daily during the week and once a day on weekends. Will respond within 24-36 hours during the week and within 36 hours on the weekend. Be sure to allow plenty of lead time prior to a due date if you are asking about an assignment.

Student-instructor interaction

All contact and assignment submissions will be made via Canvas. Mail is checked several times during a day. Weekend response may take longer, so allow extra time for me to reply to your emails.

Emergency Warning System for Texas A&M University-Central Texas**SAFEZONE.**

SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g., {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

For updates on COVID information, please monitor the University website
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description:

Overview of the role of management, and an introduction to leadership theory and practice. Includes defining of mission and goals, organizing work, and managing human performance.

Prerequisite: junior classification.

Course Objective or Goal:

Expose the student to management and leadership theory, and how those theories apply to creating successful aviation maintenance teams.

Student Learning Outcomes (SLOs)

Upon completion of this course, the student will be able to:

1. Explain the difference between management and leadership
2. Compare management styles
3. Select appropriate leadership styles for different situations
4. Develop a personal theory of management and leadership

Competency Goals Statements (certification or standards)

The course will be considered successfully completed when the student has demonstrated, through posted written assignments and exams, that they have developed a deeper understanding of leadership styles and the effect they have on the self, individuals, and aviation maintenance teams.

Required Textbook:

Leadership: Theory and Practice (Eighth edition) (2018)

Peter Northouse

ISBN 978-1506362311

If you have taken AVSC 3300, you should already have this textbook.

Suggested Course Materials:

Publication Manual of American Psychological Association (7th edition)

American Psychological Association

ISBN 978-1433832734

It is highly advisable that that you keep this resource following the course, as APA citations are the required citation method.

COURSE REQUIREMENTS /SPECIFICATIONS

Point based grade components:

Weekly Discussion Posts	40% (SLOs 1-4)
Three Quizzes	30% (SLOs 1-4)
Personal Theory of Leadership Paper	30% (SLOs 1-4)
Total	100%

Weekly Discussion Post: There will be one weekly discussion post to be submitted over topics relevant to the week’s learning objective. The instructor will provide a writing prompt that will involve the completion of the assigned Weekly Leadership Instrument (WLI) from the text. **Your first post is due by midnight on the Thursday of the assigned week and will require the completion of the WLI prior to writing the post. You must respond to at least two other posts and answer at least one response to your own post by midnight on the Sunday of the assigned week.** Your weekly efforts will be graded for writing ability, original content, and contribution to the learning community. Posting beyond minimum requirements will enhance your grade. Your primary post will use a minimum of two hundred words in a well composed post. Response posts should be long enough to communicate an understanding of the subject material and contribute to the discussion. Your body of posts for the week receive one grade (0-30 points) as follows:

AVSC 3310 Discussion Post Rubric

Points	10	7	3	0
Quality of Writing	<ul style="list-style-type: none"> • Reflects care in writing • Clearly edited to include proper grammar and spelling 	<ul style="list-style-type: none"> • Well written • Only a few grammatical and spelling errors 	<ul style="list-style-type: none"> • Responds with minimum effort. (e.g. "I agree with Dan") 	<ul style="list-style-type: none"> • No posting
Quality of Content	<ul style="list-style-type: none"> • Cites textbook and/or relevant external sources to support ideas • Prompts further discussion of topic • Presents creative approaches to topic 	<ul style="list-style-type: none"> • Posts related to discussion content • Builds on previous course material • Clear ideas 	<ul style="list-style-type: none"> • Posts topics which do not relate to the discussion content • Makes short or irrelevant remarks • Responses are based solely on personal opinion 	<ul style="list-style-type: none"> • No posting

<p>Contribution to the Learning Community</p>	<ul style="list-style-type: none"> • Aware of needs of community • Attempts to motivate the group discussion • Interacts freely with the group by responding to far more than minimum requirements 	<ul style="list-style-type: none"> • Attempts to direct the discussion and to present relevant viewpoints for consideration by group • Contributes by exceeding minimum number of posts 	<ul style="list-style-type: none"> • Does not make effort to participate in learning community as it develops • Submits minimum number of posts 	<ul style="list-style-type: none"> • No posting
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Three Quizzes: There will be three quizzes during the semester. Each quiz covers only the material presented during the previous weeks. There is no final comprehensive test at the end of the semester.

Personal Theory of Leadership Paper: Using what you have learned this semester (chapters 1-10), craft a Personal Theory of Leadership. See the online assignment for more information

The paper will be in APA format and will be submitted first as a draft with the purpose of improving the paper before it is due. Note: Turning in a rough draft and giving at least two peer reviews of rough drafts is required for maximum points on this assignment.

