



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS

EDLD 5370 –110 LEADERSHIP OF HUMAN RESOURCES

SPRING 2018 SEMESTER

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I. COURSE DESCRIPTION

This course is designed to examine supervision and evaluation of faculty and staff in prek-12 schools. In addition, candidates will study effective supervisory and evaluation approaches for the development of a continuous improvement learning culture for faculty and staff.

(The study of programs and procedures in supervision and evaluation of faculty and staff in prek-12 schools. Effective supervisory and evaluation approaches provide the focus for the development of a continuous improvement learning culture for faculty and staff.)

The course provides aspiring principals with the opportunity to strengthen knowledge and skills necessary for principals to build human capital. The course utilizes literature on supervision, corporate culture, professional development, classroom walkthroughs, and standards for evaluation in order to build capacity for a successful educational leadership. The Texas Teacher Evaluation and Support System (T-TESS), a state-required teacher appraiser certification course, is included in the course. In order to be eligible for T-TESS certification, students must pass the T-TESS certification exam after training. Students are required to pay a course fee of \$75 for T-TESS certification.

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 six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, Diversity. **This course is designed to address expectations related to integration and application associated with the six 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/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://info.sos.state.tx.us/pls/pub/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)

This course is designed to focus specifically on the following Texas standards:

- Standard D Executive Leadership (skill statements 1-9)
- Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 6, 8, 9, 10)
([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))

NOTE: the Principal TExES competencies are in revision and will be added to syllabus as available.

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)
Standard 1 Mission, Vision, & Professional Norms (skill statement D)
Standard 2 Ethics & Professional Norms (skill statement F)
Standard 3 Equity & Cultural Responsiveness (skill statement H)
Standard 6 Professional Capacity of School Personnel (skill statements A-I)
<http://www.npbea.org>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
Standard 3 Equity & Cultural Leadership (skill statements 3.1, 3.2, 3.3)
Standard 4 Instructional Leadership (skill statement 4.4)
Standard 7 Human Resource Leadership (skill statements 7.1, 7.2, 7.3, 7.4)
Standard 8 Internship and Clinical Practice (skill statement 8.1)
<http://www.npbea.org>

III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

Learning Outcomes/Competencies

The student will be able to:

1. Facilitate a school-wide culture of professional learning, clear expectations, and professional growth by using performance data and systematic feedback to enhance learning. (C2, 4, 5, 7, 8, D1, 2, 7, 8, 9)
2. Develop the knowledge, interpersonal skills, and technical skills that instructional leaders need in order to function effectively as developmental supervisors and instructional leaders. (C2, 4, 5, 7, 8)
3. Develop and utilize an understanding of systems that characterize enhance student outcomes, evaluate effectiveness, and develop the skills needed for leadership and responsibility. (C1, 3, 6)
4. Establish the goals and strategies for ethical practice, professional development, recruitment, induction, hiring, and retention of campus staff. (C9, 10, F2, 4, 8)

The required texts for the course are:

Gleason, Sonia C. and Gerzon, Nancy. (2013). *Growing into equity: Professional learning and personalization in high-achieving schools*. Thousand Oaks, CA: Corwin. (ISBN# 9781452287652)

Glickman, Gordon, and Ross-Gordon. (2014, ninth edition) *SuperVision and instructional leadership: A developmental approach*. New York: Pearson. (ISBN# 9780132852135)

Herasymowych, M., and Senko, H. (2009, second edition). *Corporate culture and organizational change: Strategic practice guide*. Calgary, Alberta, Canada: MHA Institute. (ISBN# 9780980881509)

Kemerer, Frank R, and Crain, John A. (2014, 5th edition, with CD). *Texas documentation handbook: appraisal, nonrenewal, termination*. Texas School Administrators' Legal Digest. (ISBN# 9781424306809)

Moss, Connie and Brookhart, Susan. (2015). *Formative classroom walkthroughs: How principals and teachers collaborate to raise student achievement*. Alexandria, VA: ASCD. (ISBN# 9781416619864)

IV. SCHEDULE OF PRACTICUM ACTIVITIES AND SUPERVISION

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

The candidate will schedule **an initial meeting with the principal site supervisor and university field supervisor prior to the first week of the semester** 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

T-TESS Certification (SLO # 1-4)

T-TESS training is a scripted program prepared by the Texas Education Agency and is based on clock hours. In order to be recommended for T-TESS Certification, students may not miss any certification hours. Therefore, attendance and participation in all certification sessions and completion of all assignments is required. **(Assessments: included in T-TESS materials)**

Online Dialogues (SLO # 1-4) (40 points each/120 points total)

There are a total of three (3) online dialogues connected to the *Corporate Culture and Organizational Change: Strategic Practice Guide* text. Through the readings, assignments, class discussions, and online dialogues, students will gain an understanding of the language and concepts of cultural systems and strategic practice in order to determine possible choices and actions to navigate through the dynamics more effectively. All dialogues require that students pre-read selections and complete learning exercises before responding to the prompt. Students are expected to write an original response, read all other responses from classmates, and respond once to another student. All responses must be reflective in nature and make a contribution toward learning. **(Assessment: Collaborative Participation Rubric)**

Mentor Consultations/Reflections (SLO # 1-4) (40 points each/120 points total)

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, and write reflections. Each principal consultation will align with specific e-learn focus areas (including T-TESS) that have just been completed and a look forward to the next e-learn focus. A Mentor Consultation Record/Reflections template is provided on Bb. **(assessment: 40 pt agenda/reflection template)**

School Portfolio Professional Development Continuum (SLO #1) (40 pts)

The Professional Development Continuum is one of the Continuous Improvement Continuums for Schools found in Data Analysis for Continuous School Improvement (Bernhardt) begun in EDAK 501 Research for Educational Leaders. The Professional Development Continuum and the directions for completing the analysis will be contained in Blackboard. Successful completion of the learning exercise will help students determine needs for school-wide improvement and growth for professional learning.

