

Texas A&M University - Central Texas
HIED 5302 Planning and Resource Management 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 summer, 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), via telephone, or virtually whenever is convenient for you. Meetings are welcomed and encouraged.

Mode of instruction and course access: This course is a 100% online course from January 18 – March 11, 2022 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 presentations/meetings on each Wednesday from 12:00-1:00pm. These are not required but are encouraged and will also be uploaded into each week's module in Canvas un WebEx Meeting Recordings. During these meetings we will apply the material from our readings to higher education scenarios and case studies. These meetings are not a summary of the material, so please prepare by having the reading assignments completed before the meetings occur.

UNILERT: Emergency Warning System for Texas A&M University – Central Texas
UNILERT 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 UNILERT through their myCT email account. Connect at <https://www.tamuct.edu/departments/security/unilert.php> to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

This course provides an overview of the economics and finance of higher education in the United States, with an emphasis on the analysis of financial policies and current issues at the national, state, and institutional levels.

Course Objectives:

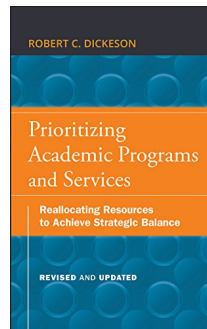
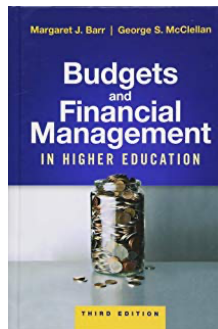
Student Learning Outcomes

1. Develop a strategic perspective of resource management and an understanding of how finances impact operations and planning processes.
2. Describe current and future higher education finance issues and trends.
3. Apply a broad understanding of resource allocation dynamics to current issues and trends in higher education.

Competency Goals Statements (certification or standards)

- Graduates will be able to reference historical and current documents that state the philosophical foundations of the profession
- 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
- Graduates will be able to identify and apply leadership, organizations, and management practices that assist institutions in accomplishing their missions.
- Graduates will be able to critique a study or evaluation and be able to design, conduct and report on a sound research study, assessment study or program evaluation, all grounded in the appropriate literature.
- Graduates will be able to articulate how assessment results are used to inform and improve professional practice.

Required Reading and Textbook(s):



- Dickeson. (2010). *Prioritizing Academic Programs and Services: Reallocating Resources to Achieve Strategic Balance, revised and updated*, 2nd ed. ISBN 9780470559680
- Barr, M. J. & McClellan, G.S. (2018) *Budgets and Financial Management in Higher Education*. Wiley.

COURSE REQUIREMENTS

Course Requirements:

1. **Introduction Activities: Due Sunday, January 22 at 11:59pm (5 points possible)**
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 on throughout this course?*
 - *What is your most burning question about budgets or strategic planning in higher education? For example, is there a relevant news story that you have trouble understanding partially due to how we plan or lead during uncertain budgetary times?*

2. **Budget Interview Meeting:** *Due: Sunday, February 12 at 11:59pm (25 points possible)*

Students will meet with a budget manager that has authority and responsibility for multiple budgets and have key financial decision-making authority over those budgets. You should work with that budget manager to review and understand a key budget(s) for an area that person oversees and submit a reflective essay of 5-10 pages (not including the title page). In this assignment you, as the learner, will think critically about the course content and materials to develop the questions for this interview. What are the revenues and expenses? Where does the money come from and are there restrictions? What would the leader do differently if they had additional resources? Interview questions should emphasize the individual's financial management and 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 Barr (2018) 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. The reflection paper should include, at a minimum, responses for the following questions:

- How has this leader developed strategic priorities for resource management to adequately impact finances, operations, and planning processes?
- What current and future higher education finance issues and trends does this leader outline?
- In what ways were the responses from the interviewee aligned with the frameworks or descriptions in the Barr and Morrill text? Do you agree or disagree?
- What information did you learn from this interviewee that challenged your previously held notions or currently held beliefs about finance, planning, and budgeting in higher education?

