



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS (ONLINE BLENDED)
EDLD 5309-110 (CRN# 80805) LEGAL ISSUES IN SCHOOL LEADERSHIP

FALL 2018

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INSTRUCTOR'S PERSONAL STATEMENT

At the core of leadership work are the foundational constitutional provisions, statutory laws, court decisions, and regulations that govern public schools. In this course, we will learn the parameters of policy and law as they relate to the systemic work of school improvement. I am looking forward to this opportunity to facilitate your efforts in knowledge and skill development in this critical area of study.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended delivery mode with 27% of the learning in two face-to-face class sessions and 73% 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

The face-to-face class sessions are scheduled to meet at TAMUCT Warrior Hall on the following Saturdays: October 27th from 1-5 pm and December 1st from 8 am-5 pm. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on August 27th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by university email (beddins@tamuct.edu) on weekday evenings should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email.

911 CELLULAR

Emergency Warning System for Texas A&M University – Central Texas

911Cellular 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 911 Cellular through their myCT email account. Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

COURSE DESCRIPTION

Explore legal issues impacting the administration of prek-12 schools. Understand the ethical application of legal principles found in relevant constitutional, statutory, administrative, and case law. Learn how these laws and principles determine operation, organization, and administration of prek-12 schools. Special emphasis is placed on the relationship of state and federal law. Prerequisite(s): Admission to program and approval of program coordinator.

The purpose of this course is to analyze the constitutional provisions, statutory laws, court decisions, and regulations governing public schools with special reference to Texas and federal relationships of these laws and how they impact the day to day decisions and practices of public school administrators. Students will engage in reading, discussion, and research concerning the following topics:

- Constitutional, Statutory, Administrative and Judicial Sources of Law
- Structure and Governance of the Texas School System
- Foundational/ Enrichment Programs and Accountability/Student Groups
- Special Education and Discipline (Chapter 37)
- Personnel Contracts and Grievances
- Expression and Student Rights
- Religion, Pledge, Prayer, Creation
- Privacy, Open Meetings Act, Drug Testing, Student Search
- Tort and Liability

The *structure* of the course is a simple layout. Each of the topics mentioned in the course purpose provides focus for the five e-learn sections. The e-learn sections contain information, tasks, assignments, and due dates that keep the online learning on track. Learning in each e-learn section builds on previous learning, so success in the course is dependent upon the successful completion of each set of learning activities in each section. Instructor contact is expected if questions cannot be resolved using the information provided in the course syllabus and Canvas site.

COURSE LEARNING OBJECTIVE

- Explore legal issues impacting the administration of prek-12 schools.
- Understand the ethical application of legal principles found in relevant constitutional, statutory, administrative, and case law with special emphasis on state and federal law.
- Learn how specific laws and principles determine operation, organization, and administration of prek-12 schools.

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)

Students will be able to:

1. Research legal issues related to the public schools. (C9, D2, D7, D8)
2. Analyze federal and state court cases. (C9, D2, D7, E7)
3. Differentiate and illustrate legal concepts related to the public schools. (C9, D2, F8)
4. Apply legal concepts to the public school setting. (D2, D8, D9, E7, F1, F2, F3, F4, F8)
5. Critique public school activities for compliance with public school laws. (C9, D2, D8, D9, E7, F1, F3, F4, F8)
6. Examine the system of public school governance and its relation to the levels of courts. (D1, D2, D7, E7, F8)
7. Demonstrate knowledge of students' and teachers' rights guaranteed by the First, Fourth, and Fourteenth Amendments. (C9, D7, E7, F2, F3, F4, F8)

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 six standards 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 focus specifically on the following Texas standards:

Standard C Human Capital (skill statement 9)

Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)

Standard E Strategic Operations (skill statement 7)

Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 3, 4, 8)

([http://texreg.sos.state.tx.us/public/readtac\\$ext.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://texreg.sos.state.tx.us/public/readtac$ext.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))

Principal TExES 268/PASL domains/competencies

The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:

DOMAIN III HUMAN CAPITAL

- Competency 005 Staff Evaluation and Supervision (skill statement E)
- Competency 006 Teacher Selection & Retention (skill statement D)

DOMAIN IV EXECUTIVE LEADERSHIP

- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)

