



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS
EDLD 5309-110 LEGAL ISSUES IN SCHOOL LEADERSHIP

SPRING 2018 SEMESTER

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M W by appointment

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 this opportunity to guide knowledge and skill development in this critical area of study.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with 35% of the learning in 4 face-to-face class sessions and 65% in an online format through the TAMUCT Blackboard Learn System (<https://tamuct.instructure.com>). You will use the Canvas username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet from 1:00 p.m. to 5:00 p.m. in room (TBD) at TAMUCT Warrior Hall on the following Saturdays: Jan 20, Feb 24, Mar 24, and May 5. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by email at any time should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT or Canvas 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

The *purpose* of this course is to provide aspiring principals with the opportunity to study legal issues impacting the administration of pre-k-12 schools. The ethical application of legal principles found in relevant constitutional, statutory, administrative, and case law is used to determine operation, organization, and administration of pre-k-12 schools. Special emphasis is placed on the relationship of state and federal law.

The *structure* of the course is a simple layout. The *f2f Orientation* provides the opportunity to experience and reflect on the legal issues found in schools as well as an introduction to the use of legal principles and types of law affecting decision making. The five e-learn online sections of the course rely on instructional processes such as lecture, group discussion, case study, interactive online technology, group/individual presentations and response that will support open and honest dialogue on related issues. This course will require the student 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. 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. 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

COURSE OBJECTIVES

Student Learning Outcomes/Competencies

Upon successful completion of this course, the pre-service school leader will be able to:

1. Research legal issues related to the public schools.
2. Read and comprehend federal and state court cases.
3. Analyze and discuss legal concepts related to the public schools.
4. Apply legal concepts to the public school setting.
5. Critically analyze public school activities for compliance with public school laws.
6. Discuss the system of public school governance and its relation to the levels of courts.
7. Demonstrate knowledge of students' and teachers' rights guaranteed by the First, Fourth, and Fourteenth Amendments.

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. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4)

Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, and Diversity. This course focuses specifically on and provides indepth learning related to the following Texas standards:

- **CURRENT 19TAC 241.15 All standards with emphasis on B (1, 2, 5) and F (1, 2, 3, 5, 6, 7)**
(attached to Canvas Course Information page)
- **NEW 19TAC 241.15 All standards**
(attached to Canvas Course Information page)

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

- **TEExES Competencies—all competencies**
http://cms.texas-ets.org/files/1413/2949/6303/068_principal.pdf
- **Professional Standards for Educational Leaders—all standards**
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating 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.

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

Walsh, J., Kemerer, F., and Maniotis, L. (2014). *The Educator's Guide to Texas School Law, 8th ed.* Austin, TX: University of Texas Press.

Specific topics and cases from the Walsh/Maniotis text include:

Chapter 1 – 4 sources of law; 1st, 4th, 10th, and 14th Amendments; San Antonio v. Rodriguez; Lau v. Nichols; Texas Education Code; Texas Administrative Code; hierarchy of judicial system; structure and governance of Texas public school system; Pierce v. Society of Sisters; Section 1983 of the US Constitution.

Chapter 2 – Brown v. Board of Education of Topeka; Civil Rights Act of 1964; Board of Education of Oklahoma v. Dowell; Plyler v. Doe; Title IX of the 1972 Education Amendments; Franklin v. Gwinnett County Public Schools; compulsory school law; residency and guardianship requirements.

Chapter 3 – major components of IDEA; Daniel R.R. v. State Board of Education; White v. Ascension Parish School Board; Board of Education v. Rowley; Flour Bluff v. Katherine M; Irving ISD v. Tatro; Public Law 94-142; IDEA, reauthorized 2004; S-1 v. Turlington and Honig v. Doe.

Chapter 4 – due process/14th Amendment; at-will employment; Chapter 21 and Non-Chapter 21 contracts; SBEC; non-renewal vs termination.

Chapter 5 – reassignment; appraisal process; Fair Labor Standards Act; grievance scope and process; employee organizations.

Chapter 6 – rights of expression/1st Amendment; Pickering v. Board of Education; Mt. Healthy City School District Board of Education v. Doyle; Connick v. Myers; 3-part test for employee rights of expression; Texas Whistle Blower Act; Tinker v. Des Moines School District; Hazelwood School District v. Kuhlmeier; student freedom of association.

Chapter 7 – 1st Amendment; separation of church and state; Lemon v. Kurtzman; Lemon test; contemporary issues (school prayer, graduation, etc.).

Chapter 8 – guidelines for rule making; due process (same from Ch 4); Goss v. Lopez; Meyer v. Austin ISD; TEC, Chapter 37 Suspension, DAEP, and expulsion.