- How specifically did this interview help you on your journey to better understand higher education? Did this interview spark additional questions or topics that you may investigate later?

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 and Format (10 pts):** *Information is written according to APA guidelines with appropriate citations. The questions and reflection flow well and have good structure. The writer presents information clearly without grammatical errors. The main source of grading on this is the typed questions and reflection paper. 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.*

3. **Discussion Post:** *Due: Sunday, February 19 & 26 at 11:59pm (20 points possible)*

You will all be expected to post discussions three time throughout this course. All discussions will start on Mondays and end on Sundays. Your first original post to the community board should post by Sunday end-of-day February 19th. This response should include something that you have read in your articles that is new to you and is worthy to share with the other members of our learning community. This is your opportunity to help the other learners grow. Most people may find that a paragraph may suffice, some may need to post something longer to ensure that your post adequately provides sufficient information to the reader. Please feel free to link/attach the article to share with the group.

The second and third discussion posts will include responses to two other individuals (total of 2 responses to your colleagues' post) by Sunday end-of-day February 26. Your responses must be thoughtful in nature and should include the ability for you to ask deep questions or apply the material to other ideas related to our readings, articles for the critical bibliography, or other issues in higher education. Please feel free to post and respond freely but ensure that you comment on at least two other's posts.

More detailed instructions will be discussed during the first synchronous meeting.

Criteria Total Points = 20

- **Depth of Information (8 pts):** *Each item is adequately covered and considered.*
- **Comment Analysis (9 points):** *Author's overarching argument/application is clearly and thoroughly presented. Possible application to one of the author's frameworks and/or 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.*

- **Comment Professionalism (3 points):** Author is professional and encouraging to other’s ideas.

4. **Critical Annotated Bibliography: Due: Sunday, March 5 at 11:59pm (20 points possible)**
 Students will submit an annotated bibliography of at least ten scholarly sources related to economics and finance operations, budgetary management and resource allocation, and financial stewardship in higher education. Use this assignment to focus on areas within this course that interest you and your learning goals!! Do you want to focus on effectiveness of human resources, organizational planning, financial and economic challenges and solutions, or a mixture? Students should focus on developing concise summarizations that provide an overview of the article’s purpose, findings, and general methods of inquiry. A strength and weakness (critique) of the article must also be included. APA formatting is required and scholarly and reputable resources must be used.

Criteria Total Points = 20

- **Analysis (13 points):** The learner demonstrates their ability to provide an adequate summary of ten articles and included a compelling strength and weakness for each. Learner provided all the requested characteristics within their summary.
- **Organization and Format (7 pts):** Information is written according to APA guidelines with appropriate citations. The writer presents information clearly without grammatical errors.

5. **Content Exam: Due: March 7-9 2019 11:59pm (30 points possible)**

Students will be expected to prepare for a timed examination, administered online beginning Tuesday, March 7 and will be available until Thursday, March 9 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 reading. 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.

This exam will cover strategic perspectives of resource management and the impact that finances have on operations and planning processes, current and future issues and trends facing higher education finance, and the dynamics of resource allocation to current issues and trends in higher education.

Grading Rubric is as follows:

	Novice		Competent		Proficient	
	Description	Weight	Description	Weight	Description	Weight
All Areas answered	Did not answer the question	0%	Missing parts of item in response/answer	75%	All components of the item are answered	100%

Clarity in Answer	Answer is incomplete; unclear on ideas; answer is not focused on question	0%	Answer is complete but lacks referencing to chapter material; relies mainly on common knowledge	75%	Answer is clear, well-thought out, and complete. Good depth of understanding	100%
Understanding of Material	Answer shows weak knowledge of material addressed in item.	0%	Answer shows some understanding, but lacking details and support from readings.	75%	Answer shows excellent understanding, full details and support from readings found in answer.	100%

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 are 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).

