Syllabus
EDLD 5360 Educational Leadership Applications

I. INSTRUCTOR'S MESSAGE

I am excited to be working with you this semester as we take all of your learning over this program and bring it together in this application class. I'm certain that we are going to have a great experience together as we explore the roles and work of the instructional leader.

II. CATALOG COURSE DESCRIPTION

The capstone study of leadership theory in elementary and secondary schools emphasizes the application of theory to administrative practice at the campus level. Critical issues and problems are examined and analyzed through the use of case studies, problem-based learning projects, and assessment-related activities. Prerequisites: Completion of a minimum of 24 semester credits of EDLD coursework or approval of School of Education Director.

EXPANDED COURSE DESCRIPTION

In EDLD 5360 Educational Leadership Applications, the aspiring campus administrator will participate in capstone learning experiences designed to integrate and link foundational theoretical concepts presented in preceding coursework. Critical issues in school leadership are analyzed through culminating experiences focused on the integration of the roles of the principal. Master's degree comprehensive exam preparation and Principal Practicum planning are included.

III. 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 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 renew the Standard Principal Certificate. **This course is designed to address expectations related to integration and application associated with the seven standards for the principal certificate.** The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to review and integrate all Texas principal standards.

IV. 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) the structural framework for American education, and (4) resources related to the administrator's role in providing special services. Specific resources used in the course are the required texts, problem-based learning activities, interactions with peers/practitioners in the field, personal experience, and resources supplied by the instructor.

The following required texts for the course may be purchased from a variety of sources:
- 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)
- Herasymowych, M., Oliver, C., & Senko, H. (2005). *Surfing the waves of change: Decision support system guide.* Calgary, Alberta, CA: MHA Institute. (ISBN# 9780973769708)
- Griffiths, D., & Portelli, J. (2015). *Key questions for educational leaders.* Burlington, Ontario: Word & Deed Publishing. (ISBN # 9780991862610)
- Matthews, L., & Crow, G. (2010). *The principalship: New roles in a professional learning community.* Boston, MA: Pearson Education, Inc. (ISBN# 020554567X)

V. STUDENT LEARNING OUTCOMES

Students will be able to:
1. Analyze the current issues that may be found in school leadership practice. (all standards)
2. Utilize the roles of a school leader in finding solutions and opportunities related to current issues (all standards)
3. Compile and present an evidence-based digital collection of personal leadership practices and school improvement practices related to the state standards for the principalship. (all standards)
4. Devise a plan for the first year of practice as a school leader. (all standards)
5. Design an initial plan for the principal practicum to include two major projects (based on issues targeted through the school portfolio analysis) and three to fine leadership activities. (all standards

VI. CLASS SCHEDULE
The class is scheduled to meet online from _June 4th through August 10th. Any changes in the class schedule will be announced by the instructor. Students are expected to check their email prior to coming to class.

VII. COURSE ASSIGNMENTS AND ASSESSMENTS

- **On-Line Dialogues (100 points)**
  - **Roles of the Principalship (60 Points, due June 24, 2018)**
    Each student will participate in an on-line review of the Matthews and Crow text, *The Principalship: New Roles in a Professional Learning Community.* Each student will be responsible for leading the discussion of at least 2 chapters in the textbook by providing a

summary of the chapter and a couple of dialogue prompts. All students are expected to read the entire text and respond to the prompts and each other's comments. Students will find that this text brings together learning from previous courses as well as provides further insight to the complex roles of the principalship. The Collaborative Participation Rubric (p. 13) will be used in assessing dialogue participation.

- o **Key Questions for Educational Leaders (60 Points, due July 29 2018)**
  Each student will participate in an on-line review of the Griffiths and Portelli text, *Key Questions for Educational Leaders*. Students will be responsible for leading the discussion and providing research about the diversity of topics examined in the text. In leading the discussion each student will be responsible for one of each of the four parts of the book (which means one student will have to share a part with another classmate). The student(s) is to synthesize the chapters and provide a synopsis for the part of the book s/he is responsible for. Then create questions for response to initiate discussion.

