SPRING 2019

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INSTRUCTOR'S PERSONAL STATEMENT

At the core of leadership work, exemplary leadership practices and collaborative organizational processes provide the means to set shared direction and provide facilitation of a flexible and creative campus learning environment. In this course, we will learn how to develop a culture of learning and care that allows the organization to continuously engage in the systemic work of school improvement. I am so appreciative of the opportunity to guide our knowledge and skill development in this foundational work.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online blended delivery mode with 20% of the learning in four face-to-face Saturday class sessions and 80% in an online format through the TAMUCT Canvas Online Learning System. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet from 8 am-10:15am in room 313 at TAMUCT Warrior Hall on the following Saturdays: January 26, February 23, March 23, and May 4. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through the Canvas online learning system beginning on January 14th, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available for virtual office hours from 6-10 pm on Monday-Thursday evenings and by email (beddins@tamuct.edu) at any time should issues or questions arise. Emails will be returned in 24-48 hours. Face-to-face appointments may also be scheduled by email. Face-to-face appointments may be scheduled by TAMUCT email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON THE CANVAS COURSE SITE.

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 DESCRIPTION
Catalog description: Study effective organizational processes in prek-12 schools. Special emphasis on learning organization strategies, exemplary leadership practices, and collaborative action tools that support the development of a flexible and creative culture continuously engaged in school improvement. Prerequisite(s): Admission to program and approval of program coordinator.

The *purpose* of this course is to provide aspiring principals with the opportunity to study processes of educational leadership, emphasizing the development of a collaborative, capacity-building culture that sustains the work of the learning organization in addressing continuous school improvement (Lambert, 2003). This course is one of ten in the tightly-aligned program sequence. Students pay close attention to issues of approach and strategy that may be used in creating flexible and creative organizational cultures in prek-12 schools. These concepts build on the learning from Freire, Kidder, Starratt, and Herasymoch & Senko from EDLD 5300 as well as Bernhardt and others from EDLD 5301. The five exemplary leadership practices from Kouzes & Posner (2017) and the five disciplines of a learning organization (Senge, et al, 2012) create the "spine" for course learning while the culture re-boot process from Kaplan and Owings (2014) provides the tools to assess and improve school culture. Specific resources used in the course for informing the student about the roles and responsibilities within school leadership are the required texts, problem-based learning activities, interactions with peers/principal mentors/school stakeholders in the field, personal experience, and resources provided by the instructor.

The *structure* of the course is a simple layout. Each of the five e-learn modules contains activities, assignments, and assessments for and of learning for one or more of the student outcomes in the course. Learning in each e-learn builds on previous learning, so success in the course is dependent upon the successful completion of each set of learning activities in each module. About the four Saturday f2f sessions...the f2f **Orientation** on Saturday, January 26th provides the opportunity to experience and reflect on the culture of schools - "how we get things done around here." The two f2f **Value-Added Work Sessions** (February 23rd and March 23rd) add value to online learning by providing a workshop environment for peer- and instructor-coached activity/assignment development, while the final f2f **Reflections** session on May 4th is a collaborative opportunity for cohort members to participate in systems thinking and then show off a bit by sharing additions to the professional and school e-portfolio collections. Students are responsible for all learning requirements as detailed in the syllabus/calendar and posted in e-Learn modules 1-5 on the Canvas site. NOTE: Missing a Saturday class is not a valid reason for missing any assignments.

COURSE LEARNING OBJECTIVES
- Create and sustain learning organization disciplines that anchor the collaborative work of the school community.
- Develop and utilize exemplary leadership practices that further leadership capacity to support the collaborative work of the school community.
- Analyze and improve components of a school culture to more effectively engage in the systemic work of continuous improvement in the school community.