Week and content area	Key topic(s) to be covered	What you need to read and prepare for the week	What tasks you need to complete
<i>Module 1: Introduction January 17-22</i>	<ul style="list-style-type: none"> • Class introductions, expectations, & course explanations 	<input type="checkbox"/> View Dr. Griggs’s course introduction video in Canvas	<input type="checkbox"/> Introduction Activities

Let's Get Acquainted!	<ul style="list-style-type: none"> • The current state of U.S. HE • Overview of economics of HE • Overview of Budgeting 	<input type="checkbox"/> Barr (2018): Read Preface, Ch. 1, & 2	<i>Due Sunday, Jan 23 at 11:59pm</i>
<i>Module 2: Budgets</i> January 22-29	<ul style="list-style-type: none"> • Budget Managers • Revenue and Expenses • Fiscal Management Principles 	<input type="checkbox"/> Barr (2018): Read Ch. 3, 4, 5, & 6 <input type="checkbox"/> <i>Begin selecting and reading articles for annotated bibliography</i> <input type="checkbox"/> <i>Have Budget Interviewer selected and scheduled</i>	
<i>Module 2: Budgets</i> Jan 30 – Feb 5	<ul style="list-style-type: none"> • Types of Budgets • Fiscal Issues and Challenges • Budgetary Fluctuations • Recognizing Change and Defining Budgetary Realities 	<input type="checkbox"/> Barr (2018): Read Ch. 6 & 7 <input type="checkbox"/> Dickeson (2010): Read Preface, Ch. 1, & 2.	
<i>Module 3: Leadership and Governance</i> February 6 – 12	<ul style="list-style-type: none"> • Exploring Strategic Budgetary Opportunities and Criteria for Change • Alignment of Mission 	<input type="checkbox"/> Dickeson (2010): Read Preface, Ch. 3, 4, 5, & 6 <input type="checkbox"/> <i>Begin selecting and reading articles for annotated bibliography</i>	<input type="checkbox"/> Budget Interview: <i>Due: Sunday, Feb 13 at 11:59pm</i>
<i>Module 4: Preparing for and Practicing Strategic Leadership</i> February 13 - 19	<ul style="list-style-type: none"> • Implementing Strategic Budgetary Changes 	<input type="checkbox"/> Dickeson (2010): Read Ch. 7, 8, & 9	<input type="checkbox"/> Discussion Post 1 <i>Due: Sunday, February 20</i>
<i>Module 4: Preparing for and Practicing Strategic Leadership</i> February 20 - 26	<ul style="list-style-type: none"> • Practicing Strategic Leadership • <u>Case Study Application</u> 	Almost there – hang on!! <input type="checkbox"/> <i>Read articles for annotated bibliography</i>	<input type="checkbox"/> Discussion Post 2&3 <i>Due: Sunday, February 27</i>
<i>Module 5: Integrating Leadership and Conclusion</i>	<ul style="list-style-type: none"> • Institutionalizing Budgetary Changes • Encouraging and Sparking Motivation 	YOU GOT THIS!!	<input type="checkbox"/> Critical Annotated Bibliography: <i>Due: Sunday, March 6 at 11:59pm</i>

<i>Feb 27 – Mar 5</i>	• <u>Review for Final</u>		
<i>Module 5: Integrating Leadership and Conclusion March 7 – 9</i>	• FINAL EXAM	LAST WEEK!!!	<input type="checkbox"/> Content Exam: <i>Due: March 9 at 11:59pm.</i>

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. Participation points are awarded not only for logging into class, but also engagement with material and peers.
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%). 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.

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.

This course will use the Canvas learning management system. 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.

Logon to <https://tamuct.instructure.com> to access the course.

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.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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 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. 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), [<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 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](https://tamuct.instructure.com/courses/717) Canvas page (log-in required) [<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) [<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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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. 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. For the Spring 2022 semester, 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/) [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 by making an appointment via [WOnline](https://tamuct.mywconline.com/) [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]. 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].

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/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 concerning behaviors, or individuals causing a significant disruption to our community, 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.

Copyright Notice

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