- **Major Project #1 Planning Document for Practicum (20 Points-due July 22, 2018)**
  Each student will complete this document in preparation for the school leadership practicum experience. The student will use the action plan developed in EDLD 5301 to inform the development of this major project activity for EDLD 5392. It is assumed that the action plan was developed with the guidance and support of the school principal. Nevertheless, the student should ensure communication with the principal as this activity will be the implementation phase of the action research project.

- **Major Project #2 Planning Document for Practicum (20 Points-due July 22, 2018)**
  Each student will complete this document in preparation for the school leadership practicum experience. In conjunction with the student's mentor, the student will develop a second major project to be initiated on campus as part of the school leadership practicum experience. The student is expected to consult with school mentor to identify a meaningful project that will enhance student achievement, teacher professional development, school climate/culture, etc. A good resource to use as a basis for identifying such a project is the school Continuous Improvement Plan.

- **Planning Matrix for Practicum (20 Points-due July 22, 2018)**
  Each student will complete this document in preparation for the school leadership practicum experience. The student will fill in each category of the matrix. Each category represents the six standard areas from state standards for principals. The student should use the activities from the two major projects and each anticipated administrative activity to complete the matrix. The student should examine what areas of the school portfolio is being addressed by each activity and artifacts identified to substantiate the project activity.

- **School Portfolio (120 Points – due August 4, 2018)**
  Each student will deepen understanding of the use of an integrated management system through completion of a school portfolio for his/her current school campus. The nine questions and seven continuums for the continuous improvement process discussed in the *The School Portfolio: A Comprehensive Framework for School Improvement* (Bernhardt, 1999, Eye on Education) will be utilized. The school portfolio is a purposeful and dynamic collection of work that tells the story of a school and its systemic continuous improvement

efforts to better serve its students. The school portfolio clearly spells out important information about the school—its purpose, mission, and vision; the values and beliefs held by staff; its plans for improvement; the reasons particular approaches have been chosen; and, the results of the school-wide improvement efforts. At a minimum, each student's school portfolio will contain introductory material; updated continuum rating, story, and data/data summary sheet for each of the seven continuums; and at least two detailed action plans related to identified needs on the school campus. The Criteria and Rubric for Assessing the School Portfolio (p. 16) will be used to assess student work.

- **Personal Action Plan for 1st Year as Principal (20 Points-due July 29, 2017)**
  Each student will create his/her personal plan for his/her first 12 months as a principal. The plan will have three major parts: (1) establishing yourself in your new assignment, (2) achieving an impact on the organization, and (3) managing the impact of the new assignment on your family and personal life. The plan will include activities, timeframes, perceived barriers, available resources, and completion dates. A format will be provided.

- **Attendance/Class Participation (120 Points throughout course)**
  Students are expected to be in attendance and participate fully during the entire timeframe of each face-to-face session. Participation as a learner is expected including preparedness for class and full adherence to classroom norms - Anchors for Learning in the Community. Students who miss most or all of any class session will be required to complete and submit one or more assignments to make up for the lost learning time and will not be able to earn an A in the course. The Collaborative Participation Rubric (p. 13) will be used to assess each student's participation in class sessions.

- **Final Exam (100 points total due August 4, 2018)**
  o **FIT2LEAD Self Analysis and Improvement Planning (40 of 100 Points)**
    Using the self-analysis template (Fit2 Lead) form that you began in EDAK 500 update your ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (TAC Chapter 241.15) by filling out the reflection sections and attaching the rating scale. Attach as part of this activity the School Leadership Inventory Survey that informs this analysis.

  o **Professional Leadership Portfolio, Reflexive Evaluation and Artifacts/Reflections (40 of 100 Points)**
    Expand your professional portfolio that you started in EDAK 500 by developing the section for the concept **Stewardship**. Write a one-page reflective anchoring essay about **Stewardship** (and principal standard #5/management). APA style should be used as appropriate.

    Provide two artifacts/reflections showing evidence of your knowledge, skill, and values related to **Stewardship** and principal standard #5/management. The professional portfolio artifact reflection format should be used to explain your artifacts.