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)
Students will be able to build a collaborative, capacity-building culture through use of the following:
1. Integrate personal mastery as a foundational goal of personal learning for all members of the learning organization. (A6, A7, A10, D1, D2, F2, F4, F8)
2. Diagnose and transform mental models to build common ground around organizational direction, purpose, values, and work in the school community. (A1, A8, A10, A12)
3. Create and utilize a shared vision, purpose, and guiding principles to anchor learning organization work. (A1, A6, A13, F4)

4. Design and utilize high performance learning teams that are engaged in generative praxis focused on organizational issues and opportunities. (A1, A7, A8, A9, A12, C6, D7, D8, D9, F4)
5. Apply systems thinking to diagnose technical issues/opportunities, leverage change strategies, and plan for organizational improvement. (A11, D7, D8, D9, F2)
6. Transform negative components of the school culture to create a more effective, capacity-building learning organization. (A1, A6, A7, A8, A9, A10, A12, A13, D1, D2, D7, D8, D9)
7. Develop and utilize exemplary leadership density among all stakeholder groups in a school community to facilitate the learning organization's continuous improvement work. (A1, A6, A8, A12, A13, C6, F2, F4, F8)

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 (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 the following Texas Principal Standards:
(copy of domains/competencies in Canvas course Information Module)

- Standard A School Culture (skill statements 1, 6-10, 12-13)
- Standard C Human Capital (skill statement 6)
- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9, 11)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 8)

Principal TExES 268/PASL domains/competencies
The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course: (copy of domains/competencies in Canvas course Information Module)
DOMAIN I SCHOOL CULTURE
- Competency 001 Shared Vision and Culture of High Expectations (skill statements A, F, G, I, J)
- Competency 002 Stakeholders as Partners (skill statements A-D)
DOMAIN III HUMAN CAPITAL
- Competency 005 Staff Evaluation and Supervision (skill statement E)
- Competency 006 Teacher Selection & Retention (skill statement C)
DOMAIN IV EXECUTIVE LEADERSHIP
- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)
DOMAIN VI ETHICS, EQUITY, & DIVERSITY
- Competency 011 Ethical Leadership (skill statements B, C, H)

In addition the course will address the following nationally-recognized standards:
- *Professional Standards for Educational Leaders* (NPBEA http://www.npbea.org)
  Standard 1 Mission, Vision, & Core Values (skill statements A-G)
  Standard 2 Ethics & Professional Norms (skill statements A-F)
  Standard 3 Equity & Cultural Responsiveness (skill statement H)
  Standard 5 Community of Care & Support for Students (skill statement A)
  Standard 9 Operations & Management (skill statement K)
  Standard 10 School Improvement (skill statements A-C)

- *National Educational Leadership Preparation Standards* (NPBEA Building Level http://www.npbea.org)
  Standard 1 Mission, Vision, & Core Values (skill statements 1.1, 1.2, 1.4)
  Standard 3 Equity & Cultural Leadership (skill statement 3.1)
  Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining a flexible and generative collaborative culture focused on learning. The following are required textbooks (*texts new to this course). Specific reading assignments are in this syllabus and on Canvas. **A bibliography is on Canvas.**

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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 for continuous improvement.* Larchmont, NY: Eye on Education. (ISBN 9781930556218)

*Conzemius, A., & O'Neill, J. (2013-2nd ed). *The handbook for smart school teams 2nd ed*. Bloomington, IN: Solution Tree. (ISBN 9781936764785)

Freire, P. (2000). *Pedagogy of the oppressed.* New York: Continuum. (9780826412768)

Herasymowych, M., and Senko, H. (2008 – 2nd ed). *Solving real problems in real time: Action learning guide 2nd ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769784)

*Herasymowych, M., and Senko, H. (2007 – 2nd ed). *Navigating though complexity: Systems thinking guide 2nd ed.* Calgary, Alberta, CA: MHA Institute. (ISBN 9780973769777)

Kaser, J., Mundry, S., Stiles, K., and Loucks-Horsley, S. (2013). *Leading Every Day: Actions for Effective Leadership 3rd ed*. Thousand Oaks, CA: Corwin. (9781452260938)

*Kaplan, L, & Owings, W. (2013). *Culture re-boot: Reinvigorating school culture to improve student outcomes.* Thousand Oaks, CA: Corwin Press. (ISBN 9781452217321)

