AVSC 4360 Aviation Maintenance Management – Global Perspective Texas A&M University - Central Texas Spring 2023

COURSE DATES, MODALITY, AND LOCATION
January 17, 2023, to May 12, 2023.
This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: V. Carson Pearce
Office: 302M Beck Family Heritage Hall
Phone: 254-519-5776
Email: carson.pearce@tamuct.edu (Also, Canvas email.)

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.

Mode of instruction and course access:

This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. It is 100% online.

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 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/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Overview and description:

Analyzes the global aviation management field with a trend analysis differentiating the divergent methodologies of maintenance management between airlines, cultures, international law, parts acquisition, and labor.

Prerequisite: junior classification.

Course Objective or Goal:

Expose the student to cultural competencies required to work with Aviation Maintenance Technicians from around the world and provide context for the globalization of domestic maintenance operations.

Student Learning Outcomes (SLOs)

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

1. Name the dimensions of the GLOBE study on world culture
2. Discuss gender issues in leadership
3. Associate cultural clusters with leadership behaviors
4. Summarize the roles of various aviation governing organizations
5. Explain perspectives related to the offshoring of aviation maintenance
6. Analyze the trends related to the offshoring of aviation maintenance

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 mature perspective of the global aviation maintenance industry.

Required Reading and Textbook(s):

Leadership: Theory and Practice/Eighth Edition (2018)
Author: Peter Northouse
ISBN 978-1506362311
This book was also used in AVSC 3300 and AVSC 3310.

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.

Point based grade components:

Discussion Posts	30%	(SLOs 1-5)
Three Quizzes	20%	(SLOs 1-5)
Minor Projects	50%	
Cultural Case Study		(SLOs 1 to 3)
CAA Report		(SLO 4)
Offshoring Trend Analysis and Peer Review		(SLOs 5 and 6)
Total	**100%**	

Grading scheme

- A 4.00 (90 +) Achievement that is outstanding relative to the level necessary to meet course requirements.

- B 3.00 (80-89%) Achievement that is significantly above the level necessary to meet course requirements.

- C 2.00 (70–79%) Achievement that meets the course requirements in every respect.

- D 1.00 (60–69%) Achievement that is worthy of credit even though it fails to meet fully course requirements.

- F 0.00 (<60%) Represents failure and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an "I" (incomplete).

- "I" (Incomplete) The "I" shall be assigned at the discretion of the instructor when, due to extraordinary circumstances, the student was prevented from completing the work of the course on time. The assignment of an "I" requires a written agreement between the instructor and student specifying the time and way the student will complete the course requirements. In no event may any such written agreement allow a period of longer than one year to complete the course requirements.   For graduate and professional students, an "I" is to remain on the transcript until changed by the instructor or department. For all other students, work to make up an "I" must be submitted within one year of the last day of final examinations of the term in which the "I" was given; if not submitted by that time, then the "I" will automatically change to an F. To obtain an incomplete you must have been doing passing work in the course.

Posting of Grades:
- *All student grades should be posted using the Canvas Grade book and students should monitor their grade status through this tool.*
- *The instructor will return projects as soon as possible.*

Weekly Discussion Post: On weeks with a discussion post, the student will submit their work relevant to the week's learning objective. The instructor will provide a writing prompt that will involve the completion of a mini-project or reflective writing on the week's topic. **Your APA formatted discussion post should be turned in early enough in the week to allow time to respond to two classmate's postings. Your two or more paragraph, 200 or more-word discussion post, and 100 or more-word classmate reply is due no later than 11:59PM on Sunday of each 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 need to meet the objectives of the work assigned. 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 (0-100 points) as follows:

AVSC 4360 Discussion Post Rubric

Points	10	7	3	0
Quality of Post	Appropriate comments; is thoughtful, reflective, and respectful of other's postings. Proper citing of references and APA style;	Appropriate comments and responds respectfully to other's postings. Follows APA format with few errors but sentence	Responds, with minimum effort. Does not follow APA format. Many errors in both mechanics and sentence structure. Very poorly written.	No posting.

	proper punctuation, sentence structure and spelling. No editing or revisions required.	structure could be improved. Editing would improve the assignment.	Needs major overhaul. Posts are less than 200 words and responses are less than 100 words to classmates.	
Relevance of Post	Posts positions related to discussion topic; prompts further discussion of topic. Takes clear position that captures the issue. Supports position with well-articulated arguments.	Begins to address areas that are somewhat related to the discussion content. Position, and argument for that position is plausible, but not totally clear.	Posts positions which do not relate to the discussion content; makes short or irrelevant remarks. Off-topic.	No posting.
Contribution to the Learning Community	Aware of needs of community; attempts to motivate the group discussion; presents creative approaches to topic.	Attempts to direct the discussion and to present relevant viewpoints. Concepts integrate partially, but not completely.	Does not make effort to participate in the learning community with relevancy; position, concepts, and responses are vague.	No feedback provided to fellow student.

