



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5360-110 #80144 EDUCATIONAL LEADERSHIP APPLICATIONS

FALL SEMESTER 2017

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INSTRUCTOR'S MESSAGE

Now that you have spent four semesters building knowledge and skill in the many roles associated with school leadership, it is time to pull together the components of your practice in a way that leads to instructional excellence, authentic learning, and continuous improvement on your campus. How will you guide generative solutions rather than fixes that fail as you work collaboratively to meet student and school needs? I look forward to our exploration of this question together and to our preparation for the master's comprehensive examination to be held on November 4th. I am excited to be working with you this semester as we take all of your learning about being a school leader and bring it together in this application class. I look forward to facilitating our learning.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with about 2% of the learning in one (1) face-to-face orientation session and the majority of the learning (98%) in an online format through the TAMUCT Canvas Online Learning System. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

We will hold our face-to-face class *Orientation* on September 9th from 8 am-9 am (immediately prior to our EDLD 5342 class session) in Warrior Hall third floor classroom. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through the Canvas system, so be sure to check the Canvas 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 through TAMUCT email.

UNILERT

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 and text message. By enrolling in UNILERT, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/UNILERT>.

COURSE INFORMATION

COURSE DESCRIPTION

The capstone study of the application of leadership theory to campus leadership practice. The *purpose* of the course is to examine critical issues in school leadership through culminating experiences focused on the integration of the roles of the principal. Master's degree comprehensive exam preparation is included (prerequisite: EDAK 542 or department chair approval). Important Note: All students enrolled in EDLD 5360 must enroll in EDLD 5090 Comprehensive Exam zero-credit-hour course.

The *structure* of the course is a simple layout. The f2f *Orientation* provides the opportunity to begin reflection about and planning for use of the many lenses of school leadership. Each of the three e-learn sections contains information, tasks, assignments, assessments, and due dates for the student learning outcomes in the course. Learning in each section builds on previous experiences, so success in the course is dependent upon the completion of each set of learning activities. Instructor contact is expected if questions cannot be resolved using the information provided on the Canvas course site.

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)

Students will be able to:

1. Analyze the current issues that may be found in school leadership practice. (all standards)
2. Utilize the roles of a school leader in finding solutions and opportunities related to current issues. (all standards)
3. Compile and present an evidence-based digital collection of personal leadership practices and school improvement practices related to the state standards for the principalship. (all standards)
4. Devise a plan for the first year of practice as a school leader. (all standards)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) 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 (effective September 1, 1999-August 31, 2016) are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. ([Canvas Course Information attachment](#))
- The six standards (effective September 1, 2016) are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to review and integrate all Texas principal standards. ([Canvas Course Information attachment](#))

NOTE: The 2001 Principal TExES framework with three domains and nine competencies is attached to Course Information in Canvas as part of 068 Texas Principal TExES Preparation Manual; the new 268 Principal TExES competencies are being developed and will be added to Canvas as available.

In addition the course will address all of the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA) ([Canvas Course Information attachment](#))
- *National Educational Leadership Preparation Standards* (NPBEA Building Level) ([Canvas Course Information attachment](#))

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on (1) principles and concepts of administration (administrative theory, organizational structure, organizational culture), (2) administrative processes (motivation; leadership; decision-making; communication, organizational change, organizational management), (3) the engagement of school community members in high levels of learning, and (4) resources related to the administrator's role in providing special services in relation to specific needs among equity issues. Specific resources used in the course are the required texts, interactions with peers/practitioners in the field, personal experience, and resources supplied by the instructor. The following textbooks (* designates new text) are required for course learning. Specific reading assignments are posted on the Canvas course site.

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN# 978143380562)
- *Griffiths, D., & Portelli, J. (2015). *Key questions for educational leaders*. Burlington, Ontario: Word & Deed Publishing. (ISBN# 9780991862610)
- *Matthews, L., & Crow, G. (2010). *The principalship: New roles in a professional learning community*. Boston, MA: Pearson Education, Inc. (ISBN# 020554567X)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

7-Week Online Comps Exam Self-Study/Peer Coaching Dialogue (SLO #1-2) (80 pts – 9.11-10.28)

Each student will participate collaboratively in a review of the knowledge and skill acquired in the MEd in Educational Leadership program. Based on the state principal standards, the professional portfolio topics, the role descriptions from Matthews & Crow's *The Principalship: New Roles in a Professional Learning Community* (ch 4-11), and the student learning outcomes for program course, students will review assignments and other resources and provide reflections about each learning outcome. Reflections will be shared with colleagues in structured dialogues facilitated by cohort members. As students proceed through the review, they will create final study materials based on input from comps committee members. Additional specifics concerning dialogue postings, facilitation assignments, and due dates will be posted on the Canvas course site.

