



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

COURSE SYLLABUS  
EDLD 5342-110 LEADERSHIP OF CAMPUS RESOURCES

Summer SEMESTER 2018

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INSTRUCTOR'S PERSONAL STATEMENT

Getting a good idea on the ground effectively requires an anchored plan, the right set of resources, just the right amount of monitoring and adjusting, and the collection of appropriate and valued assessment data – all collaboratively organized and implemented through the use of an integrated management system. This continuous school improvement process along with a study safety will be the focus of our course. I look forward to learning with you.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended delivery mode with 35% of the learning in 4 face-to-face class sessions and 65% in an online format through the TAMUCT Canvas Learn System. You will use your MyCT username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet from 8-noon at TAMUCT Warrior Hall third floor classroom on the following Saturdays: September 9 and 30, October 28, and December 2<sup>nd</sup>. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through university email, so be sure to check the course site and your class schedule regularly. The instructor is available by email should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON COURSE BLACKBOARD LEARNING SITE.

911 Shield INFORMATION

911 Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in 911 Shield, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at <http://TAMUCT.org/911shield>

## COURSE INFORMATION

### COURSE DESCRIPTION

The study of school resources in support of school improvement. An integrated continuous improvement system supported by optimal allocation of financial, human, technological, facility, time, and other campus resources provides the focus for development of a safe and engaging school learning environment.

The purpose of this course is to provide aspiring principals with the opportunity to apply their program learning as they build skill in organizing the development, implementation, monitoring, and evaluation of continuous school improvement. An integrated continuous improvement system – the School Portfolio – supported by optimal allocation of financial, human, technological, facility, time, and other campus resources provides the focus for development of a safe and engaging school learning environment.

### STUDENT LEARNING OUTCOMES (TEXAS STANDARDS/SKILLS STATEMENTS)

Students will be able to:

1. Develop and utilize an integrated management process to organize continuous improvement planning and evaluation to support student and school success. (A3, 5, D1, 2, 7-9, E1-11)
2. Utilize a systems thinking approach to diagnose and prioritize process, relational, and group culture issues; leverage change efforts in a focused and effective manner. (A1, 2, 8-11, D7-9)
3. Acquire and allocate both internal and external resources to support continuous improvement planning and implementation. (A4, D7-9, E3, 4, 6, 7, 8, F2, 4, 7)
4. Apply communication skills in the public arena regarding school issues, specifically crisis management. (A12, D7, 8, E6, F8)
5. Develop/monitor a plan for effective school security using a framework for emergency preparedness. (A12, E6)

### STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate.

- The seven standards (effective September 1, 1999-August 31, 2016) are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. This course is designed to focus specifically on (5) Learner-Centered Organizational Leadership and Management. ([Canvas Course Information attachment](#))
- The six standards (effective September 1, 2016) are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to focus specifically on:
  - Standard A School Culture (skill statements 1, 2, 3, 4, 5, 8, 9, 10, 11, 12)
  - Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
  - Standard E Strategic Operations (skill statements 1-11)
  - Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 7, 8)
 ([Canvas Course Information attachment](#))

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

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)  
Standard 2 Ethics and Professional Norms (skill statement A)  
Standard 3 Equity & Cultural Responsiveness (skill statement H)  
Standard 9 Operations and Management (skill statements A-I)  
Standard 10 School Improvement (skill statements A-J)  
<http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf>
- *National Educational Leadership Preparation Standards* (NPBEA Building Level)  
Standard 1 Mission, Vision, & Core Values (skill statements 1.3, 1.4)  
Standard 3 Equity & Cultural Leadership (skill statement 3.1)  
Standard 6 Operations and Management (skill statements 6.1, 6.2, 6.3, 6.4)  
Standard 8 Internship and Clinical Practice (skill statement 8.1)  
<http://www.npbea.org>

#### REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on (1) principles and concepts of administration (administrative theory, organizational structure, organizational culture), (2) administrative processes (motivation; leadership; decision-making; communication, organizational change, organizational management), (3) continuous school improvement, and (4) resources related to the administrator's role in guiding school improvement in a safe and secure environment. Specific resources used in the course are the required texts, problem-based learning activities, interactions with mentors/peers/practitioners in the field, personal experience, and additional readings and other electronic materials supplied by the instructor. The following textbooks are required for course learning. Textbooks new to this course and program learning are indicated with an asterisk(\*). Specific reading assignments are posted on the course Canvas site. An additional selected course bibliography is included on Canvas.

