TEXAS A&M UNIVERSITY CENTRAL TEXAS

SYLLABUS
EDLD 5301 Research in Educational Leadership

SPRING 2019 SEMESTER

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MODE OF INSTRUCTIONAL DELIVERY
This course will use an online delivery mode with the majority of the learning (65%) in an online format through the TAMUCT Canvas System (*https:tamuct.instructure.com*) supported and enhanced by four (4) face-to-face class sessions constituting (35%) of the learning time. You will use the Blackboard username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTION INTERACTION
The face-to-face class sessions are scheduled to meet from 8:00 AM – 12:00 PM in room WH 316 at TAMUCT Warrior Hall on the following Saturdays: Jan. 26, Feb 23, Mar. 23, May 4. 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. 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] 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 OVERVIEW AND DESCRIPTION

The course provides aspiring principals with opportunities to strengthen knowledge and skills necessary to become critical consumers and producers of research. The course utilizes literature on educational research, research methods, and action research so that students will become developers of quality research impacting school improvement. 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 provided by the instructor.

The course utilizes an online format through Canvas. Each e-learn section begins with guiding questions, competencies, assignments, and due dates and evaluation methods are clearly explained. Each lesson builds on the previous lesson (research, data collection, school portfolio, and action research project), so overall success in the course is dependent upon the successful completion of each e-learn session. The final session is a collaborative opportunity designed to share projects and receive peer feedback. Instructor contact is expected if questions cannot be resolved using the information provided in Canvas.

Prerequisite(s): Admission to program and approval of program coordinator.
Important Note: Students are required to pay a course fee of $100.00 for AEL certification.

STUDENT LEARNING OUTCOMES (STATE STANDARD ALIGNMENT)
Given appropriate resources students will be able to:

1. Search for and critique current journal articles related to action research. (A2, E1)
2. Collect and analyze multiple data points from the school environment to guide efforts in instructional/programmatic decision-making, quality planning, visioning and continuous improvement. (A2 D1,2,7,8,9 E1)
3. Use current research and multiple data measures to identify goals and strategies toward the development of an action research plan. (A2 D1,2,7,8,9 E1)
4. Create an action research plan that is developed through a lens of ethics, equity, and diversity. (F2,4,8)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital, (4) Executive Leadership, (5) Strategic Leadership, and (6) Ethics, Equity, and Diversity. This course is designed to focus specifically on the following Texas standards:

- Standard 4 Executive Leadership (skill statements 1, 2, 7, 8, 9)
  Standard 6 Ethics, Equity, and Diversity (skill statements 2, 4, 8)
  Standard 1 School Culture (skill statement 2)
  Standard 5 Strategic Operations (skill statement 1)
  (http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=241&rl=15)
  NOTE: the Principal TExES competencies are in revision and will be added to syllabus as available.

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA)
  Standard 3 Equity & Cultural Responsiveness (skill statement H)
  Standard 10 School Improvement (skill statement D, G, J)
  http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
  Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
  Standard 3 Equity & Cultural Leadership (skill statements 3.1)
  Standard 8 Internship and Clinical Practice (skill statement8.1)
  http://www.npbea.org

Required Reading and Textbook(s):

A selected course bibliography is included on Bb**.** Required texts include:

Bernhardt. V. (1999). *The school portfolio: A comprehensive framework for school improvement*. Larchmont, NY: Eye on Education. (ISBN 9781883001643)

Bernhardt. V. (2002). *The school portfolio toolkit: A planning, implementation, and evaluation guide to continuous school improvement.* Larchmont, NY: Eye on Education. (ISBN 9781930556218)

Bernhardt. V. (2013). *Data analysis for continuous school improvement 3rd ed*. Larchmont, NY: Eye on Education. (ISBN 9781596672529)

McEwan, E., & McEwan, P. (2003). *Making sense of research: What's good, what's not, and how to tell the difference.* Thousand Oaks, CA: Corwin Press. (ISBN 9780761977087)

Mills, G. (2018). Action research: A guide for the teacher researcher (6th ed.). New York, NY: Pearson

COURSE REQUIREMENTS

COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

Journal Entries (SLO#1-4)   (40 points each/160 points total)
The four (4) journal entries serve as reflective responses intended to gauge prior assumptions and future expectations on a particular topic. The purpose of a reflection is to write about the impact a learning opportunity (an article, an event, an action, etc.) has had on your thinking, learning, and future actions. The journal prompts in Canvas align with each e-learn focus area. (Assessment: Written Product Assessment Rubric)