(Assessment: Written Product Rubric)

Professional Development Action Plan (SLO # 1-4) (60 pts)

Students will develop goals and strategies for professional development using Learning Forward standards, ASCD materials, the Texas Principal Evaluation and Support System (T-PESS), and the Texas Teacher Evaluation and Support System (T-TESS). The instructor will provide materials for the professional development plan. (Assessment: Written Product Rubric)

Principal Interview (SLO # 2) (40 pts)

Using an interview protocol aligned with Standard C: Human Capital, each student will interview a currently practicing principal for the purpose of gaining insight into the nature of supervision work from the principal's perspective. Relatives and assistant principals are not candidates for the interview. In addition to collecting responses to interview questions, students should collect demographic information about the individual interviewed. Also, if a principal has had T-TESS experience, then be sure to include their comments about using T-TESS. The principal interview may be combined with the first or second mentor reflection meeting scheduled in order to use time more efficiently. The principal must be named, the interview questions must be included, the responses to the interview questions must be summarized or transcribed, and the **student's reflection of what was learned from this experience must be presented in written format.** (Assessment: Written Product Rubric)

Talent Management Reflection (SLO # 1-4) (60 pts)

Using five (5) sources, students will write a reflection on their learning with regard to managing talent. The five sources include: 1) T-TESS with a focus on growth mindset, 2) principal interview results, 3) reading from the *Texas Documentation Handbook*, 4) reading from "Nine Best Practices for Effective Talent Management", and 5) reading from "Perspectives of Irreplaceable Teachers: What America's Best Teachers Think About Teaching." The reflection will include common themes, enlightenments, and future actions you will take as a principal concerning talent management.

(Assessment: Written Product Rubric)

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

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 as well as other colleagues related to the state principal standards studied during the semester. Additionally, the student, the mentor, and any other colleagues will assess discreet leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward. (assessment: analysis and planning template completion)

Professional Leadership Portfolio – Professional Growth Section (SLO # 1-4) (40 pts)

Expand your professional portfolio that you started in EDAK 500 Foundations of Educational Leadership by developing the section for the concept Professional Growth (see your 500 syllabus if you need a reminder about the portfolio). Write a one-page reflective anchoring essay about **Professional Growth**. APA style should be used as appropriate. Locate and include in your portfolio two artifacts and

reflections showing evidence of your knowledge, skill, and values related to Professional Growth. The professional portfolio artifact reflection form should be used to explain your artifacts (see “forms” section on our educational leadership website). The artifacts component is a critical part of the portfolio because it provides the documentation and interpretation for the reviewer of the individual’s assessment of his/her abilities, professionalism, and character. The reflection associated with each artifact should clearly define the importance of the artifact and how it represents the knowledge, skill, or value addressed. Students should choose artifacts they believe best represent the theoretical foundations of their conceptions of leadership, that illustrate their skill in converting theory into practice, and that confirm their understanding of the program principles and the Texas Standards for the Principal Certificate. **Two artifacts and accompanying descriptions/reflections that depict competency related to professional growth are required in this course.** (Assessment: Professional Portfolio Rubric)

School Portfolio Development – Professional Development Section (SLO # 1-4) (40 pts)
Expand your School Portfolio (Bernhardt, 1999, Eye on Education) started in ED 501 Research in Educational Leadership by developing the Professional Development section. Add the Professional Development Continuum (rated rubric), your Professional Development Action Plan, and any additional items that you can find about professional development for your campus. As evidence that you have completed the assignment for adding items to the School Portfolio, add a description of the professional development items you included in the Professional Development section of your portfolio. Your Campus Professional Development Action Plan serves as a benchmark assessment.
(Assessment: School Portfolio Development Rubric)

VI. EVALUATION AND GRADING:

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria rubrics outlined in the syllabus. 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; neither should the materials submitted by a collection of file materials. A course grade of Incomplete (I) will not be given except in extremely unusual cases. You must attend all class sessions AND complete and submit all assignments in order to be eligible for an A in the course. A grade of a C may result in retaking the course. The 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. The maximum number of accrued points for the class is **560**. Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences.

- To earn the Grade of A: **504** minimum accrued points (90% of 560)
- To earn the Grade of B: **448** minimum accrued points (80% of 560)

In addition to specific suggestions and/or criteria given in individual courses, the grading criteria and rubrics on the following pages will be used in the course.

POSTING OF GRADES Grades will be posted using Canvas.

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 concepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

WRITTEN PRODUCT ASSESSMENT RUBRIC

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

CLASS PRESENTATION ASSESSMENT RUBRIC

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

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUALIZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic 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.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided self-assessment of learning and growth.	Portfolio demonstrates evidence of reflection and critical thought. A degree of insightfulness is apparent in the student's work, and elements of reflection and development of knowledge/skill/values are recognizable. Presentation addresses process of portfolio development and rationale for selection of entries. Evidence of self-assessment of learning and growth.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
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 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
CONCEPTUAL-IZATION	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.
COHERENCE	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.
PERSONAL/ PROFESSIONAL GROWTH	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.
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 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

CAVEAT: The awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is completed satisfactorily. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance, and may be required to re-take the internship.

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

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 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](#), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].
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 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].