EDAK 500 FOUNDATIONS IN EDUCATIONAL LEADERSHIP

FALL 2017 SEMESTER
Instructor: W.Todd Duncan
Assistant Professor, Educational Leadership
Department of Educational Leadership-College of Education
Texas A&M University-Central Texas
1001 Leadership Place, Killeen, TX 767549

Office: Warrior Hall 322R
Phone: 254-519-5418 Office   **512-938-2763 Cell**
Email: todd.duncan@tamuct.edu   **Department Fax Number: 254-519-5464**
Office Hours: Monday-Thursday 10-3:00 or by appt. In-Office
              Through University email virtual hours

Mode of instruction and course access:
This course will use an online delivery mode with 35% of the learning in 4 Saturday class sessions and the majority of the learning 65% in and online format through the TAMUCT Blackboard Learn system [https://tamuct.blackboard.com]. You will use the Blackboard username and password communicated to you separately to log on to this system.

Student-instructor interaction:
The face to face to face class sessions are scheduled to meet from 8:00 a.m. to Noon in room   313 at Warrior Hall on the following Saturdays: June 10, June 24, July 15, and August 5. All other course activities will be completed through the Blackboard system. Any changes in the schedule will be announced by message through the Blackboard system, so be sure to check the Blackboard course site and your class schedule regularly. The instructor is available by email at any time should issues or questions arise. Face to face appointments may be scheduled by TAMUCT or Blackboard email.

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 Unilert [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 DESCRIPTION
The study of the foundations of educational leadership examines through overview of the role of school leaders in today's public schools. Students utilize the lenses of power, influence, ethics, and leadership theory to compare their personal diagnoses of leadership and learning to the knowledge and skills needed for learning leadership in PreK-12 schools. Also included are the initial use of the FIT2LEAD CONTIUOUS IMPROVEMENT ANAYSIS AND PLANNING (an assessment of knowledge and skills as identified by the State Board for Educator Certification) and the PROFESSIONAL PORTFOLIO (Leadership exemplar evidence and

reflections).

Course Objective/Student Learning Outcomes:

Students will be able to:

- Develop a working knowledge of the evolution of leadership theory as it relates to PK-12 school leadership. Students will assess personal strength and preference related to components of twelve prominent leadership theories in the literature; recognize and critique the use of leadership theory characteristics by other leaders.
- Understand and utilize the leadership knowledge and skill set needed to guide fulfillment of PK-12 school purposes. Students will analyze personal readiness for school leadership related to professional standards and fitness to lead competencies, develop a learning plan to build additional leadership strength, and create a repository for evidence of and reflections about leadership growth over time.
- Recognize and employ moral principles, ethical dilemma patterns, ethical models, and other tools to diagnose and reconcile the complex issues found in the PK-12 school environment. Students will analyze ethical dilemmas and utilize analytical tools to make sound decisions within the complex environment of PK-12 school communities. Students will compile a personal leadership philosophy and code of conduct based on moral integrity and ethical principles for use in effectively leading PK-12 schools.

Standards for Principal Certificate:

Principal preparation programs are required by the State Board of Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The seven standards are (1) Values and Ethics of Leadership, (2) Leadership and Camus Culture, (3) Human Resources Leadership and Management (4) Communications and Community Relations, (5) Organizational Leadership and Management, (6) Curriculum Planning and Development, and (7) Instructional Leadership and Management. This course is designed to focus specifically on the following Texas standards:

- OLD 19TAC §241.15 Standard A- Learner-Centered Values and Ethics of Leadership (attached to Bb Course Information page)
- **NEW 19TAC §241.15 Standard F- Ethics, Equity, and Diversity**

In addition the course will address the following state exam competencies and national standards:

- **TExES Competencies—003 Integrity, Fairness, and Ethical Leadership**
  (**http://cms.texes-ets.org/files/4714/4976/3536/068** principal prep manual.pdf
- **Professional Standards for Educational Leaders—Standard 2 Ethics & Professional Norms**
  http://ww.ccsso.org/Documents/2015/ProfessionalStandarsforEducationalLeaders2015forNPBEAFINAL.pdf

Required Reading and Textbook(s):

This course utilizes the literature and research concerning (1) principles and concepts of leadership theory; (2) ethical theories, principles, and ethical practice; and (3) campus leadership. Specific resources used in the course for informing the student about the role of the campus leader are the required texts, required supplemental readings, student research, interaction with practitioners, personal experience, and additional resources supplied by the instructor. Specific reading assignments are outlined in this syllabus and posted on Blackboard. A selected course bibliography is included on Blackboard.