(assessment: 80 pts collaborative participation rubric)

Personal Action Plan for 1st Year as Principal (SLO #1, 2, 4) (60 pts – due 11.5+)

Each student will create his/her personal plan for his/her first 12 months as a principal. Based on all program learning, Matthews & Crow's *The Principalship: New Roles in a Professional Learning Community* (ch 12-13), and any other resources as appropriate, the plan will have three major parts: (1) establishing yourself in your new assignment, (2) achieving an impact on the organization, and (3) managing the impact of the new assignment on your family and personal life. The plan will include activities, timeframes, perceived barriers, available resources, and completion dates. A format will be provided. (assessment: first year template attached in Canvas e-learn one)

NOTE: This assignment is one of several program benchmarks that will be placed in your student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the assignment description and the completion of the template.

Professional e-Portfolio Compilation/Organization (SLO# 1-3) (80 pts – due 11.25)

Complete the development of each section of the framework of your Professional e-Portfolio digital collection that you started in EDAK 500 *Foundations of Educational Leadership*. Update with the following:

- Update your resume and introductory cover letter (EDAK 500) and include in your introductory information.
- Update all foundational statements that you have created in the program – i.e. personal code of conduct and leadership philosophy from EDAK 500; educational platform, mission, and vision of a quality school from EDAK 539; and any others you have developed in the program – and include them in your collection as introductory information about you.
- Update anchoring essays for all sections of the Professional e-Portfolio and include in each section of the collection.
- Include at least two (2) artifacts and accompanying artifact reflections for each of the six topic sections of the Professional e-Portfolio collection. Use this opportunity to ensure that you have included artifacts that provide evidence of your *performance* as much as possible.

Submit the organized collection by section through the Canvas course site.

(assessment: 80 pts professional portfolio rubric)

Issues & Improvement Reflective Journal (Griffiths & Portelli) (SLO# 1, 2, 4) (80 pts – due 12.10)

Each student will be required to reflect about and submit a collection of 8 (2 per part) journal entries related to the 42 topic essays included in the four parts of *Key Questions for Educational Leaders* (Griffiths & Portelli, 2015). Each entry must include at least the following: reflections based on the reading, observations of practice in the student’s professional setting, and generative possibilities for action related to the observations. Of course, all should be related to exemplary leadership practices and insights gained through new knowledge, skills or values developed in the principal preparation program. APA format should be utilized; however, first person is appropriate here.

(assessment: 4 pts per entry/20 entries=80 pts written product rubric)

Mentor Consultations/Reflections (SLO# 1-4) (40 points each/120 points total – due 10.1, 11.11, 12.10)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). Each principal consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus. The third mentor consultation should also include thoughts about the Principal Practicum. A Mentor Consultation Record/Reflections template is provided in Canvas.

(assessment: 40 pts agenda/reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO# 1-4) (40 pts – due 12.10)

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 related to the state principal standards studied in EDAK 542 and 560 during the semester. Additionally, the student, the mentor, and both instructors will assess discrete leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.

(assessment: 40 pts analysis and planning template completion)

GRADING CRITERIA

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria, specific assignment templates as provided, 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 are expected to attend and participate in the course orientation and in all learning activities, assignments, and assessments online through Canvas. 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.

Total points for course = 460. To earn the Grade of A: a minimum of 414 pts out of a possible 460; for a B: a minimum of 368 out of 500 points. Note: Points designated below are the maximum number.

- 7-Week Comps Exam Self Study/Peer Coaching (80 points)
- First Year Plan (60 points)
- School e-Portfolio Collection Compilation/Organization (80 points)
- Issues and Improvement Reflective Journal (80 points)
- Mentor Reflections (120 points)
- Fit2Lead Analysis/Plan (40 points)

GRADING RUBRICS (CONTINUED ON NEXT PAGE)

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 8-10	Acceptable 3-7	Unacceptable 0-2
Conceptualization	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, 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 framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative 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 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.
Presentation	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are not mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connectedness 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.

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/c oncepts, 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	

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.	

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the TAMUCT Instructure Canvas learning management system.