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.

Projects:

Cultural Case Study: Students will select one of three scenarios regarding a problem of cultural differences that they may face as an aviation maintenance team manager. The case study will present a solution to the problem that demonstrates mature understanding of the material presented in Leadership chapters 15 and 16. A well written case study will present logical solutions to the stated problem, integrate, and apply material from class, and be well written. See rubric for more information.

AVSC 4360 Cultural Case Study Rubric

Points	100	70	30	0
Presents Logical Solutions	• Completely addresses the concepts, theories and material issues covered in unit and called for in the assignment instructions, and is supported by text and/or other literature • Proposed solution is logical and well supported by evidence and research	• Substantially addresses issues covered in unit and called for in the assignment instructions, and is supported by text and/or other literature • Proposes a clear solution to solve the problem, but could be presented more logically • Proposed solution is supported by evidence and research	• Does not apply the unit principles and material as called for in the case study • Does not address the relevant issues posed by the case study • Fails to craft a useful solution to the problem	• No submission
Integrates and Applies Material from Class	• Various themes and concepts throughout the paper are integrated and incorporated to form even stronger support for the thesis • Individual concepts are presented as part of a whole	• Various themes and concepts throughout the paper are integrated and incorporated to form strong support for the thesis • Concepts integrate partially, but not completely	• <50% of the themes and concepts throughout the paper are integrated and incorporated to support the thesis • Concepts do not seem to relate into a common whole	• No submission
Quality of Writing	• Proper citing of references and APA Style • Proper sentence structure, punctuation, and spelling • No editing or revision required	• Follows APA format with few errors • Few or no errors but sentence structure could be improved	• Does not follow APA format • Many errors in both mechanics and sentence structure • Extremely poorly written	• No submission

CAA Report: Students will select a country that has an established Civilian Aviation Authority (other than the UK, the USA, China, or the EU) and report on the following items:

- Where to find information about the CAA
- Where does the CAA derive its authority (i.e., an act of Parliament, Royal Decree, etc.)?
- When was the CAA created?
- Is the CAA a member of any other organizations or regional bodies?
- Does the CAA publish any reports? Include a sample.
- What areas of aviation are served (i.e., Agriculture, General aviation, Transport, Military, Licensing, Air Traffic Control, Security, Airport regulation)
- How do you apply for recognition of an A&P certificate to work in that country on aircraft registered in that country.
  - Include copies of the necessary documents
  - Note any fees involved
- How does the CAA handle airline incidents and accidents
- Include any information you find interesting or useful
- Summarize how the CAA fits within the role of ICAO and any similarities you see with the FAA

The final report will be in the form of a PowerPoint presentation video recorded by the student. The video will be uploaded and submitted in Canvas. Presentations shall not be more than 15 minutes in length. Assignments will be evaluated on complete reporting, content organization, and content presentation. Please see rubric for more information.

AVSC 4360 CAA Report Rubric

Points	100	70	30	0
Quality of Reporting	• Addresses all requested information fully • Includes multiple examples where relevant • Corresponds with an official of the CAA for additional information • Summary considers multiple points of view and adds to the viewer's understanding of the topic	• Addresses all requested information at least partially • Includes examples where relevant • Uses reliable data from credible sources • Summary adequately analyzes the CAA and its role in the ICAO	• Does not address all requested information • Does not include examples of relevant material • Source of data is unclear or does not include original source material • Summary is poorly constructed and does not add to the viewer's understanding of the topic	• No submission

Content Organization	• Presentation uses logical order to present information • Provides facts and figures, appropriate visuals	• Presentation is somewhat organized • Provides facts and figures, a few visuals	• Presentation is disorganized • Provides few facts and figures, no visuals	• No submission
Content Presentation	• Slides allow for rapid grasp of the presentation • +0/-30 seconds on length • Voice is clear and pace is not rushed	• Slides are clear and easy to read • +30/-60 seconds on length • Voice is mostly clear, and pace is not rushed	• Slides are cluttered or have too much information • >+30/<-60 seconds on length • Voice is unclear, too quiet/loud, and/or pace is rushed	• No submission