Chapter 9 – legal framework for privacy; 4th Amendment; 14th Amendment; Family Educational Rights and Privacy Act; Texas Open Meetings Act; Texas Public Information Act; educator privacy rights; student privacy rights; student search and seizure.

Chapter 10 – areas of legal liability and immunity under both state and federal law, including Section 1983; sovereign immunity; Texas Tort Claims Act; criminal law v. civil law; Doe v. Taylor ISD; DeShaney v. Winnebago County Department of Social Services; Monell v. New York City Department of Social Services.

COURSE REQUIREMENTS

ASSIGNMENTS

CANVAS PARTICIPATION

(8wks x 20=160 Points – weekly due dates posted on Canvas)

Students will participate in discussion sessions by answering questions, posing questions, making comments, and citing court cases relative to class discussions and assigned reading material. Due dates: weekly. (assessment: Collaborative Participation Rubric)

QUIZZES

(250 Points – quiz dates posted on Canvas)

Students will be administered quizzes to assess knowledge of the material outlined in the required course text, including legal terminology and relative court cases. (assessment: quiz point designation)

COURT CASE PRESENTATIONS

(160 Points Total – due as assigned on Canvas schedule)

Each student will prepare four presentations regarding key court cases impacting education. A handout developed by the student providing a summary of the court case is to be distributed to the instructor and the students. (assessment: Class Presentation Rubric)

TOPIC PRESENTATION

(100 Points – see calendar)

Each student will prepare a presentation over an assigned legal topic impacting education. The project will be evaluated on content, creativity, style, knowledge of material. A handout outlining the key elements of the topic should be provided to students and the instructor. (assessment: Class Presentation Rubric)

SCHOOL BOARD MEETING ATTENDANCE AND REFLECTION

(160 Points)

Each student will attend one school board meeting in a district of their choice and provide a brief written reflection of their experience. (assessment: Written Product Rubric)

THE LONG ROAD TO BROWN

(40 Points)

Each student will watch the videos on the Long Road to Brown (Done in Class). After viewing videos each student will write a 3-4 page response to the prompt provided in the assignments section in Canvas.

FINAL EXAM

(150 Points)

Each student will complete a final exam to be uploaded in Canvas by the designated date (see course calendar).

(assessment: exam point designation)

MENTOR CONSULTATIONS/REFLECTIONS

(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-Learning focus areas that have just been completed and a look forward to the next e-learn focus. A Mentor Consultation Record/Reflections template is provided on Canvas. (assessment: 40 pt agenda/reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING

(40 pts)

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 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)

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next page. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning.

Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in extremely unusual cases. *You must attend all class sessions AND complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 1026 of 1140 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 912 of 1140 points must be earned. Maximum points for each assignment are in ().

- Canvas discussion participation (8 weekly sessions @ 20 pts=160 points)
- Quizzes (250 points total)
- Four Court Case Presentations (40 x 4=160 points)
- Topic Presentation (100 points)
- School Board Meeting Attendance/Reflection (160 points)
- Final Exam (150 points)
- ~~Mentor Reflections (120 pts)~~
- Long Road to Brown (40 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (40 pts)

POSTING OF GRADES

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

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

WRITTEN PRODUCT ASSESSMENT RUBRIC

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

CLASS PRESENTATION ASSESSMENT RUBRIC

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

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Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

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

Password: Your MyCT password

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.

COURSE OUTLINE AND CALENDAR

COURSE CALENDAR TOPIC KEY
Topic I: An Overview of Education Law, Texas Schools, and Parent Rights
Topic II: Student Attendance and the Instructional Program
Topic III: Special Education
Topic IV: The Employment Relationship
Topic V: Personnel Issues
Topic VI: Expression and Associational Rights
Topic VII: Religion in the Schools
Topic VIII: Student Discipline
Topic IX: Privacy Issues: Community, Educators, Students
Topic X: Legal Liability

COURSE CALENDAR

Topic	Timeframe	Learning Assignment	Due
January 20-February 24			
1.17-2.11 e-learn 1			
		Face to Face Class Meeting	1.20
I, II	1.21-2.2	Read Chapters 1 and 2 in <i>The Educator's Guide to Texas School Law</i>	2.2
I, II	1.21-2.2	Review PowerPoints for Chapters 1 and 2	2.2
I, II	1.21-2.24	Complete assigned case and topic presentations for Chapters 1 and 2	2.24
I, II	1.21-2.2	Participate in online discussions	2.2

I, II	1.21-2.2	Response to Long Road to Brown Video	2.2
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2.13-3.4 e-learn 2