Logon to TAMUCT Canvas [<https://tamuct.instructure.com>]

Username: Your MyCT username

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 link on the TAMUCT Canvas logon page. This is a **CRITICAL** step as these settings are important for when you take an exam or submit an assignment. Your ability to function within the Canvas 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 in advance of deadlines.*

Technology Support

For technology 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): <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student.

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

EDAK 5360 FALL 2017 COURSE CALENDAR*

TOPIC I: CURRENT ISSUES IN LEADERSHIP PRACTICE			
Learning Outcome: Analyze the current issues that may be found in school leadership practice. (all standards)			
TOPIC II: SCHOOL LEADERSHIP ROLES			
Learning Outcome: Utilize the roles of a school leader in finding solutions and opportunities related to current issues. (all standards).			
TOPIC III: EVIDENCE OF LONGITUDINAL GROWTH OF LEADERSHIP PRACTICES			
Learning Outcome: Compile and present an evidence-based digital collection of personal leadership practices and school improvement practices related to the state standards for the principalship. (all standards)			
TOPIC IV: SOCIALIZATION INTO SCHOOL LEADERSHIP ROLE			
Learning Outcome: Devise a plan for the first year of practice as a school leader. (all standards)			
Topic	Timeframe	Learning Assignment	Completed
I-II	8.28-9.8	Introductory Work <ul style="list-style-type: none"> • Individually read chapters 1-4 in <i>The Principalship: New Roles in a Professional Learning Community</i> (Matthews & Crow) • Locate and organize all program assignments, notes, and other relevant documents by course. • Locate and organize all professional portfolio collection anchoring essays, artifacts, and reflections by portfolio sections: <i>Integrity, Vision, Collaboration, Teaching & Learning, Professional Growth</i> (<i>Stewardship</i> section will be initiated during the semester in EDLD 5342) 	9.8

September 9 (8-9 am) F2F Course Orientation

September 30 (8-9 am) F2F Check-In

October 28 (8-9 am) F2F Check-In

September 11-November 5 e-learn 1: Comps Self-Study & First Year Plan			
I-II	9.11-10.28	Comprehensive Exam Self Study and Peer Coaching Support	10.28
I-II	10.29-11.3	Final Prep for Comps Exam	11.3
I-II	11.4	Comps Exam (8 am-1 pm)	11.4
I,II,IV	10.29-11.5	Personal Action Plan for First Year as Principal	11.5+
<i>Initial Mentor Consultation/Reflection (EDLD 5342/5360) – meet during week before</i>			<i>10.1</i>

Calendar continued on next page...

November 6-November 25 e-learn 2 Professional e-Portfolio Collection			
I,II,III	11.6-11.25	Professional e-Portfolio Collection finalization	11.25
<i>Second Mentor Consultation/Reflection (EDLD 5342/5360) – meet during week before</i>			<i>11.11</i>

November 27-December 15 e-learn 3 Key Questions for Educational Leaders			
I,II,IV	11.27-12.10	Issues and Improvement Reflective Journal – <i>Key Questions for Ed Leaders</i> (Griffiths & Portelli)	12.10
I-IV	FIT2LEAD CONTINUOUS IMPROVEMENT PLANNING & ANALYSIS		12.10
<i>Third Mentor Consultation/Reflection (EDAK EDAK 542/560) – meet during week before</i>			<i>12.10</i>
*Specific instructions for each e-Learn unit are outlined within Canvas. This course calendar serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, and direction will <i>be provided in Canvas course site and will be essential to course objectives.</i>			

Important University Dates:

August 28, Add/Drop/Late Registration begins
 August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
 September 1, Priority Deadline to Submit Graduation Application
 September 4, Labor Day, CAMPUS CLOSED
 September 5, Last day to drop 1st 8-week classes with no record
 September 13, Last day to drop 16-week classes with no record
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
 October 6, Deadline to submit graduation
 October 20, Last day to withdraw from the University (1st 8-week classes WF)
 October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
 October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
 October 30, Last day to drop 2nd 8-week classes with no record
 November 10, Veteran's Day
 November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
 November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
 November 23-24, Thanksgiving, CAMPUS CLOSED
 December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
 December 15, Last day to file for Degree Conferral (Registrar's Office)
 December 15, Commencement (End of Fall Term)
 December 25-January 1, WINTER BREAK

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**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 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.

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 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](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Tutoring

Tutoring is available to all A&M-Central Texas 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 Larry Davis at lmDavis@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 A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The 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) or by making an appointment via [WCOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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 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 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 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/) [https://tamuct.libguides.com/].

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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall. 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) [https://www.tamuct.edu/departments/compliance/titleix.php].

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