Required Reading Texts Include:

American Psychological Association. (2009). *Publication Manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (978-1433-8056-15)

Fullan, M. (2009). *Leading in a Culture of Change: Personal Action Guide and Workbook*. Josey Bass/San Francisco.

Kaser,J., Mundry, S., Stiles, K., and Loucks-Horsley, S. (2013*). Leading Every Day: Actions for Effective Leadership 3rd ed*. Thousand Oaks, CA: Corwin. (9780787965648)

Kidder, R.M. (2009). *How good people make tough choices Rev. Ed*. Harper Collins: New York (978-0-06-174399-3)

Northouse, P. (2015). *Leadership Theory and Practice paperback (7th ed.).* New York: Sage (9781506305288)

Starratt, r. (2004). Ethical Leadership. New York: Jossey-Bass (Wylie). (9780787965648)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS

F2F Class Participation   (40 pts-10 pts for each F2F class session)

Students are expected to participate fully during the entire timeframe of each face to face class session. Participation as a learner is assumed including preparedness for class and full adherence to classroom norms—*Anchors for Learning in Community*. Students who miss most or all of any class session may be required to complete and submit one or more assignments to make up for the lost

learning time. *Students must attend both class sessions to be eligible for a grade of A in the course.* (assessment: 20 pts collaborative participation rubric)

Leading Every Day: A Reflective Journal   (120 pts-specific due dates below)
(Bk 1/Days 1-15 by 9.16) (Bk 1/Days 16-31 by 10.14) (Bk 2/Days 1-15 by 11.4) (Bk 2/Days 16-31 by 12.2)
Each student will utilize a word document format to record initial thoughts and ideas about school leadership as presented in the required class text, *Leading Every Day: 124 Actions for Effective Leadership*. This course activity is an examination of and reflection about actions and observations in relation to leadership (book 1) and change (book 2). The Book/Day format should be used as an organizer to respond to each day's material. Students should include a short summary the day's material and then provide a 75-175 word reflection about the material. The journal is to be kept throughout the semester and posted for assessment by the instructor on each designated due date (see above). It is not necessary to start a new journal for each of the assessment periods. Just continue on the same document.
(assessment: based on thoughtful completion summary/reflection of each "day" in books one and two. Also writing rubric will apply)

Ethics Reflective Online Dialogues   (200 pts—specific due dates below)
Students will engage in a series of five (5) online dialogue sessions via Blackboard concerning reading assignments focused on ethical leadership, school culture and change. Following the posting instructions for each dialogue, students will respond to the observations/reflections of other students, creating a virtual conversation about the readings. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. Consideration of ideas differing from one's own is required. (assessment: collaborative participation rubric)
Reading #1 8.29-9.9)   Kidder: *How Good People Make Tough Choices*
Reading #2 (9.10-9.23)   Starratt: *Ethical Leadership*
Reading #3 Chpts. 1-3 (9.24-10.7) Fullan: *Leading In a Culture of Change*
Reading #4 Chpts. 4-6 (10.8-10.21) Fullan: Leading in a Culture of Change
Reading #5 (10.22-11.4) Selected Journal Articles

Leadership Theory Self Study   (240 pts/ 20 pts per theory – specific due dates below)
(ch 2,3,4 – by 11.4) (ch 5,6,7 – by 11.11) (ch 8,9,10 – by 11.18) (ch 11,12,14 – by 12.2)
Each student will be responsible for material on leadership theories/approaches found in chapters 2-12 & 14 in the Northouse text. Each student will develop a document consisting of a short theory description, analysis of inventory findings, and an example of someone who exemplifies the theory/approach for each chapter. Self-study entries will be assessed according to accuracy to the theory through thorough description, summary of inventory findings, and relevant examples.
(assessment: accuracy about theory through description, inventory findings, and relevant examples)