Mentor Consultations/Reflections (SLO#1-4)   (40 points each/120 points total)
Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with a specific E-Learning focus area.
(Assessment: Written Product Assessment Rubric)

Research Article Critique (SLO#1)   (40 points)
Apply the first four questions posed by McEwan and McEwan to guide reading of published research findings in a research article (article related to action research). The student will critique the article utilizing the Research Article Critique Guide posted in the additional resources module in Canvas. The written critique will be written in APA format. An electronic copy of the article will be submitted along with the critique. (Assessment: Written Product Assessment Rubric)

Data Collection and Analysis using Multiple Measures   (SLO#2, 3)   (100 points)
A written summary of findings will be created after collecting data using Bernhardt's four multiple measures. The analysis of the findings will be used to determine the area of instructional improvement and determine root causes for identified area of difficulty. The analysis will also be used as the first steps in building the school portfolio. The student will collect school data from multiple sources and analyze the data. The students complete the collection and analysis process utilizing the Multiple Measures Collection and Analysis Guide posted in the additional resources module in Canvas. The student will also utilize the scoring rubric in order to ensure the building of a quality product. Once the analysis has been completed the student will work in collaboration with school colleagues to determine the perception of the school's use of data (This collaborative meeting will be video recorded and turned in as part of the Action Research Plan.). The student will include an analysis of the survey results from the Continuous Improvement Continuum for the areas of Information and Analysis and Quality Planning. The written analysis will be written in APA format. (Assessment: Data Collection and Analysis Rubric)

School e-Portfolio (SLO#1-4)   (80 points)
Prepared by each student beginning in EDLD 5301, the school portfolio describes information about the school—its purpose, mission, and vision; the values and beliefs held by staff; plans for improvement; the reasons particular approaches have been chosen; and the results of school-wide improvement efforts. EDLD 5301 primarily focuses on two areas of portfolio development: Information and Analysis and Quality Planning. Although students may share campuses, each student should build his/her own school portfolio. Additional directions are on the Canvas course site.   (Assessment: School Portfolio Development Rubric)

Action Research Project (SLO#3)   (140 points)
Develop and present an Action Research Project derived from readings, coursework, responses to online prompts, and the School Portfolio. The Action Research Project shall apply the problem-solving cycle as presented by Bernhardt and supported by Mill's guidelines and steps for developing an action plan. Students will turn in a written summation of the Action Research Plan using guidelines provided by the instructor. The final product will be written in APA format (**80 points**). In addition, each student will post a video presentation of the collaborative planning process toward the development and implementation of the action research plan. (**40 points**). Before the submission of the project video the student will submit a test video in order to detect any difficulties before final project submission (**20 points**). (Assessment: Action Research Project Rubric)

FIT2LEAD and School Leadership Competency Inventory   (SLO#1-4)   (40 points)
Beginning in EDLD 5301, 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 Continuous Improvement Analysis and Planning* template, students will share their own "read" and that of their mentor principal related to the state principal standards studied during the semester. Additionally, the student and the mentor will assess discreet leadership skills using the *School Leadership Competency Inventory*. Students will complete all sections of the Fit2Lead Continuous Improvement Analysis and Planning template: FeedBack, FeedForward, and GrowForward. (assessment: Fit2Lead template)

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this 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.** A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate (Collaborative Participation Rubric) in all f2f 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: **612** minimum accrued points (90% of 680)
To earn the Grade of B: **544** minimum accrued points (80% of 680)

Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences. In addition to specific suggestions and/or criteria given in individual assignments, the grading criteria and rubrics on the next two pages will be used in the course.

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 / 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.

SCHOOL PORTFOLIO DEVELOPMENT ASSESSMENT RUBRIC			
Dimensions	**Exceptional**	**Acceptable**	**Unacceptable**
Dimension 1: 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.
Dimension 2: 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.
Dimension 3: 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.
Dimension 4: Presentation	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expec-tations 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

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the A&M-Central Texas Instructure 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.

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

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.