*Kouzes, J., & Posner, B. (2017). *The leadership challenge: How to make extraordinary things happen in organizations 6th ed*. San Francisco: Jossey-Bass. (ISBN 9781119278962)

*Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development. (ISBN 9780871207784) – **PRE-READ**

*Senge, P., Cambron-McCabe, N., Lucas, T., Smith, B., Dutton, J., Kleiner, A. (2012). *Schools that learn: A fifth discipline fieldbook updated ed*. New York: Crown. (ISBN 9780385518222) – **Used also in 5345**

COURSE REQUIREMENTS

ASSIGNMENTS/ASSESSMENTS (SLO ALIGNMENT)

Online Reflective Dialogues (SLO #1-7)   (20 pts each = 80 pts – due dates below)

Students will engage in a series of multi-day, online dialogue sessions via the Canvas concerning concepts found in our class texts and readings about learning organizations, exemplary leadership practices, leadership capacity, and culture re-boot. Students will respond to the observations/reflections of other students, creating a virtual conversation concerning ideas related to the dialogue concept topic. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. Specific facilitation assignments and other details are included on the course Canvas site.

(assignment assessment: 20pts x 4 dialogues = 80 pts/Collaborative Participation Assessment Rubric)

The online dialogues are:

1.14-1.25   Modeling the Way with Personal Mastery in a Quadrant 4 Learning Organization
        K/P ch 3&4; Senge pp 7-28, 55-86, 319-340 (skim pp 32-54 for industrial age schooling)
2.11-2.20   Setting Direction Amidst Mental Models in a Quadrant 4 Learning Organization
        K/P ch 5&6; Senge pp 86-114, 341-371
3.5-3.16   Enabling Others in High Performance Teams in a Quadrant 4 Learning Organization
        K/P ch 9&10; Senge pp 115-123; Conzemius/ONeill intro, Pt I &II, & Action Learning from 5300
4.1-4.10   Challenging the Process with Systems Thinking in a Quadrant 4 Learning Organization
        K/P ch 7&8; Senge pp 123-151; Herasymowych/Senko sect 1-6

Culture Re-Boot Planning Journals 1-3 (SLO #1-7)   (20 pts each entries 1, 2, 3 due 2.10, 3.3, 3.31; 60 pts)
Utilizing the course text *Culture Re-Boot* and other resources, each student will diagnose and plan for re-boot of his/her current school culture. Specific directions for journal entries are available on course Canvas site.
(assessment for learning:60 pts/Written Product Assessment Rubric – APA required)

Personal and Shared Foundation Statements (100 pts total)

- **Educational Platform Statement** (SLO #1, 3, 6, 7)   (20 pts – due 2.2)
  Each student will develop and present his/her own educational platform. Before beginning this assignment, each student should make a list of his or her core values review EDLD 5300 Core Values Activity). Anchoring a leadership philosophy and the daily actions of leadership practice, the Educational Platform reflects the values and beliefs about leadership work. It is essential that the platform show theory to practice through the leader's actions. Then, develop an educational platform using the 13 planks (attached in Canvas) as a guide. And remember that educational platforms are a work in progress and should be periodically revisited and updated. If this is your first time to share your platform in writing, don't be too hard on yourself. Getting it down the first time is hard work. As appropriate, APA format should be used in preparing the paper. Platforms should be no more than 2 pages in length and formatted for power. Educational platforms are a work in progress and should be periodically revisited and updated. Students will share their platforms with class peers.
  (assessment for learning: 20 pts/Written Product Assessment Rubric)

- **Personal Mission Statement** (SLO #1, 3, 6, 7)   (20 pts – due 2.2)
  Each student will be responsible for preparing a personal mission statement. Although a personal mission statement covers many roles in an individual's life, a portion of the personal mission statement should address the professional question of "what I would offer to a school or school district as an educational leader." Students will share their personal mission statements with class peers. **The personal mission statement is to be included in the professional portfolio.** Students may find information about creation of a mission statement on the Franklin/Covey website (http://www.franklincovey.com/missionbuilder/). As appropriate, APA format should be used in preparing the statement. (assessment for learning: 20 pts/Written Product Assessment Rubric)\