Pair Share Ethical Dilemma Situation Descriptions   (40 pts – due 10.7)
Each student will partner with a cohort colleague to create a set of four ethical dilemma situations that may be found currently in prek-12 schools. Each of the dilemmas should represent one of the four universal dilemma patterns (Kidder, *How Good People Make Tough Choices* book excerpt) and be accompanied by possible solutions. The created dilemmas and possible solutions should be formatted as a formal paper using APA style. Pairs will also post their dilemmas/solutions in the designated spot on the course Canvas site for review and comment by other cohort pairs.
(assessment: 40 pts written product rubric)

My Leadership Philosophy & My Personal Code of Conduct   (80 pts – due 10.21)
Each student will develop his/her own leadership philosophy and a personal code of conduct. The Leadership Philosophy should be a personal reflection of the student's view/theory about leadership efforts. The Personal Code of Conduct should reflect acceptable standards for professional behavior and provide guidance as a leader copes with ethical dilemmas as a professional educational administrator. Students should research a wide range of examples – particularly in the field of education and specifically the Texas Educator Code of Ethics (19TAC §247.1-2) – before finalizing a one-page personal code of conduct. APA style should be used as appropriate in both documents.
(assessment: 40 pts Leadership Philosophy & 40 pts Code of Conduct - clarity and style/written product rubric)

Ethics Case Study Written Analysis   (40 pts – due 11.11) Each student will work in a small group with other cohort members to complete case study requirements related to ethical issues and unique problems currently found in prek-12 schools. The case study situations are similar to what campus leaders might meet within their leadership practice. After discussion of the case, each team will submit an APA-formatted written analysis of the case including a detailed action plan for improvement (more details and a response outline with point totals will be provided on Bb).
(assessment: 40 pts written product rubric)

Professional e-Portfolio Development   (40 pts – due 11.18)

Beginning in EDAK 500, each student in the program will develop a professional e-portfolio collection organized by six topics linked to the six standards for the Texas principal certificate. The six topics are *integrity* (standard F Ethics, Equity, and Diversity), *vision* (standard A School Culture), *professional growth* (standard #C Human Capital), *collaboration* (standard #D Executive Leadership), *stewardship* (standard #E Strategic Operations), and *teaching and learning* (standards #B Leading Learning). Additional topics may be included. The style and format for the portfolio is to be decided on by the student. Anchoring essays, artifacts, and other documents will provide information about an individual's leadership growth over time. The following are due for *Integrity (Standard F)* and should be attached to the assignment description in Bb. Items to be included for EDAK 500 are below with more details on Bb. (assessment: professional portfolio rubric)

- A current resume and cover letter.

- One-page anchoring essay concerning integrity (The purpose of the essays is to give the student "space" in which to think about the potential difficulties/opportunities inherent in trying to implement the theoretical concepts in practice).

Two artifacts and completed artifact/reflection templates (see Bb for template) for each (defines the importance of the artifact and how it represents the knowledge, skill, or value addressed). Students should choose artifacts they believe best represent the theoretical foundations of their conceptions of leadership, that illustrate their skill in converting theory into practice, and that confirm their understanding of principal program principles and the Texas Standards for the Principal Certificate.

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS &PLANNING   (40 pts – due 12.2)

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal and any other colleagues queried related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any additional colleagues will assess discreet leadership skills using the ***SCHOOL LEADERSHIP COMPETENCY INVENTORY***. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS &PLANNING** template: FeedBack, FeedForward, & GrowForward. (assessment: 40 pts FIT2LEAD template completion)

Final Exam   (60 pts.—due 12.2)

Each student will compose an 8 page paper discussing the integration of ethical leadership and school culture in the successful transformative work of school leadership. The paper should synthesize the reading from this class as well as work from other authors in the area of transformational school leadership.

Grading Criteria Rubric and Conversion

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. *Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted.* In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must attend both class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 810 of 900 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 720 of 900 points must be earned. Maximum points for each assignment are in ( ).