COURSE OUTLINE AND CALENDAR

EDLD 5301 Course Outline and Calendar, Spring 2019			
Focus Areas	**Points**	**Due Dates**	**Assignments**
e-learn 1: Research 01/14-02/03		01/14	Spring Semester Begins
		01/26	Face-to-face Class Meeting (1)
		01/20	Read *Making Sense of Research* chpts. 1,3,4-7
		01/27	Read *Data Analysis for Continuous School Improvement*
	40	02/03	Mentor Consultation/Reflection 1 due (f2f)
	40	01/27	Research Article Critique due
	40	01/27	Journal Entry 1 due
e-learn 2: Information and Analysis 02/04-03/10		02/23	Face-to-face Class Meeting (2) (AEL Training)
		02/17	Read *The School Portfolio* and *The School Portfolio Toolkit(Chapter 4)*
	100	03/10	Data Collection and Analysis using Multiple Measures due
		03/03	Team work at campus in order to complete Journal 2
	40	02/24	Mentor Consultation/Reflection 2 due (f2f)
	40	02/24	Journal Entry 2 (Information and Analysis Continuum) due
		03/11	Read The School Portfolio and The School Portfolio Toolkit (Chapter 6)
e-learn 3: Continuous Improvement 03/11-04/07 Spring Break 03/11-03/15 e-learn 4: Qual Planning 04/8-04/21	40	03/17	Journal Entry 3 (Quality Planning Continuum) due
		3/23	Face-to-face Class Meeting (3) (AEL Training)
		04/07	Read *The Action Research Guide for the Teacher Researcher*
	80	04/14	School Portfolio due (Sections Entries for Info & Analysis/Quality Planning)
	40	04/21	Fit2Lead Continuous Improvement Analysis and Planning
	40	04/21	Mentor Consultation/Reflection 3 due (f2f)
e-learn 5: Assessment 04/22-05/10	80	04/28	Action Research Plan due
	40	04/28	Action Research Video
	20	04/28	Action Research Test Video
	40	05/05	Journal Entry 4 (Action Research Focus) due
Total	680		
Specific instructions for each e-learn unit are outlined within Canvas. This course outline and calendar serve 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, it is recommended that students follow the calendar for readings and assignments in order to manage time. It is highly recommended that during the first mentor reflection meeting, students schedule the remaining three mentor meetings with their principals at least one week prior to the mentor reflection due date.			

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].

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. More information can be found at http://www.tamuct.edu/departments/studentconduct/academicintegrity.php.

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 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 WCOnline 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/].

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].

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. 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.).*

Copyright Notice.

Important University Dates

January 14, 2019	Classes Begin for Spring Semester
January 16, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-Week Classes
January 21, 2019	Martin L. King Jr. Day *(University Closed)*
January 22, 2019	Deadline to Drop First 8-Week Classes with No Record
January 30, 2019	Deadline to Drop 16-Week Classes with No Record
February 22, 2019	Student End of Course Survey Opens (First 8-Week Classes)
February 22, 2019	Deadline to Drop First 8-Week Classes with a Quit (Q) or Withdraw (W)
March 1, 2019	Deadline for Graduation Application for Spring Ceremony Participation
March 1, 2019	Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)
March 8, 2019	Classes End for First 8-Week Session
March 8, 2019	Deadline for Spring Admissions Applications
March 10, 2019	Student End of Course Survey Closes (First 8-Week Classes)

March 11, 2019	Spring Break – No Class *(University Open)*
March 11, 2019	Deadline for Faculty Submission of First 8-Week Final Class Grades (due by 3pm
March 13, 2019	Spring Break – No Class *(University Open*
March 14, 2019	Spring Break – No Class *(University Open*
March 15, 2019	Deadline for Tuition and Fee Payments (Second 8-Week Classes)
March 15, 2019	Deadline for Clinical Teaching Applications
March 15, 2019	Spring Break – No Class *(University Open*
March 18, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes. $25 fee assessed for late registrants.
March 18, 2019	Classes Begin for Second 8-Week Session
March 20, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
March 25, 2019	Deadline to Drop Second 8-Week Classes with No Record
April 1, 2019	Deadline for GRE/GMAT Scores to Office of Graduate Studies
April 5, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W
April 12, 2019	Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Spring Semester
April 26, 2019	Student End of Course Survey Opens (16- and Second 8-Week Classes)

April 26, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
May 10, 2019	Deadline for Applications for $1,000 Tuition Rebate for Spring Graduation (5pm)
May 10, 2019	Deadline for Degree Conferral Applications to the Registrar's Office. $20 Late Application Fee.
May 10, 2019	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 10, 2019	Spring Semester Ends
May 11, 2019	Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 12, 2019	Student End of Course Survey Closes (16- and Second 8-Week Classes)
May 14, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
May 14, 2019	Deadline for Thesis to Clear Thesis Office for Spring Semester