- **Personal Vision of a Quality School Statement** (SLO #1, 3, 6, 7)   (20 pts – due 2.2)
  Each student will be responsible for preparing a personal vision statement that paints a clear and detailed picture in words of his/her vision of an ideal learning situation for students, staff, and community. Students will share their personal vision statements with class peers. **The personal vision statement is to be included in the professional portfolio.** As appropriate, APA format should be used in preparing the statement.
  (assessment for learning: 20 pts/Written Product Assessment Rubric)

- **Shared Organizational Foundation Statements** (SLO #3, 6)   (40 pts – due 3.10)
  Gather a 4- to7-member team of leaders at your school for a one-hour meeting about direction, purpose, and culture. Ask them to jot down some notes before they come about their professional values, personal missions, and personal visions of what your school could become. Ask them also to think about how things get done around your school (culture). At the meeting, first share your demographic profile from EDAK 501. When talking about where we are headed, it is important to talk first about where we are now. Then, ask your principal (or designee) to share some of the external expectations that the school is mandated to meet. Then, build an Affinity Diagram. Ask everyone to share their specific thoughts (one to a post-it with different colors for values, mission, vision, and culture/how things get done) about the foundational areas. Place the post-its on a flat surface and ask group members to collaboratively group "like" post-its in each foundational area and see if they can write a summary statement from the post-it notes. Does the outcome match the current foundational statements of the school? Discuss. The four foundational summary statements should be placed in one document for posting on Bb and include an introduction about the

importance development and utilization of shared foundational statements along with your reflections about the process you facilitated. (assessment of learning: 40 pts /Written Product Assessment Rubric)

Unison School Case Study Project   (60 pts total – assignment descriptions/due dates below)
Students will work with other class members in small learning community group settings to complete several case study assignments. The case study situation is similar to what principals might meet within their administrative practice related to issues of cultural change. After discussion of the case, each team will submit the following:

- **Mental Model Ladders of Inference** (SLO #2, 6, 7)   (20 pts – due 2..25)
  Utilizing class readings and additional research, case study groups will collaboratively develop and share accountability for two ladders of inference - one for the views of more traditional older teachers and another for the new teachers - related to mental models at Unison School. As a group, review what you know about mental models and ladders of inference (Senge et al pp 97-104 and 369-71). Use any additional research and readings that you find on the concepts. Then, collaboratively develop and share accountability for two ladders of inference - one for the views of more traditional older teachers and another for the new teachers - related to mental models at Unison School. Don't miss any rungs on the ladders! The ladders of inference should be included in an APA-style paper focused on the learning organization discipline of mental models and the use of ladders of inference. The paper should include the following parts: an introduction to mental models and ladders of inference; separate descriptions of the two teacher groups and their ladders of inference about other group, ways to use advocacy and inquiry to shift mental models, and a conclusion analyzing the use/worth of ladders of inference in relation to mental models.
  (assessment for learning: 20 pts /Written Product Assessment Rubric)

- **High Performance SMART Team Analysis and Plan Forward** (SLO #4, 6, 7)   (20 pts – due 3.25)
  Utilizing relevant resources, your Unison School case study group will collaboratively prepare an analysis and plan for an adhoc team of new and veteran teachers to focus on learning about more engaging and effective instructional strategies at Unison School and eventually providing a plan for professional development for the faculty. Open the group paper with (1) an introduction about the worth of high performance SMART teams, then (2) describe the new/veteran team situation in and Unison School issues; (3) diagnose possible dysfunctions of the new/veteran team (Lencioni, 2002); (4) get the team organized with a charter, purpose, stakeholders, responsibilities, guidelines for behavior, and at least two SMART goals (Conzemius & O'Neill, 2014, ch 1-3); (5) discuss how a protocol such as action learning will be used to accomplish team learning (Herasymowych & Senko, 2008, *Solving Real Problems in Real Time Action Learning Guide*); (6) describe how at least four group tools (one each from chapters 4, 5, 6, and 7 of Conzemius and O'Neill's SMART School Teams text) will be used to move the adhoc teamwork forward; and (7) provide a conclusion summarizing what your group has learned about the work of high performance teams/team learning in relation to the reality you experience each day. The Analysis and Plan should be written in APA format (first person okay).
  (assessment for learning: 20 pts /Written Product Assessment Rubric)