Ideally, a student knows a paper is complete when it fully expresses the author's intent. Since many students ask for more specific guidance, a thorough discussion of this topic will be 10-12 pages in length, not including a title page or any references. The rough draft will likely not meet this goal, but the final paper should. Please reference the rubric for this assignment for further guidance. The instructor is available for further guidance once the rubric has been consulted.

Personal Theory of Leadership Rough Draft Rubric:

Points	10	7	3	0
<p>Submitted Rough Draft</p>	<ul style="list-style-type: none"> • Rough draft shows that the student is well on their way to a completed paper • Includes clear sections • Writing is organized • Multiple text citations 	<ul style="list-style-type: none"> • Rough draft shows initial effort towards a completed paper • Includes evidence of an attempt to organize thoughts • Some references to text 	<ul style="list-style-type: none"> • Little or no evidence that student has been working on the paper • Writing is disorganized • No references to text 	<ul style="list-style-type: none"> • No work submitted

Quality of Peer Reviews	<ul style="list-style-type: none"> • Two or more peer reviews submitted • Reviews are highly useful • Comments are constructive and professional 	<ul style="list-style-type: none"> • One peer review submitted • Review is generally useful • Comments are constructive 	<ul style="list-style-type: none"> • Peer review(s) are vague (Needs more oomph) • Comments are not useful (I like it) • Comments are destructive and/or unprofessional (this is terrible) 	<ul style="list-style-type: none"> • No work submitted
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Personal Theory of Leadership Paper Rubric:

Points	25	15	5	0
Quality of Writing	<ul style="list-style-type: none"> • Excellent use of APA style • Exceeds standards for good writing 	<ul style="list-style-type: none"> • Good use of APA style • References textbook • Communicates very clearly 	<ul style="list-style-type: none"> • Marginal use of APA style • Relies only on personal opinion • Poor use of grammar and writing 	<ul style="list-style-type: none"> • No submission
Points	75	60	25	0
Communication of Ideas	<ul style="list-style-type: none"> • Paper demonstrates excellent understanding of the course material • Considers how multiple approaches might apply to developing a personal leadership style • Uses support material beyond the textbook 	<ul style="list-style-type: none"> • Paper demonstrates passable understanding of the course material • Uses well-reasoned arguments for developing a personal leadership style • References textbook frequently 	<ul style="list-style-type: none"> • Paper demonstrates marginal understanding of the course material • Shows minimum effort to complete assignment goals • Relies mostly on personal opinion 	<ul style="list-style-type: none"> • No submission

Posting of Grades

All student grades will be posted on the Canvas Grade book and students should monitor their grading status through this tool. I will attempt to post grades for all assignments and discussions within one week after the due date, unless I let you know otherwise. Grades on exams will be available immediately (unless essays must be graded as well).

Grading Policies

Individual Performance: It is vital that you are active in the course and complete all work in a professional fashion. One of the biggest issues with student success in online courses is simply not submitting work on time. You are expected to read the chapters as assigned in the syllabus as well as read or view any supplemental resources that may be found in the Module content folders for that period.

Quality Work: All work submitted for grading shall be of upper level quality: Depth of analysis, grammatical structure, etc. **Your work will be checked for plagiarism using online plagiarism assessment programs. Plagiarism will not be tolerated.**

Identifying Submissions: Submissions must clearly identify the student, course, and the title of the assignment (Last Name, Course Name, and Assignment) or (Smith_GBK301_Essay1).

Written Assignment Requirements: Submissions will be in accordance with The Publication Manual of the American Psychological Association, 7th edition. All written work must be submitted utilizing Microsoft Word in either a .doc or .docx format. **Students whose assignment includes plagiarism will receive a 0 on the assignment and possible referral to Student Affairs.** However, I reserve the right to reduce the penalty if I believe plagiarism was unintentional or very minor in impact.

Due Dates and Late Submissions: The assignment instructions and deadlines are clearly laid out in the syllabus. Though some assignments are fairly involved, you do not have more than one assignment due in any week. As such, it is expected that all work will be submitted on time, as timeliness is an important aspect of professional communications and behavior. If you encounter an issue, please let me know as soon as possible. It is much easier to discuss issues before due dates rather than after. Late work is not accepted.

Changes to Syllabus: This syllabus serves as an instructional and study planning document. Although every effort will be made to maintain the schedule and activities presented herein, it may become necessary during the course of the semester to make changes to the syllabus. In such events, changes will be announced and students will receive written notice as soon as possible.