DOMAIN V STRATEGIC OPERATIONS

- Competency 010 Leadership of a Safe Learning Environment (skill statements C, H)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

- Competency 011 Ethical Leadership (skill statements A, B, C, G)

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)
Standard 2 Ethics & Professional Norms (skill statements A-F)
Standard 3 Equity & Cultural Responsiveness (skill statements D, H)
Standard 9 Operations and Management (skill statement H, L)
<http://www.npbea.org>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
Standard 2 Ethics & Professional Norms (skill statements 2.1, 2.4)
Standard 3 Equity & Cultural Leadership (skill statement 3.1)
Standard 6 Operations and Management (skill statement 6.4)
Standard 8 Internship and Clinical Practice (skill statement 8.1, 8.3)
<http://www.npbea.org>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with legal issues and law related to school leadership. The following are required textbooks (*texts new to this course). Specific reading assignments are outlined in this syllabus and posted on Canvas. An additional selected course bibliography is included on Canvas.

Kemerer, F. and Crain, J. (2016). *Texas Documentation Handbook: Appraisal, Nonrenewal, Termination 6th ed.* Austin, TX: Park Place Publications. (ISBN# 978-0985252755)

Walsh, J., Kemerer, F., and Maniotis, L. (2018). *The Educator's Guide to Texas School Law, 9th ed.* Austin, TX: University of Texas Press. (ISBN #978-1477315316)

COURSE REQUIREMENTS

ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)

Participation in Ten Chapter Online Dialogues and Facilitation of One Chapter Dialogue (SLO #1-7) (10 wks x 20=200 Points – wkly Sunday-Saturday dialogue dates on calendar)

Students will participate by posting at least three times in online discussion sessions for each chapter (Walsh, Kemerer, Maniotis text). Students should pose ideas and questions, make comments, provide examples, and cite court cases relative to the assigned chapter reading material. Students will also complete a chapter quiz at the end of the dialogue.

Each student will facilitate one of the ten chapter dialogues (initial chapter summary post and at least two more posts) for a chapter chosen from chapters 2-10 and provide a quiz (see below) and a court case summary (see below) for two of the most impactful cases highlighted in the specific chapter in the Walsh et al text. (assignment assessment: 200 points/Collaborative Participation Rubric)

Chapter Quizzes (SLO #1-7) (8 wks x 10=80 Points – due weekly with assigned chapters per class schedule)

Students will be administered quizzes to assess knowledge of the materials outlined in the required course text, including legal terminology and relevant court cases. Questions are to be formatted as short essay questions (1-2 paragraph answers). The 5-question quizzes will be provided by the facilitator in the last post of his/her chapter dialogues. Students will post their answers to the chapter quiz assignment in Canvas. (assessment for learning: 100 points total/10 pts per quiz)

Court Case Synthesis for Facilitated Chapters (SLO #1-7) (40x2=80 Pts – due with assigned dialogue)

Each student will prepare a one to two-page written synthesis for TWO key court case impacting the chapter topic. Each of the court case summaries should come from the student's facilitated course chapters – chosen for your interest in it and its impact on one or more of the chapter topics. The synthesis attachment developed by the student should provide a summary of the court case, decisions, and impact. It should be distributed by dialogue attachment to the dialogue participants for their engagement in the corresponding chapter dialogue. (assessment for learning: 80 pts/ Class Presentation Rubric)

Employment Documentation Case Study (SLO #1-7) (60 Points – due 10.21)

Each student will develop and complete an employee documentation case study based on the Kemerer/Crain documentation handbook. The exercise focuses on the documentation and data needed in the employee intervention process to move an employee towards improvement or possible termination.

You will provide a case study scenario for a fictitious faculty member at a fictitious school where you are serving as the principal. Include the faculty member's work history, teaching assignment, any extra duties, T-TESS evaluation results for the last three years, and any additional interaction/information that may be pertinent. Then, add information and documentation that provides a pattern towards intervention and termination to include:

- description of first incident - Incident Report
- description of second incident specific to instruction - Report focused on Student Instruction
- description of any additional incidents (you should complete Incident Reports for practice)
- Intervention Plan
- any additional documentation/process required by district to move towards termination.