- **Technical (Operational) Systems Analysis and Plan** (SLO #5, 6, 7)   (20 pts – due 4.17)
  Utilizing the systems thinking course text by Herasymowych and Senko and a provided template, your case study group will develop a technical systems analysis/plan to leverage systems change at Unison School. The issue your group will tackle is the lack of collaboration and shared learning between veteran and new teachers at Unison School and the effect on student success. Be sure to map the systems archetypes present in the situation, select the best possible leverage points, and develop a leverage matrix and action plan to create positive improvement in the system. Use the attached template and the attached example to help you. Each group will turn in the completed template including systems maps, leverage points, and an action plan.
  (assessment for learning: 20 pts/systems analysis template)

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Key Assessment: Culture Re-Boot Analysis and School-Wide Study Plan (SLO #1-7)   (40 pts due 4.29)
The purpose of the Culture Re-Boot Analysis and School-Wide Study Plan is to assess candidates' capability to utilize a process to continually examine the components of their current school cultures in relation to healthy, inclusive, and effective school cultures focused on high levels of learning for all stakeholders. Candidates will consider themselves as principals of the schools where they are currently employed, and will view their efforts through the innovative and inclusive lens of a social entrepreneur. Candidates will work closely with a group of key school leaders including their principal mentors to analyze the school's current culture in relation to the characteristics of a strong and supportive school culture: an inspiring vision, dynamic leadership, innovative risk taking, high expectations, trust and confidence, reference to a knowledge base, involvement in decision making, honest and open communication, tangible support, and appreciation and recognition of informed risk taking and improvements. Improvement planning will be based on demographic, perception, performance, and process data generated with guidance of the key leaders group within the following six key components of a culture "re-boot" process: (1) School Culture and Change as Learning; (2) School Leadership as Culture Building; (3) School Culture, Ethical Behavior, and Relational Trust; (4) Professional Capacity Development for Shared Influence; (5) Establishment of a Student-Centered Learning Culture; and (6) Promoting and Creating Strong Parent-Community Ties.

The final written product will include two sections with an initial three-month culture re-boot analysis and priorities identification process completed by the candidate with guidance from the key school leaders group, and then development of a three-year culture re-boot study plan involving the school community in culture analysis and improvement planning and implementation. The key school leaders group will again provide input.

Section One Requirements:
 (1) description and importance of a culture re-boot process at the candidate's school and the role of the key leaders group; (2) data-informed description of current culture in relation to characteristics of a strong and supportive school culture; (3) culture improvement priorities and goals for each of the six culture re-boot components; and (4) proceeds from a conversation and reflection with the key leaders team concerning possible impact on the current culture in relation to characteristics of a strong and supportive school culture if priorities are addressed and goals are achieved.

Section Two Requirements:
(1) description of a step-by-step three-year process to organize a culture re-boot study involving the whole school community in a way that increases buy-in, provides more powerful analyses, and produces multiple implementation efforts (be sure to include any preparation strategies for use *prior* to the first year of the campus-wide re-boot study and a rationale for their use); (2) an explanation of any negative and positive system archetypes that may be encountered as school community members diagnose and plan together for culture improvement; and (3) concluding reflective remarks that indicate possibilities and concerns in using the re-boot process, including any Trojan mice that you think might pop up and be used as systems leverage for cultural change.
 (assessment of learning:40 pts/ Systemic Decision Support Rubric – APA required)
NOTE: The Culture Re-Boot key assessment is one of several program benchmarks that will be placed in your TK20 student record as evidence that you are making progress towards principal certification. You will want to pay close attention to the assessment description, the systemic decision support rubric, and your APA manual to ensure that you submit a quality paper.