    Submit the **Stewardship** anchoring essay and the two completed artifact reflections as attachments to this final assessment document as your answer to this question. There is no need to attach the actual artifacts that you have included in the portfolio.

  o **Additional Professional Leadership Portfolio Artifacts/Reflections (20 of 100 Points)**
    Provide two additional artifacts/reflections showing evidence of your knowledge, skill, and values related to **any portfolio sections of your choice.** The professional portfolio artifact

reflection format should be used to explain your artifacts. Submit the two completed artifact reflections as attachments to this final assessment document as your answer to this question. There is no need to attach the actual artifacts that you have included in the portfolio.

The artifacts in the portfolio should document knowledge, skills, and values related to each of the standards. A narrative discussion of the artifact AND reflection about its importance must be included with each artifact. 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. (Assessment Rubric – p. 13)

VIII. EVALUATION AND GRADING:

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in the syllabus. Rubrics may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. **In no case should materials be those submitted for another course; 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. *You are expected to attend and participate (Collaborative Participation Rubric) in f2f class sessions and complete and submit all assignments to be eligible for an A in the course. You must complete and submit all assignments and attend all classes 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. *Note: Points designated in ( ) following items are the maximum number.*

To earn the Grade of A:
- 486-540 accrued points for the following activities/items:
⇒ On-Line Dialogues (120 points)
⇒ School Portfolio (120 points)
⇒ Major Project # 1 Planning Document (20 points)
⇒ Major Project #2 Planning Document (20 points)
⇒ Planning Matrix Document (20 Points)
⇒ First Year Plan (20 points)
⇒ Attendance and Class Participation (120 points)
⇒ Final Assessment (100 points)

To earn the Grade of B:
- 432-539 accrued points for the following activities/items:
⇒ On-Line Dialogues (120 points)
⇒ School Portfolio (120 points)

⇒ Major Project # 1 Planning Document (20 points)

⇒ Major Project #2 Planning Document (20 points)

⇒ Planning Matrix Document (20 Points)

⇒ First Year Plan (20 points)

⇒ Attendance and Class Participation (120 points)

⇒ Final Assessment (100 points)

NOTE: Instructor reserves the right to amend the course plan at any time. Point system may be revised if necessary to accommodate unexpected changes in course schedule. Any student not meeting the grading guidelines described above will receive a grade of C or lower and is subject to remediation that may include retaking the course. Students in this situation must see their advisor immediately.

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/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
CONCEPTUAL-IZATION	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 frame-work 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.
PRESENTA-TION	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.
PRESENTA-TION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple technical errors detract from presentation.

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

Course Outline and Calendar
EDLD 5360 SUMMER 2018

Matthews and Crow Chapters 1-13 Discussion Board	Due June 24

Griffiths and Portelli Parts I-IV Discussion Board	Due July 29

School Portfolio	Due July 14
Major Project # 1 Planning Document for Practicum	Due July 22
Major Project # 2 Planning Document for Practicum	Due July 22
Planning Matrix for Practicum	Due July 22
Personal Action Plan 1st Year Principal	Due July 29

Standard Skills Analysis (Fit2Lead)	Due August 5
Stewardship Essay (Professional Portfolio Dev.)	Due August 5
Artifact Choices (2) (Professional Portfolio Dev.)	Due August 5

TECHNOLOGY REQUIREMENTS AND SUPPORT

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the new TAMUCT CANVAS learning management system for class communications, content distribution, and assessments. Logon to **https://tamuct.instructure.com** to access the course.

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial 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 "Browser Check" link on the TAMUCT CANVAS logon page. (**https://tamuct.instructure.com**) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to CANVAS, you will see a link to Canvas Student Orientation under My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Canvas Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussion posts, and submitting 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 well in advance of deadlines*

Technology Support

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

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Instructors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Duck Trax and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the deadline or fail to follow procedure, you will receive an F in the course.

ACADEMIC INTEGRITY

Texas A&M University - Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt on collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.

DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at http://www.tamuct.edu/departments/disabilitysupport/index.php.

TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in

Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

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

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

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

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. No credit will be awarded for quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

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.

(COURSE SELECTED BIBLIOGRAPHY INCLUDED ON COURSE BLACKBOARD LEARNING SITE)