Be sure to check with your mentor principal about the intervention process, particularly concerning the last bullet above related to data and documentation requirements in your current district. Include these as part of your case study narrative to move you closer to the reality of the documentation and intervention process in your current district. APA style is required as appropriate. Responses must be posted to Canvas no later than August 10th. (assessment of learning: 60 pts/written product rubric)

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, the written product rubric, and your APA manual to ensure that you submit a quality paper.

School Board Meeting Attendance, Analysis and Reflection (SLO #3-6) (40 Points – due 11.18)

Each student will attend one school board meeting in a district of their choice and provide a written reflection of their experience as it relates to his/her professional setting and learnings from the course. Prior to attending the meeting, student will gain access to the meeting agenda and thoroughly research at least two action items to include any state and federal law and rules as well as board policy; item background, description, and possible impact; final board action; and personal reflections concerning your analysis. APA should be used as appropriate (first person okay).
(assessment for learning: 40 pts/Written Product Rubric)

Topic PPT/Other Media Presentation (SLO #3-5) (40 Points – final due date 12.1)

Each student will prepare a presentation that provides a case study analysis of a legal topic impacting education using power point or other electronic media. The topic presentation will be evaluated by cohort colleagues based on content, creativity, style, and knowledge of and reflections about the topic material. A copy of the ppt/other media presentation should be provided to the instructor via Canvas. Be sure to clear your topic with the instructor. Choose a topic that has really caught your attention as you have read and completed other assignments for this course. Be sure to limit your topic to something doable.
(assessment of learning: 40 pts/Class Presentation Rubric)

Mentor Consultations/Reflections (SLO# 1-5) (40 points each/120 points total – due 9.23., 11.4, 12.14)

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 in EDLD 5307 and 5309 and a look forward to the next e-learn focus in both courses. The third mentor consultation should also include a preview the next semester's courses (EDLD 5342 Leadership of Campus Resources & EDLD 5392 Principal Practicum I). A Mentor Consultation Record/Reflections template is provided in Canvas.
(assessment for learning: 40 pts agenda/reflection template)

Professional e-Portfolio Collection – All Topics Additions (SLO# 1-5) (40 pts – due 12.9)

Expand your professional portfolio that you started in EDLD 5300 Foundations of Educational Leadership by reviewing all sections in view of your learning in this course (see your 5300 syllabus if you need a reminder about the portfolio). Provide a one-page update describing any wording additions to anchoring essays and any artifacts/reflections.
(assessment of learning: 40 pts professional portfolio rubric)

School e-Portfolio Collection – All Sections Additions (SLO# 1-5) (40 pts – due 12.9)

Expand your School Portfolio (Bernhardt, 1999, Eye on Education) case study started in EDLD 5301 Research in Educational Leadership by providing a one-page update describing any wording additions to section “stories” and any items inclusion in sections based on learning in this course.
(assessment of learning: 40 pts school portfolio rubric)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO# 1-5) (40 pts – due 12.14)

Beginning in EDLD 5300, 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 EDLD 5316 and 5355 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 of learning: 40 pts analysis and planning template completion)

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and rubrics outlined in this syllabus as well as any assessment-specific rubrics included in Canvas course site. *Assignment 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. *Missing a f2f class session is not a valid reason for incomplete assignments and assessments.* A grade of Incomplete (I) will not be given except in extremely unusual cases. A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in the 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 684 of 760 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 608 of 760 points must be earned. Maximum points for each assignment are in ().

- Canvas dialogue participation (10 weekly sessions @ 20 pts=200 points)
- Quizzes (10 pts x 10 weeks = 100 points total)
- Two Court Case Synthesis Attachments (40 x 2=80 points)
- School Board Meeting Attendance/Items Analysis/Reflection (40 points)
- Employee Documentation Case Study (60 points)
- Topic Presentation by PPT or other media mode (40 points)
- *Mentor Consultation Reflections* (3x40=120 pts)
- Professional e-Portfolio Collection *Collaboration Additions* (40 pts)
- School e-Portfolio Collection *Partnership Additions* (40 pts)
- *Fit2Lead Analysis/Plan* (40 pts)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site within eight days of submission date. If unforeseen circumstances require the extension of the grading timeframe, students will receive an email explanation and projected date of completion from the instructor.

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.	