- American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author. (ISBN# 978143380562)
- Bernhardt, V. (1999). *The school portfolio: A comprehensive framework for school improvement*. Larchmont, NY: Eye on Education. (ISBN# 9781883001643)
- Bernhardt, V. (2001). *The school portfolio toolkit: A planning, implementation, and evaluation guide for continuous improvement*. Larchmont, NY: Eye on Education. (ISBN# 9781930556218)
- Bernhardt, V. (2013). *Data analysis for continuous school improvement 3<sup>rd</sup> ed.* Larchmont, NY: Eye on Education. (ISBN 9781596672529)
- Herasymowych, M., and Senko, H. (2009, second ed). *Corporate culture and organizational change: Strategic practice guide*. Calgary, Alberta, Canada: MHA Institute. (ISBN# 9780980881509)
- \*Herasymowych, M., Oliver, C., & Senko, H. (2005). *Surfing the waves of change: Decision support system guide*. Calgary, Alberta, CA: MHA Institute. (ISBN# 9780973769708)
- \*Miles, K. & Frank, S. (2008). *The strategic school: Making the most of people, time and money*. Thousand Oaks, CA: Corwin (ISBN#978141290179)
- \*Sorenson, R. D. & Goldsmith, L. M. (2013). *The principal's guide to school budgeting (2<sup>nd</sup> ed.)*. Thousand Oaks, CA: Corwin Press (ISBN #9781452255477)
- \*Trump, K.S. (2011). *Proactive school security and emergency preparedness planning*. Thousand Oaks: CA: Corwin Press. (ISBN #9781412974318)

## COURSE REQUIREMENTS

### ASSIGNMENTS (ALIGNMENT WITH COURSE SLOS)

- **On-Line Dialogues (120 points)**
  - **Resource Allocation/Investigation (60 Points, due June 24, 2018)**  
Each student will be responsible for participation in an on-line dialogue to expand understanding and skill related to the allocation/reallocation of resources to support school improvement. This dialogue will be based on two texts. *The Strategic School: Making the Most of People, Time and Money* addresses four resource categories: money, people (internal and external), time, and space/learning environments that are allocated/reallocated in relation to school improvement on his/her home campus. The *Principal's Guide to School Budgeting* further focuses on development, monitoring and management of school funds. The Collaborative Participation rubric (p. 13) will be used in assessing dialogue participation.
  - **Communicating with the Public and the Media & School Security and Emergency Planning (60 Points, due July 15, 2018)**  
Each student will participate in an on-line analysis based on the class texts related to the communication practices with the public and the media and school security and emergency planning. The analysis should be a thoughtful reflection about the themes and concepts related to the texts topics. The Collaborative Participation Rubric (p. 13) will be used in assessing dialogue participation.

### **Systemic Decision Support Case Study** (SLO# 2-3) **(40 pts – due July 8, 2018)**

As a final learning activity utilizing the MHA decision support system, the student, along with team members, will develop a systems analysis case study for the issue identified for action planning in the school portfolio process. Systems thinking, reflexive practice, and strategic practice will be used in an integrated format to fully understand the situation, select leverage points in the system, and create action plans. The course texts by Herasymowych and Senko will be used to support this assignment. Scoring will be based on inclusion of all parts of the decision support process. (assessment: process template)

*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.*

**Budget Planning Analysis/Plan** (SLO# 2-3) (40 pts – due June 23, 2018) Each student will read *The Principal's Guide to School Budgeting* (Sorenson & Goldsmith, 2013). Then, each student will interview his/her principal (and district administrator if available) about your district and campus process for budgeting and fiscal management. Identify budgetary needs for your action plan or specific needs that your school may have. Develop a budget to include necessary forms to secure and utilize funds for the action plan or purchase using the budget string and rationale lines. Develop an APA-style paper which includes introductory information about budget planning and implementation at your school, a description of the action plan you are funding, an analysis of your findings about the budget (include specifics about requisitioning, monitoring, etc), and a conclusion concerning your learning to date and next steps in seeking additional knowledge. Note: You may need the assistance of your assistant principal or principal to complete this activity. Be prepared to share your budget activity with the class. If you work in the same school with a classmate, you are each to identify your own issue.