- Class participation (40 points)

- Leading Every Day Reflective Journal (120 pts)

- Ethics On-line Dialogues (200 pts)

- Leadership Theory Self-Study (240 pts)

- Ethical Dilemma Situation Descriptions (40 pts)

- My Leadership Philosophy (40 pts)

- My Personal Code of Conduct (40 pts)

- Ethics Case Study Analysis (40 pts)

- School Leadership Standards/Fitness to Lead Analysis/Planning (40 pts)

- Professional E-Portfolio Additions (40 pts)

- Final Exam (60 pts)

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective	Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective	Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	5 4	3 2	1 0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages reader	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/ concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ APA Format	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)	Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)	Not mechanically sound; four or more mechanical and/or formatting errors

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CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5　　4	3　　2	1　　0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion	Introduction, body, and conclusion provide logical flow of ideas that engages audience	Product lacks structure and coherence to engage reader in a meaningful flow of ideas
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes &concepts	Generally demonstrates an organized and logical examination of major themes and concepts	Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice	Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors	Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation	Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic frame-work grounded in student's leadership philo-sophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
PRESENTA-TION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

Course Outline and Calendar

Class Meeting #1 September 9 8:00 a.m.-12:00 noon

August 28-October 6

Reading 1 Kidder: How Good People Make Tough Choices (Discussion)	Due September 9
Leading Every Day: A Reflective Journal Book 1 Days 1-15	Due September 16
Reading 2 Starratt: Ethical Leadership (Discussion)	Due September 23

Class Meeting #2 October 7 8:00 a.m-12:00 noon

October 7-November 3

Reading 3 Fullan: Leading in a Culture of Change Chpts. 1-3 (Discussion)	Due October 7
Pair Share Ethical Dilemma Situation Descriptions	Due October 7
Leading Every Day: : A Reflective Journal Book 1 Days 16-31	Due October 14
My Leadership Philosophy & Personal Code of Conduct	Due October 21
Reading 4 Fullan: Leading in a Culture of Change Chpts. 4-6 (Discussion)	Due October 21

Class Meeting #3 November 4 8:00 a.m.-12:00 noon

November 4-December 1

Leading Everyday: A Reflective Journal Book 2 Days 1-15	Due November 4
Reading 5 Selected Journal Articles (Provided by Prof.) (Discussion)	Due November 4
Ethics Case Study Written Analysis	Due November 11
Leadership Theory Self Study Chapters 5-7	Due November 11
Leadership Theory Self Study Chapters 8-10	Due November 18
Professional Portfolio Development	Due November 18

Class Meeting #4 December 2 8:00 a.m.-12:00 noon

Leading Everyday: A Reflective Journal Book 2 Days 16-31	Due December 2
Leadership Theory Self Study Chapters 11, 12, and 14	Due December 2
Fit2Lead Continuous Improvement Analysis and Planning	Due December 2
Final Exam	Due December 2

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the course Bb site.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Instructors **cannot** drop students; this is always the responsibility of the student. The records office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow procedure, you will receive an F in the course.

ACADEMIC INTEGRITY
Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.

DISABILITY SUPPORT SERVICES
If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at http://www.tamuct.edu/departments/disabilitysupport/index.php.

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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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As an online course, you need to include information about Technology Requirements and Support:
TECHNOLOGY REQUIREMENTS AND SUPPORT

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the TAMU-CT Blackboard Learn learning management system for class communications, content distribution, and assessments. Logon to **https://tamuct.blackboard.com** to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the "Browser Check" link on the TAMU-CTBlackboard logon page. (**https://tamuct.blackboard.com**) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to Blackboard Learn, you will see a link to Blackboard Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Blackboard Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting an assignment. Your ability to function within the Blackboard system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines*

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

COURSE AND UNIVERSITY RESOURCES, PROCEDURES, AND POLICIES

Drop Policy.
If you discover that you need to drop this class, you must go to the Registrar's Office and complete a Drop Request Form
[https://tamuct.blackboard.com/bbcswebdav/institution/studentforms/Drop_Request_Form.pdf]
Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity.
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Access & Inclusion.
At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage: http://www.tamuct.edu/departments/access-inclusion.

Tutoring.
Tutoring is available to all TAMUCT students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.
If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Kim Wood at k.wood@tamuct.edu.
Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. To access Tutor.com, go to the 'My Courses' tab in Blackboard.

University Writing Center.
Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by

consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

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

University Library.
The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.
Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT 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 homepage: https://tamuct.libguides.com/

INSTRUCTOR POLICIES
Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays.
APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.)*.