Professional e-Portfolio Collection – Vision Section Additions (SLO #1-7)   (20 pts – due 5.8)
Expand your professional portfolio collection that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Vision** (see your 5300 syllabus if you need a reminder about the portfolio). Write and include in your e-portfolio a one-page reflective anchoring essay about **Vision** (related to principal standard #A/school culture) just as you did for Integrity in EDLD 5300. 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 **Vision** and principal standard #A/school culture.
(assessment of learning: 20 pts/professional portfolio rubric)

School e-Portfolio Collection – Leadership Section Additions (SLO #1-7)   (20 pts – due 5.8)
Based on the Leadership sections in both the *School Portfolio* and the *School Portfolio Toolkit (Bernhardt)* course texts, expand your School Portfolio case study collection started in EDLD 5301 Research in Educational Leadership by developing the **Leadership** section. Complete and include the following: the scored **Leadership** continuum (rubric rated by highlighting), the accompanying **Leadership** story based on current reality at your school (customize school portfolio writing template for leadership), any items you find that are on the **Leadership** items list and support the current **Leadership** story, and any additional items that you have included to support the **Leadership** story.
(assessment of learning: 20 pts/ school portfolio rubric)

Mentor Consultations/Reflections (SLO #1-7)   (20 points each/60 points total – due 2.10, 3.31, 5.10)
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 a preview the next semester's courses (EDLD 5355 Leadership of Diverse Learning Communities & EDLD 5316 Leadership of Effective Learning). A Mentor Consultation Record/Reflections template is provided in Canvas.
(assessment of learning: 20 pts/agenda-reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS &PLANNING (SLO #1-7)   (20 pts – due 5.10)
Beginning in EDLD 5300, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal as well as other colleagues related to the state principal standards studied in 5339 and 5345 during the semester. Additionally, the student, the mentor, and any other colleagues 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. (assessment of learning: 20 pts/analysis and planning template completion)

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 three 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 in f2f class sessions AND complete and submit all assignments to be eligible for an A in the course. Missing a f2f Saturday class session is not a reason to miss an assignment.* A grade of C may result in retaking the course. The point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 414 of 460 points on the following learning assignments/assessments. For a grade of B, a total of 80% or a minimum of 368 of 460 points must be earned. Maximum points for each assignment are in ( ).

- Online Reflective Dialogues Supporting Course Concepts (4x20=80 points)
- Personal Foundation Statements (3x20=60 points)
- Shared Foundation Statements (40 points)
- Culture Re-Boot Journal Entries (3x20=60 points)
- Culture Re-Boot Key Assessment (40 points)
- Three Case Study Assignments (20x3=60 points)
- *Vision* section additions to Professional e-Portfolio Collection (20 pts)
- *Leadership* section additions to School e-Portfolio Collection (20 pts)
- Mentor Reflections (3x20=60 pts)
- Fit2Lead Continuous Improvement Analysis & Planning (20 pts)

POSTING OF GRADES

Grades will be posted using the Grade Center tool on the Canvas course site within 9 days of assignment due date (if longer than 9 days, the instructor will provide an explanation and revised date). In addition to specific suggestions and/or criteria given in individual courses, the grading criteria and rubrics on the following pages will be used in the course

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

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

WRITTEN PRODUCT ASSESSMENT RUBRIC

Dimensions	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
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	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
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.