COURSE OUTLINE AND CALENDAR

Week 1

- Assigned Text Book Reading - Chapter 1: Introduction
- BIG IDEA – Management and Leadership roles overlap, but are not the same
- Discussion Post – Introduce yourself

Week 2

- Assigned Text Book Reading – Chapters 2: Trait Approach
- BIG IDEA – Some people are born Mangers/Leaders
- Weekly Leadership Instrument: Leadership Trait Questionnaire (p. 36-38)
- Discussion Post

Week 3

- Assigned Text Book Reading – Chapters 3: Skills Approach
- BIG IDEA – Mangers/Leaders can be developed, despite initial skill level
- Weekly Leadership Instrument: Skills Inventory (p. 66-68)
- Discussion Post

Week 4

- Assigned Text Book Reading – Chapter 4: Behavioral Approach
- BIG IDEA – A Manger's/Leader's actions influence the accomplishment of tasks and determines team productivity
- Weekly Leadership Instrument: Leadership Behavior Questionnaire (p. 88-90)
- Discussion Post

Week 5

- Assigned Text Book Reading – Chapter 5: Situational Approach
- BIG IDEA – Mangers/Leaders must adapt their style to different situations
- Weekly Leadership Instrument: Situational Leadership Questionnaire (p. 110-113)
- Discussion Post

Week 6

- Assigned Text Book Reading – Chapters 6: Path-Goal Theory
- BIG IDEA – Mangers/Leaders exist to help teams define goals and remove barriers to achieving them
- Weekly Leadership Instrument: Path-Goal Leadership Questionnaire (p. 133-135)
- Discussion Post
- **Quiz #1 (Chapters 1-5)**

Week 7

- Assigned Text Book Reading – Chapter 7: Leader-Member Exchange Theory

- BIG IDEA - Individual team members negotiate their relationship to their Managers/Leaders, creating IN groups and OUT groups
- Weekly Leadership Instrument: LMX 7 Questionnaire (p. 156-158)
- Discussion Post

Week 8

- Assigned Text Book Reading – Chapter 8: Transformational Leadership
- BIG IDEA – Managers/Leaders influence followers to achieve more by helping them realize their full potential
- Weekly Leadership Instrument: MLQ Form 5X-Short (p. 189-191)
- Discussion Post

Week 9

- Assigned Text Book Reading – Chapter 9: Authentic Leadership
- BIG IDEA – Managers/Leaders gain authority through their positive psychological qualities and strong ethics
- Weekly Leadership Instrument: Authentic Leadership Self-Assessment Questionnaire (p. 219-221)
- Discussion Post

Week 10

- Assigned Text Book Reading – Chapter 10: Servant Leadership
- BIG IDEA – Managers/Leaders that place their teams first, as evidenced by how they empower them, create an environment for success
- Weekly Leadership Instrument: Servant Leadership Questionnaire (p. 250-252)
- Discussion Post

Week 11

- Assigned Reading – Article(s) TBD
- BIG IDEA – Defining mission and goals
- Discussion Post – Personal Theory of Leadership conclusions
- SYNCHRONOUS MEETING on Wednesday
- **QUIZ #2 (Chapters 6-10)**

Week 12

- Assigned Reading – Article(s) TBD
- BIG IDEA - Defining mission and goals
- Discussion Post – Your experience with defining goals

Week 13

- Assigned Reading – None
- BIG IDEA – Work on your paper

- **Personal Theory of Leadership DRAFT Due THURSDAY**
- Discussion Post – Peer review of drafts

Week 14

- Assigned Reading – Article(s) TBD
- BIG IDEA - Organizing work
- Discussion Post – Your experience with organizing work

Week 15

- Assigned Reading – Article(s) TBD
- BIG IDEA - Managing human performance
- **Personal Theory of Leadership Paper Due**
- Discussion Post – How did you manage your own performance on the paper?

Week 16

- BIG IDEA – Wrapping it all up
- SYNCHRONOUS MEETING on Wednesday
- **Quiz #3 (Weeks 11-15)**

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course requires the use of a computer of your choice that has the capability of capturing video and audio recording, internet access (recommend high-speed), and email functionality.

Technology Requirements

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

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**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 Warrior Center for Student Success, Equity 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>]

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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>].

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

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[<https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fsubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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 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

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University—Central Texas (A&M—Central Texas) is a free service open to all A&M—Central Texas students. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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-to-one session with a trained and experienced writing tutor by making an appointment via WOnline [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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 workspaces, 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)

[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 Wellness and 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) [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](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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

INSTRUCTOR POLICIES

Life happens. As such, if a student realizes that a posting, quiz or assignment will be late due to unforeseen emergency or special circumstance, please notify the instructor as soon as is practical to assess the impact on the course. The instructor may grant extra time to complete an assignment within the confines of the 16-week course. However, if it becomes apparent that this policy is abused, or that the request was fraudulent, the instructor reserves the right to place an unfavorable grade for incomplete work.

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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