Offshoring Trend Analysis and Peer Review: Students will write a Trend Analysis Report on the major factors leading to the practice of offshoring maintenance activities since 1990. The report will include an objective analysis of the perspectives of all major stakeholders as discussed in class. One additional stakeholder, the flying public, will be researched by the student independently and included in the trend analysis. Students will then give a summary of the offshoring trend over time, noting changes in perspectives and what drove those shifts. Finally, the student will predict the future of offshoring practices, giving compelling evidence of their conclusions. Assignments will be evaluated on ability to articulate all perspectives fairly, ability to draw conclusions from differing perspectives, ability to integrate and apply material from class, and be well written.

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. Please reference the rubric for this assignment for further guidance. The instructor is available for further guidance once the rubric has been consulted.

The following week, students will participate in a peer review process. Students will be assigned one project to review by Thursday at midnight. Reviewers will consider how well their assigned report met the parameters of the project. Reviewers will ask two clarifying questions about the project and answer the questions they received in the review of their analysis by Friday night (last day of the semester).

Please see rubrics for more information.

AVSC 4360 Offshoring Trend Analysis Rubric

Points	20	15	7	0
Presents Perspectives Fairly	• The work demonstrates a sophisticated consideration and analysis of stakeholder positions • Discusses the merits of both supporting and competing perspectives with skill and sensitivity • Bias in sources is acknowledged and addressed	• The work demonstrates a sufficient consideration and analysis of stakeholder positions • Discusses the merit of both supporting and competing perspectives • Bias in sources is acknowledged	• The work demonstrates a basic consideration and analysis of stakeholder positions • Includes others' perspectives without discussion of merit or comparisons among various viewpoints • Bias in sources is not acknowledged	• No submission
Ability to Draw Conclusions From Differing Perspectives	• Takes clear position that captures the complexity of the issue	• Takes a clear position that generally addresses the complexity of the issue	• Takes a simplified position on the issue • Position articulated is	• No submission
	• Supports position with sound, well-articulated arguments • Acknowledges limits of the position	• Offers explicit arguments to support the position • Begins to address the limits of the position	unoriginal or incoherent • Arguments offered to support position are inconsistent or flawed • No discussion of limits of position	

Integrates and Applies Material from Class	• Various themes and concepts throughout the assignment are integrated and incorporated to form even stronger support for the analysis • Individual concepts are presented as part of a whole	• Various themes and concepts throughout the assignment are integrated and incorporated to form strong support for the analysis • Concepts integrate partially, but not completely	• Less than 50% of the themes and concepts throughout the assignment are integrated and incorporated to support the analysis • Concepts do not seem to relate into a common whole	• No submission
Quality of Writing	• Proper citing of references and APA Style • Proper sentence structure, punctuation, and spelling • No editing or revision required	• Follows APA format with few errors • Few or no errors but sentence structure could be improved • Editing would improve the assignment	• Does not follow APA format • Many errors in both mechanics and sentence structure • Extremely poorly written	• No submission

AVSC 4360 Offshoring Trend Analysis Peer Review Rubric

Points	10	7	5	0
Quality of Peer Review	• Review is highly useful • Comments are constructive and professional • Comments demonstrate superior understanding of the subject matter	• Review is generally useful • Comments are constructive • Comments demonstrate understanding of the subject matter	• Peer review is vague (Needs more oomph) • Comments are not useful (I like it) • Comments are destructive and/or unprofessional (this is terrible)	• Did not complete a review
Quality of Questions and Answers	• Questions draw out further reflection in order to be answered • Answers demonstrate	• Questions require a thoughtful answer • Answers demonstrate comprehension of the subject matter	• Questions only require a simple answer • Answers are brief, vague, or confusing	• No questions asked • No questions answered

	mastery of the subject matter			

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 ed. 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. Your assignments are fairly involved, so please stay ahead, and stay engaged with

the material. 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. ***Ask for an extension as soon as you see you may need one, <u>prior to the due date</u>***. 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 semester to make changes to the syllabus. In such events, changes will be announced, and students will receive written notice as soon as possible.

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COURSE OUTLINE AND CALENDAR

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Week 1 January 17-22
- Assigned Textbook Reading – Leadership Chapter 16 (pp. 433-440)
- BIG IDEA – Dimensions of Culture
- Discussion Post – Which dimension of culture do you strongly identify with? Which dimension do you relate to the least? Why?

