



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

## SYLLABUS

### EDLD 5392 –120 PRACTICUM FOR THE PRINCIPALSHIP

#### FALL 2017 SEMESTER

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#### I. COURSE DESCRIPTION

The principal practicum is designed to provide participation in, and discussion and supervision of a variety of professional activities in the area of school principalship preparation. The intern will be required to demonstrate competence in the performance of professional principal/assistant principal-related duties/tasks as the culminating experience in the Texas A&M University-Central Texas principal certification program. These professional duties/tasks will be directly related to the attainment of the seven standards for the principal (19TAC §241.15).

#### II. STANDARDS FOR THE 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 curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to renew the Standard Principal Certificate. The seven standards 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. **This course is designed to address expectations related to integration and application associated with the seven standards for the principal certificate.** Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate may be accessed at the following web address in the SBEC adopted rules section:

[http://info.sos.state.tx.us/pls/pub/readtacSext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=7&ch=241&rl=15](http://info.sos.state.tx.us/pls/pub/readtacSext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)

In addition, the course is designed to revisit the following:

The nine competencies of the three domains (school community leadership, instructional leadership and administrative leadership) tested on the TExES (Texas Examinations of Educator Standards) Principal test. The test framework may be found on pages 12-18 of the TExES Preparation Manual 068 Principal at [http://cms.texas-ets.org/files/1413/2949/6303/068\\_principal.pdf](http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf).

#### III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

This course utilizes the literature and research studied during the courses taken as part of the TAMUCT principal certification program. The internship must be a semester-long capstone experience to maximize the intern's opportunities to practice and refine knowledge and skills required for building-level leadership. Interns submit an internship plan that is approved by both the on-site mentor and the intern supervisor. A log of activities/hours is kept by the intern.

Learning Objectives	Learning Activities	Assessment for Learning	Assessment of Learning
Assess personal strengths and challenges in relation to Texas standards for the principalship	Reflection of continuing performance in Standards/Skills Analysis	Updated Standards and Skills Analysis/Growth Plan	Principal TExES Examination
Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct interaction with staff, students, parents, and the greater school community.	Weekly journal entries Completion of two projects and three-five activities in six leadership areas	Completed Project Action Plans Artifact/reflection collection in professional leadership portfolio Observations of practice Paper on campus improvement	Completers Survey Principal Mentor Survey
Understand the complexity of leadership responsibilities and school processes at school levels other than the intern's home school level.	Visits/Interviews – multiple school levels	Paper focused on multiple-level school experiences	
Demonstrate the ability to successfully engage in and pass the state principal certification exam.	Online dialogue: <i>How to Pass the Principal TExES</i>	Completion of TExES practice session with release form of exam	

### The required texts for the course are:

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN# 978143380562)
- Herasymowych, M., Oliver, C., & Senko, H. (2006). *Decision support system quick reference guide* (2<sup>nd</sup> ed.). Calgary, Alberta, CA: MHA Institute. (ISBN# 9780980881523)
- Texas Education Agency. (2010). *Texas examination of educator standards TExES preparation manual 068 principal*. Austin, TX: Author. (Downloaded from [http://cms.texas-ets.org/files/1413/2949/6303/068\\_principal.pdf](http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf).)
- Wilmore, E. (2013). *Passing the principal TExES exam: Keys to certification and school leadership* (2nd ed.). Thousand Oaks, CA: Corwin Press. (ISBN# 9781452286013)

NOTE: Additional resources include but are not limited to all textbooks, readings, etc. from program coursework.

## IV. SCHEDULE OF INTERN ACTIVITIES AND SUPERVISION

The intern will be supervised in the internship by a university supervisor and a school-based mentor. Except in extreme circumstances that must be approved by the course instructor, the mentor will be the school principal. The intern is responsible for scheduling and completing all required activities and assignments. The intern will utilize the advice of the mentor and university supervisor when planning and scheduling course activities. The intern will remain in contact with the university supervisor through emails, phone calls, the initial visit, at least three formal observation visits, and weekly journal entries. The intern will remain in contact with the principal mentor through weekly emails and both impromptu and scheduled visits.

The student will schedule **an initial meeting with the principal mentor and university supervisor** to finalize practicum plans. The Initial Meeting Record (Appendix A) will be used by the intern to facilitate the meeting. The Leadership Projects/Activities Planning Matrix (Appendix B) and the Practicum Assignment Tracking form (Appendix C) should be completed prior to the initial meeting and used to guide the meeting discussion. An initial action plan draft for each of the two major projects (Major Project Action Plan, Appendix D) should be shared at the meeting. A **final meeting may be scheduled at the end of the semester** to share reflections concerning the intern's performance and learning/career next steps.