**Professional e-Portfolio Stewardship Additions** (SLO# 1-5) (60 pts - due July 29, 2018) Expand your professional portfolio that you started in EDAK 500 Foundations of Educational Leadership by developing the section for the concept **Stewardship** (see your 500 syllabus if you need a reminder about the portfolio). Write and include in your e-portfolio a one-page reflective anchoring essay about **Stewardship** (related to principal standard #2/culture) just as you did for Integrity in EDAK 500. APA style should be used as appropriate. Locate and include in your e-portfolio two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Stewardship** and principal standard #5/management. As evidence that you have completed the **Stewardship** section, place the additions in the **Stewardship** section of your Professional e-Portfolio collection, an assignment in EDLD 5360. (assessment: EDLD 5360 professional portfolio rubric)

**Emergency Preparedness Plan** (SLO# 5) (40 pts – In class on July 29, 2018) Based on your learning concerning school safety and emergency planning and preparedness, develop an emergency preparedness plan for your current school setting. Consult with your principal and any other appropriate resources about current district and campus security plans and any issues that need to be addressed. Utilizing a work up from the emergency preparedness material provided in class the student will analyze the emergency preparedness of his/her current school. Based on that analysis the student will identify ways to improve the school's emergency plan.  
(assessment: written product rubric)

**Eagletown School In-Basket Exercise (20 Points; In class on August 4, 2018)**

Each student will complete the Eagletown school in-basket activity. This in-basket simulates the tasks and problems confronting a newly-appointed school principal and is completed individually. Each student will submit and be assessed utilizing a written reflection sheet and a score sheet.

**Mentor Consultations/Reflections** (SLO# 1-4) (40 points each/80 points total – due June 24 and July 8) Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals using focusing questions (the WHAT), make notes of the session (SO WHAT), and write reflections (NOW WHAT). Each principal consultation will align with specific e-learn focus areas that have just been completed and a look forward to the next e-learn focus. The third mentor consultation should also include thoughts about the Principal Practicum. A Mentor Consultation Record/Reflections template is provided in Canvas.  
(assessment: 40 pts agenda/reflection template)

**FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** (SLO# 1-4) (40 pts – due August 8, 2018)

Beginning in EDAK 500, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own “read” and that of their mentor principal related to the state principal standards studied in EDAK 542 and 560 during the semester. Additionally, the student, the mentor, and both instructors will assess discrete leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward found in Canvas.

(assessment: 40 pts analysis and planning template completion)

#### GRADING CRITERIA AND RUBRICS

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined on the next two pages of 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 be a collection of file materials. A course grade of Incomplete (I) will not be given except in extremely unusual cases. *Total points for course = 400*. To earn the Grade of A: a minimum of 360 pts out of a possible 400; for a B: a minimum of 320 out of 400 points. *Note: Points designated below are the maximum number.*

Online Dialogues (120 pts)  
 Professional Portfolio Development (60 pts)  
 MHA Decision Support Case Study (40 pts)  
 Budget Analysis & Plan (40 pts)  
 Eagletown In-Basket Exercise (20 pts)  
 Mentor Reflections (80 pts)  
 Fit2Lead Analysis/Plan (40 pts)

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

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

**WRITTEN PRODUCT ASSESSMENT RUBRIC**

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

**CLASS PRESENTATION ASSESSMENT RUBRIC**

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

### SCHOOL PORTFOLIO DEVELOPMENT ASSESSMENT RUBRIC

Area	Exceptional	Acceptable	Unacceptable
<b>Conceptual-ization</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
<b>Coherence</b>	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
<b>Personal/ Professional Growth</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
<b>Presentation</b>	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

### TECHNOLOGY REQUIREMENTS AND SUPPORT

#### Technology Requirements

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

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

Username: Your MyCT username

Password: Your MyCT password

For this course, you will need reliable and frequent access to a computer and to the Internet. Check browser and computer compatibility by following the link on the TAMUCT Canvas logon page. This is a **CRITICAL** step as these settings are important for when you take an exam or submit an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues in advance of deadlines.*