EDLD 5309 FALL 2018 COURSE OUTLINE/CALENDAR*

Focus Areas	Points	Due Dates	Assignments/Assessments
e-Learn 1 (dates: 8.27-9.23) Chapters 1-3 Online Dialogues (20 pts) (Quizzes (10 pts) Court Case Syntheses if facilitating (80 pts)	20+10	9.2-9.8	Online Dialogue and Quiz: <i>Overview of Education Law</i> (Ch 1 Walsh et al)
	20+10	9.9-9.15	Online Dialogue and Quiz: <i>Student Attendance/Instruction</i> (Ch 2 Walsh et al)
	20+10	9.16-9.22	Online Dialogue and Quiz: <i>Special Education</i> (Ch 3 Walsh et al)
	40	9.23	Mentor Consultation/Reflections 1
e-Learn 2 (dates: 9.24-10.14) Chapters 4-5 Online Dialogues (20 pts) (Quizzes (10 pts) Court Case Syntheses if facilitating (80 pts) Begin Documentation Case Study	20+10	9.23-9.29	Online Dialogue and Quiz: <i>The Employment Relationship</i> (Ch 4 Walsh et al)
	20+10	9.30-10.6	Online Dialogue and Quiz: <i>Personnel Issues</i> (Ch 5 Walsh et al)
	-----	-----	Begin Employment Documentation Case Study
e-Learn 3 (dates: 10.15-11.4) Complete Documentation Case Study (60 pts); Chapters 6-7 Online Dialogues (20 pts) (Quizzes (10 pts) Court Case Syntheses if facilitating (80 pts) F2F VALUE ADDED SESSION *(10.27 1-5 pm)*	60	10.21	Complete Employment Documentation Case Study
	20+10	10.21-27	Online Dialogue and Quiz: <i>Expression/Assoc. Rights</i> (Ch 6 Walsh et al)
	20+10	10.28-11.3	Online Dialogue and Quiz: <i>Religion in Schools</i> (Ch 7 Walsh et al)
	40	11.4	Mentor Consultation/Reflections 2
e-Learn 4 (dates: 11.5-11.24) Chapters 8-9 Online Dialogues (20 pts) (Quizzes (10 pts) Court Case Syntheses if facilitating (80 pts) School Board assignment (40 pts)	20+10	11.5-10	Online Dialogue and Quiz: <i>Student Discipline</i> (Ch 8 Walsh et al)
	40	11.17	School Board Attendance, Analysis, Reflection
	20+10	11.18-24	Online Dialogue and Quiz: <i>Privacy Issues</i> (Ch 9 Walsh et al)
e-Learn 5 (dates: 11.25-12.14) Chapter 10 Online Dialogues (20 pts) (Quizzes (10 pts) Court Case Syntheses if facilitating (80 pts) Topic Presentation (40 pts) F2F REFLECTIONS SESSION *(12.1 8-5 pm)*	40	12.1	Topic Presentation in f2f class session
	20+10	12.2-12.8	Online Dialogue and Quiz: <i>Legal Liability</i> (Ch 10 Walsh et al)
	80	12.8	Two Court Case Syntheses with facilitation of chapter dialogues
	40	12.9	Professional e-Portfolio Additions (All Topics)
	40	12.9	School e-Portfolio Additions (All Topics)
	40	12.14	Mentor Consultation/Reflections 3
	40	12.14	Fit2Lead Continuous Improvement Analysis & Planning
Total Possible Points	760		
*Specific instructions for each e-learn module are detailed within the Canvas course. This course outline and 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, etc., will be provided in the Canvas course and will be essential to meeting course objectives.			

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

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

(xx123 or everything before the "@" in your MyCT e-mail address)

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 access Canvas will affect your performance in this course. You should also have access to headphones and a microphone to be able to participate in any group activities that are held through the Canvas learning system.

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Other Technology Support

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

Please let the support technician know you are an A&M-Central Texas student.

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 Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

ACADEMIC INTEGRITY.

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. 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 Office 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 Office 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) web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

IMPORTANT INFORMATION FOR PREGNANT AND/OR PARENTING STUDENTS.

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to

pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines 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].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

TUTORING.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus 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 have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

UNIVERSITY WRITING CENTER.

Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays. 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 [WOnline](https://tamuct.mywconline.com/) at [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu for any assistance needed with scheduling.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help! If you have any questions about the UWC, 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 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

A NOTE ABOUT SEXUAL VIOLENCE AT A&M-CENTRAL TEXAS

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

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