## V. COURSE ASSIGNMENTS

The **eight (8) requirements** associated with the course are identified below *and additional requirements may be added at the discretion of the university supervisor*. Course requirements include:

### A. Major Project Action Plans (2) and Additional Activities (3-5) (40pts)

#### Artifact/Reflection Collection and Continued Portfolio Development (280 pts)

Working closely with his/her mentor, the student intern will plan and implement **two** major projects and **three to five** additional activities demonstrating knowledge and skill in 14 areas within six topics associated with campus leadership and management. Facilitation of these projects/activities should challenge the intern to increase skill in each area. All projects and activities will be selected based on campus needs

identified in collaboration with the school-based mentor and the university supervisor. The 6 topics and 14 areas are included in the Leadership Projects/Activities Matrix (Appendix B). The matrix is to be completed prior to the internship and subsequently used to complete the Internship Assignment Tracking form (Appendix C) and initial drafts of the two Major Project Action Plans (Appendix D) before the start of the internship. Initial drafts should be vetted for clarity by the intern using the MHA Decision Support Process. Final Major Project Action Plans are due when finalized by project teams.

In weekly journal/log entries during the practicum, the student will report on/reflect about actions taken towards the completion of major projects and activities. Additionally, the intern will add artifacts and artifact/reflection forms for the completed major projects/activities behind the appropriate tabs in his/her professional portfolio initially constructed in EDAD 500. Completed Major Project Action Plan forms for the two projects should be included in the professional portfolio as artifacts behind the most appropriate tabs. Artifacts and accompanying reflections for the 14 areas should provide evidence of growth in the internship experience in relation to the six portfolio topics and seven principal standards. **The updated Professional Portfolio including all internship artifacts/reflections is due for review to the university supervisor no later than the designated course calendar due date.**

#### **B. Initial Meeting & Ongoing Time/Planning Management**

(Initial Mtg 20 pts; 3 Time Mgt checks x 20 pts = 60 pts)

Upon receiving approval for the practicum initial planning documents, the student will schedule and facilitate a meeting with his/her principal mentor and university supervisor to finalize practicum activities and discuss any concerns prior to the start of the practicum and then submit a completed Practicum Initial Meeting Record on the Canvas course site (Appendix A). During the practicum, time and planning management performance points will be earned for 3 time periods as indicated on the course calendar. An updated Tracking Sheet (Appendix C) should be submitted via Canvas at the end of each period on the due date designated on the course calendar.

#### **C. Weekly Learning Reflections Journal/Activity Log**

(12 Weekly Journals/Activity Logs = 120 pts)

The student intern will create a weekly reflections journal that *contains at least four daily entries* about the internship experience. The journal should be a compilation of reflections directly pertaining to progress in completing course assignments and any other issues/opportunities that are part of the internship experience. Note that a reflective journal is metacognitive in nature; that is, it is a written record of thoughts, reactions, intuitions, and/or actions related to the practicum experiences. Minimally, the intern is required to submit weekly journals each week for ten weeks and include a time log of activities (for format, see Appendix E). The intern is expected to log a minimum of 192 hours of project/activity effort during the semester or 15-20 hours per week, of which 100 of the total must take place on campus. **The 12 weekly reflections journals/activity logs should be submitted via Canvas to the university supervisor by 6 pm on designated course calendar Saturday dates.** (written product rubric – p. 5)

#### **D. Principal TExES**

(12 Online Dialogue Sessions 120 pts; TExES Practice Session 20 pts)

In preparation for passing the principal TExES exam, students will participate in a series of twelve blackboard online dialogue sessions supported by the course texts, *Passing the Principal TExES* and the *TExES Preparation Manual 068 Principal* (see course calendar for dialogue dates and participation rubric). Upon completion of the dialogue sessions, the candidate is *required* to take the Released Principal TExES. To attend, you must make a reservation with the Educator Preparation Services Department at:

<https://www.tamuct.edu/departments/educatorpreparationservices/testingform.php>

#### **E. Observations of Leadership Practice (three observations – f2f, recorded, or skyped – of 20 pts each = 60 pts)**

The student will be formally observed at least three times by the university supervisor during the practicum. The supervisor will document leadership practice associated with the student's major projects and activities during three 45-minute observations. **The first observation must occur within the first five weeks of the practicum. If the first observation does not occur within the first five-week period the student will not be able to move forward with the practicum and must take the course again.** Of particular importance is the student's use of ethical decision making, culture analysis, team facilitation, and collaborative problem solving to move agendas related to major projects and activities. A copy of the completed Internship Practicum Observation

Feedback Report (Appendix G) is shared with/initialed by the student and mentor.