#### Technology Support

For technology issues, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

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



**EDLD 5342 FALL 2017 COURSE CALENDAR\***

<b>TOPIC I: USE OF AN INTEGRATED MANAGEMENT PROCESS</b>			
Learning Outcome: Develop and utilize an integrated management process to organize continuous improvement planning and evaluation to support student and school success.			
<b>TOPIC II: SYSTEMS THINKING APPROACH FOR EFFECTIVE DECISION MAKING</b>			
Learning Outcome: Utilize a systems thinking approach to diagnose and prioritize process, relational, and group culture issues; leverage change efforts in a focused and effective manner.			
<b>TOPIC III: RESOURCE ALLOCATION AND ACTION PLANNING</b>			
Learning Outcome: Acquire and allocate both internal and external resources to support continuous improvement planning and implementation.			
<b>TOPIC IV: EFFECTIVE COMMUNICATION SYSTEM</b>			
Learning Outcome: Apply communication skills in the public arena regarding school issues, specifically crisis management.			
<b>TOPIC V: SCHOOL SECURITY &amp; EMERGENCY PREPAREDNESS PLANNING</b>			
Learning Outcome: Develop/monitor a plan for effective school security using a framework for emergency preparedness.			
Topic	Timeframe	Learning Assignment	Completed
I-II	6.4-6.24	<b>Introductory Work</b> <ul style="list-style-type: none"> <li>Read <i>The strategic school: Making the most of people, time and money</i> by Miles and Frank</li> <li>Read <i>The principal's guide to school budgeting (2<sup>nd</sup> ed)</i>. By Sorenson and Goldsmith</li> <li>Dialogues on Budget Readings</li> </ul>	6.24

**June 9 (8-noon) F2F Budget Development Preparation**

I-III	6.9	Detailed Action Plan Review and Budget Plan Development Discussion	6.9
I-III	6.10-6.23	Development of Budget Plan	6.23
<i>Mentor Consultation/Reflection (EDLD 5342/5360) – Budget Development Interviews</i>			6.24

**June 23 (8-noon) F2F MHA Decision Making Work Session**

<b>June 23-July15</b>			
		<b>e-Learn 2</b>	<b>System Decision Making</b>
II-III	6.23	Systemic Decision Support Case Study	7.15
II-III	6.23	Budget Analysis and Plan Presentation	6.23
I-V	6.23-7.14	Professional e-Portfolio Stewardship Additions	7.15
IV	6.24-7.14	Dialogues on Communication From Readings	7.14
V	6.24-7.14	Dialogues on Emergency Preparedness from Readings	7.14
<i>Second Mentor Consultation/Reflection (1 DAK 542/560) – Emergency Planning</i>			7.6

<b>July 15-August 4</b>			
		<b>e-learn 3</b>	<b>School Security and Crisis Management</b>
V	7.29	Emergency Preparedness	7.29

**August 4 (8-noon) F2F Crisis Management Work Session/Course Reflections**

IV	8.4	Eagle Town In-Basket Activity	8.4
I-V	FIT2LEAD CONTINUOUS IMPROVEMENT PLANNING & ANALYSIS		8.8

\*Specific instructions for each e-Learn unit are outlined within Canvas. This course calendar serves as a broad overview that is to be printed and displayed in a prominent location in your work space. For successful completion of this course, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, and direction will *be provided in Canvas course site and will be essential to course objectives.*

**Important University Dates:**

August 28, Add/Drop/Late Registration begins

August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes  
 September 1, Priority Deadline to Submit Graduation Application  
 September 4, Labor Day, CAMPUS CLOSED  
 September 5, Last day to drop 1st 8-week classes with no record  
 September 13, Last day to drop 16-week classes with no record  
 September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W

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

## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [https://www.tamuct.edu/registrar/docs/Drop\_Request\_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such. For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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

### **Tutoring**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include

Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at [imdavis@tamuct.edu](mailto:imdavis@tamuct.edu). Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

### **The University Writing Center**

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

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders. Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments. Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [<https://tamuct.libguides.com/>].

### **A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at A&M-Central Texas, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Counseling Services (254-501-5956) located on the second floor of Warrior Hall. Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [<https://www.tamuct.edu/departments/compliance/titleix.php>].

### **Copyright Notice**

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