SYSTEMIC DECISION SUPPORT ASSESSMENT RUBRIC

	LEVEL FOUR=8 pts	LEVEL THREE=6 pts	LEVEL TWO=4 pts	LEVEL ONE=2 pts
DIMENSION I **Identification & Description of Issue or Need Creating Dissonance in the System**	Provides a coherent and detailed account of the issue creating dissonance in relation to a description of effective practice in the broader system; clearly establishes stakeholder role and impact.	Account of the issue in relation to a description of effective practice in the broader system provides a logical flow of thought while missing depth in coherence detail of description and; establishes stakeholder role and impact.	Account of issue and description of effective practice lack detail and structure, creating a less than meaningful flow of thought and a weak foundation for moving forward to diagnosis for planning; recognizes stakeholder role.	Minimal and general account of issue and little description of effective practice in the broader system; lacks clarity of issue or opportunity needed to move forward to diagnosis for planning; role of stakeholders not clear.
DIMENSION II **Analysis of Issue or Need and Possible Leverage Points in the System**	Consistently demonstrates an organized, logical, in-depth examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized and succinct written diagnosis for planning including stakeholder roles.	Generally demonstrates an organized and logical examination of multiple measures of data in the analysis of current reality related to the issue in the system; organized written diagnosis that includes stakeholder roles and provides clarity for planning.	Some demonstration of use of multiple measures of data in the analysis of current reality related to the issue in the system; written diagnosis lacks clarity and depth related to the issue and stakeholder roles that is needed to move forward in the action planning process.	Demonstrates minimal use of multiple measures of data or a depth of understanding in the analysis of current reality related to the issue in the system; written diagnosis does not provide a clear path forward in development of an action plan.
DIMENSION III **Action Plan Development to Resolve Issue Dissonance in the System**	Unique and discerning use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Knowledgeable and clearly proficient use of the action planning process to include a research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, aligned supporting resources, and identified stakeholder roles.	Less than competent use of the action planning process; two or more planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting resources, stakeholder roles.	Minimal use of the action planning process; several planning process components lack depth: research-based sequence of action steps, measurable and time-bound goals, creative and engaging activities, supporting re--sources, stakeholder roles.
DIMENSION IV **Action Plan Implementation and Evaluation for Issue or Need in the System**	Provides a clear, meaning-ful, and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; focused data collection and analysis, opportunities for professional learning, and stakeholder collaboration are emphasized.	Provides an organized and data-informed process to monitor, adjust, and evaluate the action plan during and after implementation; data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a general and understandable process to monitor, adjust, and evaluate the action plan during and after implementation; some data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.	Provides a process with little substance or substantiation to monitor, adjust, and evaluate the action plan during and after implementation; minimal data collection and analysis, opportunities for professional learning, and stakeholder collaboration are included.
DIMENSION V **Reflection of Decision Support Process for Issue Resolution and Improvement in the System**	Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps & outcomes: issue identifica-tion, grounded diagnosis, action planning, implemen-tation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.	Provides thoughtful reflection including critical thought and assessment of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated clearly with use of appropriate format.	Reveals minimal and shallow reflection and critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.	Reveals little indication of reflective or critical thought related to use of continuous improvement process steps for decision support: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; not communicated clearly with use of appropriate format.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pts
Conceptual-ization	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
Coherence	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative 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 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 through. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
Presentation	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are not mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connectedness 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.

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5 pts	Acceptable 2-3 pts	Unacceptable 0-1 pt
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

(#10612) EDLD 5339-120 SPRING 2019 COURSE CALENDAR*

Timeframe	Background Learning Assignments as Semester Begins
1.6-14	Individual Pre-View: watch the HBO WWII "final solution" movie *Conspiracy* (not for children)
1.6-14	Individual Pre-Read: *Leadership Capacity for Lasting School Improvement* (Lambert, 2003)