III, IV	2.3-2.23	Read Chapters 3 and 4 in <i>The Educator's Guide to Texas School Law</i>	2.23
III, IV	2.3-2.23	Complete assigned case and topic presentations for Chapters 3 and 4 (to be presented in class on 2.24)	2.23
III, IV	2.3-2.23	Review Powerpoints for Chapters 3 and 4	2.23
III, IV	2.3-2.23	Participate in online discussions	2.23

February 25-March 24**3.6-4.1 e-learn 3**

		Face to Face Class Meeting	2.24
V, VI	2.25-3.10	Read Chapters 5 and 6 in <i>The Educator's Guide to Texas School Law</i>	3.10
V, VI	2.25-3.10	Review PowerPoints for Chapters 5 and 6	3.10
V, VI	2.25-3.10	Complete assigned case presentations for Chapters 5 and 6 (to be presented in class on 3.24)	3.10
V, VI	2.25-3.10	Participate in online discussions	3.10

4.3-4.22 e-learn 4

VII, VIII	3.11-3.23	Read Chapters 7 and 8 in <i>The Educator's Guide to Texas School Law</i>	3.23
VII, VIII	3.11-3.23	Review PowerPoints for Chapters 7 and 8	3.23
VII, VIII	3.11-3.23	Complete assigned case presentations for Chapters 7 and 8	3.23
VII, VIII	3.11-3.23	Participate in online discussions	3.23

March 25-May 5**4.24-5.12 e-learn 5**

		Face to Face Class Meeting	3.24
IX, X	3.25-4.13	Read Chapters 9 and 10 in <i>The Educator's Guide to Texas School Law</i>	4.13
IX, X	3.25-4.13	Review PowerPoints for Chapters 9 and 10	4.13
IX, X	3.25-5.4	Complete assigned case presentations for Chapters 9 and 10	5.4
IX, X	3.25-5.4	Participate in online discussions	5.4
		Face to Face Class Meeting	5.5
		Final Exam	5.9
FIT2LEAD CONTINUOUS IMPROVEMENT PLANNING & ANALYSIS			5.9

Specific instructions for each E-Learning unit are outlined within Canvas. 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 Canvas and will be essential to course objectives.

Important University Dates:**January 2018**

January 2, (Tuesday) Winter Break Ends

January 2, (Tuesday) Priority Deadline for Admissions applications

January 5, (Friday) VA Certification Request Priority Deadline
 January 11, (Thursday) Convocation
 January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week)
 January 15, (Monday) Martin L. King Jr. Day
 January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week)
 January 16, (Tuesday) Classes Begins
 January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
 January 23, (Tuesday) Last day to drop 1st 8-week classes with no record
 January 31, (Wednesday) Last day to drop 16 week classes with no record
February 2018
 February 2, (Friday) Priority Deadline to Submit Graduation Application
 February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W
 February 15, (Thursday) Last day to apply for Clinical Teaching
 February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes)
March 2018
 March 1, (Thursday) Deadline to submit application to Teacher Education Program
 March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation
 March 9, (Friday) 1st 8 week classes end
 March 9, (Friday) Deadline for Admissions applications
 March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
 March 12, (Monday) Spring Break Begins
 March 12, (Monday) 1st 8-week grades from faculty due by 3pm
 March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
 March 16, (Friday) Spring Break Ends
 March 19, (Monday) 2nd 8 week begins
 March 19, (Monday) Summer Advising Starts
 March 19, (Monday) Class Schedule Published
 March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
 March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
 March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
 March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W
April 2018
 April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
 April 2, (Monday) Scholarship Deadline
 April 2, (Monday) Registration begins
 April 5, (Thursday) Priority Deadline for International Student Admission Applications
 April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
 April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
 April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
May 2018
 May 7-11, Finals Week
 May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
 May 11, (Friday) Spring Term Ends
 May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
 May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
 May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
 May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)

May 14, (Monday) Minimester begins
 May 15, (Tuesday) Last Day to clear Thesis Office
 May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
 May 21, (Monday) Priority Deadline for Admissions applications
 May 25, (Friday) VA Certification Request Priority Deadline
 May 28, (Monday) Memorial Day

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>].

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 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. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

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

UNIVERSITY WRITING CENTER

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

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

UNIVERSITY LIBRARY

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. Students should paraphrase all information and provide the appropriate citations. Be sure to cite correctly any direct quotes.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.)*.

OPERATION OF ONLINE INSTRUCTION

Carefully examine the Course Calendar. Students should have ALL assignments submitted before the deadline. Students should begin each assignment in a timely way to be able to seek the professor's assistance and submit accurate assignments well before the deadline.

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].

Copyright Notice.

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