Week 2 January 23 – 29
- Assigned Textbook Reading – Leadership Chapter 16 (pp. 440-470)
- BIG IDEA – Cultural Cluster Characteristics
- Discussion Post – Dimensions of Culture Questionnaire (pp. 464-468)

Week 3 January 30 – February 05
- Assigned Textbook Reading – Leadership Chapter 15
- BIG IDEA – Gender and the Glass Labyrinth
- Discussion Post – The Gender-Leader Implicit Association Test (pp. 420-423)

Week 4 February 06-12
- Assigned Handout Reading – Leadership Chapter 15 (pp. 403 – 425)
- BIG IDEA – The Problem with Gender Norms
- Cultural Case Study Due (Sunday)

Week 5 February 13-19

- Assessment Week
- BIG IDEA – Combine and communicate knowledge gained from weeks 1 – 4 into two, high value assignments.
- Quiz #1 (Weeks 1-4)
- Cultural Case Study Due (Sunday)

Week 6 February 20-26

- Assigned Handout Readings – The ICAO
- BIG IDEA – History and Mission of the International Civil Aviation Organization • Discussion Post – How does ICAO Annex 6, Chapter 8 influence our profession?

Week 7 February 27 – March 05

- Assigned Handout Readings – CAAs
- BIG IDEA – Civil Aviation Authorities
- Discussion Post – Select a country an established Civilian Aviation Authority (other than the UK, the USA, China, or the EU) for your CAA Report project. Discuss why you selected that country and answer the questions in the assignment in preparation for your project: In the comments phase, ask relevant questions about two other countries that were selected.

Week 8 March 06-12

- Assigned Handout Readings – EASA
- BIG IDEA – History and Mission of the European Union Aviation Safety Agency
- Discussion Post – What advantages does the EASA Certification system offer over the AMT? Disadvantages?

Spring Break March 13-17

Week 9 March 20-26

- Assigned Handout Readings – Aviation Maintenance in China
- BIG IDEA – Current and Future Opportunities in China
- Discussion Post – From what you are learning in this course, how would you prepare to work on a 24-month duty in China?

- CAA Report Due Sunday Night

Week 10 March 27 – April 02
- Assigned Handout Readings – Globalization and the Outsourcing Story
- BIG IDEA – Outsourcing of US Maintenance is an Important Part of the Global Story in Aviation
- Discussion Post – What experience do you have with outsourcing? How has it affected your career?
- Quiz #2 (Weeks 5-9)

Week 11 April 03-09
- Assigned Handout Readings – The Industry Perspective
- BIG IDEA – Understanding industry's motivations
- Discussion Post – Illustrate Industry's motivations for offshoring

Week 12 April 10-16
- Assigned Handout Readings – The Legislative Perspective
- BIG IDEA – Understanding how Congress supports and monitors offshoring
- Discussion Post – Summarize key legislation that cleared the way for offshoring

Week 13 April 17-23
- Assigned Handout Readings – The Labor Perspective
- BIG IDEA – Understanding Labor's reaction to offshoring
- Discussion Post – Devise talking-points for defending your position on offshoring

Week 14 April 24-30
- Assigned Handout Readings – DOT and NTSB Findings
- BIG IDEA – The DOT and NTSB have a lot to say about offshoring • Discussion Post – Why is data more compelling than an opinion?

Week 15 May 01-07
- Assigned Handout Readings – NONE
- BIG IDEA – What do you think is the future of Offshoring?
- Offshoring Trend Analysis Due Sunday Night

Week 16 May 08-12

- Assigned Handout Readings – NONE
- Peer Review of Trend Analyses
- Quiz #3 (Weeks 10-14)

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

January 16, 2023	Martin L. King Jr. Day (University Closed)
January 17, 2023	Classes Begin for Spring Semester
March 13-17, 2023	Spring Break
March 20, 2023	Classes Begin for Second 8-Week Session
March 20, 2023	Advising Begins for Summer Semester
May 12, 2023	Spring Semester Ends
May 13, 2023	Commencement Ceremony Bell County Expo Center 3 pm

Technology Requirements and Support

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

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.

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,

15

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.

Other Technology Support

For log-in problems, students should contact Help Desk Central, 24 hours a day, 7 days a week

> Email: helpdesk@tamu.edu
> Phone: (254) 519-5466
> Web Chat: [http://hdc.tamu.edu]
> *Please let the support technician know you are an A&M-Central Texas student.*

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].

16

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/samlsso&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] 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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]. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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

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. 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 WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the referral online

[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team website for more information [https://www.tamuct.edu/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

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