January 14ᵗʰ – Semester begins

Focus Area	Points	Start/Complete Dates	Assignment/Assessment
e-Learn 1 (1.14-2.10) MODEL THE WAY (leadership practice #1) THROUGH PERSONAL MASTERY (learn org discipline #1) **F2F ORIENTATION 1.26 (8-10.15 am)**	20	1.14-1.25	Online Dialogue: Modeling the Way with Personal Mastery in a Quadrant 4 Learning Organization *K/P ch 3&4; Senge pp 7-28, 55-86, 319-340 (skim 32-54 for industrial age schooling)*
	20	1.26-2.2	Personal Foundation Statements (educational platform, personal mission, vision of quality school)
	20	2.3-10	#1 Culture Re-Boot Journal
	20	2.3-2.10	Initial Mentor Consultation/Reflection (EDLD 5339/5345) – meet during week before
e-Learn 2 (2.11-3.3) INSPIRE A SHARED VISION (leadership practice #2 & learn org discipline #3) AMONG MENTAL MODELS (learn org discipline #2) **F2F VALUE-ADDED SESSION 2.23 (8-10:15 am)**	20	2.11-2.20	Online Dialogue: Setting Direction Amidst Mental Models in a Quadrant 4 Learning Organization *K/P ch 5&6; Senge pp 86-114, 341-371*
	20	2.21-2.25	Case Study Group Work: Mental Models Ladders of Inference *(draft for 2.23 f2f class)*
	20	2.24-3.3	#2 Culture Re-Boot Journal
	40	2.24-3.10	Development of Shared Organizational Foundational Statements *(hold session before spring break)*
e-Learn 3 (3.4-31) ENABLE OTHERS TO ACT (leadership practice #4) THROUGH TEAM LEARNING (learn org discipline #4) **F2F VALUE-ADDED SESSION 3.23 (8-10:15 am)**	20	3.5-16	Online Dialogue: Enabling Others in High Performance Teams in a Quadrant 4 Learning Organization *K/P ch 9&10; Senge pp 115-123; Conzemius/ONeill intro, Pt One-Two; MHA Action Learning*
	20	3.17-25	Case Study Group Work: High Performance SMART Team Analysis and Plan *(draft for 3.4 f2f class)*
	20	3.26-3.31	#3 Culture Re-Boot Journal
	20	3.26-3.31	Second Mentor Consultation/Reflection (EDLD 5339/5345) – meet during week before
e-Learn 4 (4.1-21) CHALLENGE THE PROCESS (leadership practice #3) WITH SYSTEMS THINKING (learn org discipline #5)	20	4.1-10	Online Dialogue: Challenging the Process/Systems Thinking in a Quadrant 4 Learning Organization *K/P ch 7&8; Senge pp 123-151; Herasymowych/Senko sect 1-6*
	20	4.11-17	Case Study Group Work: Technical Systems Analysis and Plan
	Cont. in e-Learn 5	4.18-29	Culture Re-Boot Analysis and School-Wide Study Plan (benchmark key assessment)
e-Learn 5 (4.22-5.10) CULTURE RE-BOOT PLANNING (learn org disciplines 1-5) ENCOURAGING THE HEART (leadership practice #5) **F2F REFLECTIONS 5.4 (8-10-15 am)**	40	4.18-29	Culture Re-Boot Analysis and School-Wide Study Plan (benchmark key assessment)
	20	5.8	School e-Portfolio Collection Additions: LEADERSHIP section
	20	5.8	Professional e-Portfolio Collection Additions: VISION section
	20	5.10	Third Mentor Consultation/Reflection (EDLD 5339/5345) – meet during week before
	20	5.10	FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING
Total points	460		

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

*Additional important University Dates: *Check https://www.tamuct.edu/registrar/academic-calendar.html*

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
    (xx123 or everything before the "@" in your MyCT e-mail address)
    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 access Canvas will affect your performance in this course. You should also have access to headphones and a microphone to be able to participate in any group activities that are held through the Canvas learning system.

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

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

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Other Technology Support
For log-in problems, students should contact Help Desk Central.
24 hours a day, 7 days a week:
    Email: helpdesk@tamu.edu
    Phone: (254) 519-5466
    Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

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].

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.

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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 Office 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 Office of Access and Inclusion at WH212 or (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion web page [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Important Information for Pregnant and/or Parenting Students.
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the Student Affairs web page [https://www.tamuct.edu/student-affairs/index.html]. 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. Subjects tutored on campus 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 have 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 from 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 40 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 6:00-9:00 pm. This semester, the UWC is also offering online only hours from 12-3 pm on Saturdays. 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 if you have questions about the UWC and/or need any assistance with scheduling.

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!

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 85,000 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 24 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 [http://tamuct.libguides.com/index].

Copyright Notice.
Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

A NOTE about POLICY STATEMENT Concerning Sexual Violence at TAMUCT:
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].