**F. Multiple School-Level Experiences**

(40 pts)

The practicum must include association with and visitation at all three school levels (elementary, middle, and high schools) within the ‘total’ practicum experience to provide greater insight into environments that principal practicum students are held accountable for on the Principal TExES Examination and later in administrative roles. The student will complete a 6-8 page comparative reflective paper about his/her findings at other levels. The paper should include reflections about connections, alignment, patterns, contrasts, lessons learned, etc. The paper will be submitted **on Canvas no later than the designated course calendar due date** and should also be shared with the student’s mentor. (written product rubric)

**G. Updated Standards/Skills Self-Analysis and Plan for Improvement**

(20 pts)

The student intern will update the Standards/Skills Self-Analysis (narrative journal entries) and Plans for Improvement (matrices) first constructed as part of the course requirements in EDAD 500. The intern will turn in the updated copy of the Standards/Skills Self-Analysis and Plan for Improvement (with entries from previous semesters) **on Canvas no later than the designated course calendar due date**. The document should be shared with the student’s mentor. (written product rubric)

**H. Campus Improvement Planning and Implementation Reflection**

(40 pts)

As a culminating course activity, the student will develop an 6-8 page paper analyzing the impact of his/her practicum actions on campus improvement. The paper will be submitted **on Canvas no later than the designated course calendar due date** and should be shared with the intern’s mentor. (written product rubric)

VI. EVALUATION AND GRADING:

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 complete all class activities 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 738 of 820 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 656 of 820 points must be earned. Maximum points for each assignment are in ( ).

- Two Major Project Action Plans (40 points)
- **Integrity** Artifacts/Reflections (40 points)
- **Vision** Artifacts/Reflections (60 points)
- **Professional Development** Artifacts/Reflections (60 points)
- **Collaboration** Artifacts/Reflections (40 points)
- **Stewardship** Artifacts/Reflections (40 points)
- **Teaching and Learning** Artifacts/Reflections (40 points)
- Initial Meeting Record/Ongoing time and planning management (80 pts)
- Weekly Learning Journal/Activity Log (120 points)
- Observation Feedback Reports (60 points)
- Principal TExES Preparation (140 points)
- Multiple School Levels Reflection Paper (40 points)
- Updated Standards/Skills Self-Analysis (20 points)
- Campus Improvement Reflection Paper (40 points)

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

Dimensions	5	4	3	2	1	0
<b>Dimension 1: Engagement</b>	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	
<b>Dimension 2: Summary</b>	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	
<b>Dimension 3: Connections/ Critique</b>	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	
<b>Dimension 4: Mechanics/ Communication Skills</b>	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
<b>Dimension 1: Engagement</b>	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	
<b>Dimension 2: Summary</b>	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	
<b>Dimension 3: Connections/ Critique</b>	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	
<b>Dimension 4: Mechanics/ APA Format</b>	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
<b>Dimension 1: Engagement</b>	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	
<b>Dimension 2: Summary</b>	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	
<b>Dimension 3: Connections/ Critique</b>	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	
<b>Dimension 4: Mechanics/ Communication Skills</b>	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
<b>CONCEPTUALIZATION</b>	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.
<b>COHERENCE</b>	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 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.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	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.
<b>PRESENTATION</b>	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

**CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT**

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUALIZATION</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
<b>COHERENCE</b>	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
<b>PERSONAL/ PROFESSIONAL GROWTH</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	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 continuous improvement process steps.
<b>PRESENTATION</b>	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 technical errors detract from presentation.

Note: Rubric adapted from materials used in *The School Portfolio* (Victoria Bernhardt) and Marshall University Leadership Studies Program

## COURSE AND UNIVERSITY PROCEDURES AND POLICIES

### DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's 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 Duck Trax 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 the 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>.

### TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit [www.ct.tamus.edu/AcademicSupport](http://www.ct.tamus.edu/AcademicSupport) and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing [tutoring@ct.tamus.edu](mailto:tutoring@ct.tamus.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

### LIBRARY SERVICES

**Library distance education services** aims to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital reference, online information literacy tutorials, and digital research materials. Much of the A&M-CT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.tamuct.edu/departments/library/deservices.php>.

**Information literacy** focuses on research skills which prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include, but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.tamuct.edu/departments/library/index.php>.