INSTRUCTOR’S MESSAGE
Now that you have spent five semesters building knowledge and skill in the many roles associated with school leadership, it is time to examine and integrate the components of your practice in a way that leads to authentic engagement, instructional excellence, and continuous improvement on any campus you lead. How will you generate solutions rather than fixes that fail as you work collaboratively to meet student and school needs? I look forward to our exploration of this question together and to our preparation for the master’s comprehensive examination as well as the TExES certification exams - #268 and #368 (PASL). I am excited to be working with you this semester as we take all of your learning about being a school leader and bring it together in this application/reflection course, a companion to your second practicum. I look forward to facilitating our learning.

MODE OF INSTRUCTIONAL DELIVERY
This course will use an online delivery mode with the majority of the learning online (65%) and about 35% of the learning in face-to-face Saturday sessions. The TAMUCT Canvas Online Learning System will be used for all assignments and online portion of the learning. You will use your university username and password to log on to this system.

STUDENT-INSTRUCTOR INTERACTION
We will hold our face-to-face class sessions from 8am-noon in Warrior Hall room 306 on the following Saturdays: June 8 and 22, July 13, and August 3. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available during virtual office hours (6-10pm M-Th) and by email anytime should issues or questions arise. Face-to-face appointments may be scheduled through TAMUCT email.

WARRIOR SHIELD
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email accounts.
Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COURSE INFORMATION

COURSE DESCRIPTION
Apply leadership theory to campus leadership practice. Analyze critical issues in school leadership through the integration of the roles of the principal with professional experience. Master’s degree comprehensive exam and state principal certification exam/performance assessment preparation are included.
Prerequisite(s): Admission to program and approval of program coordinator.
Important Note: All students enrolled in EDLD 5360 must enroll in EDLD 5090 Comprehensive Exam zero-credit-hour course.

The purpose of this course is to pull together the threads of your learning through culminating experiences that integrate components of your practice in a way that will organize and launch your school leadership practice. A reflective examination of program learning, development of a cohesive collection of professional practice evidence, construction of first time leader plans, and a future-focused analysis of critical issues in school leadership are included in the course. The activities included in the course will assist in preparing for the master’s degree comprehensive exam and state certificate assessments.

The structure of the course is a simple layout. The initial f2f Orientation on June 8th provides the opportunity to begin reflection about and planning for use of the many lenses of school leadership. Each of the two Canvas e-learn modules contains information, tasks, assignments, assessments, and due dates for the student learning outcomes in the course. Value-added f2f work sessions on June 22nd and July 13th support e-Learn modules 1 and 2. Learning in each module builds on previous experiences, so success in the course is dependent upon the completion of each set of learning activities. The final f2f reflections session on August 3rd provides time and opportunity for each student to launch an initial T-PESS benchmark for future leadership growth. Instructor contact is expected if questions cannot be resolved using the information provided on the Canvas course site.

COURSE LEARNING OBJECTIVES AND STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)
Students will be able to:

1. Prepare for master’s degree and state principal certification examinations.
   1.1 Engage in a comprehensive review of principal certification program learning to increase readiness for the master’s degree comprehensive examination and the state principal certification examination. (all standards)
   1.2 Submit completed tasks to TEA for state Performance Assessment for School Leaders. (all standards)

2. Know and effectively use components of school leadership practice.
   2.1 Utilize the roles of a school leader in finding solutions and opportunities related to current issues. (all standards)

3. Prepare for “beginner” issues and opportunities of first school leadership role.
   3.1 Devise a plan for the first year of practice as a school leader. (all standards)

4. Organize performances and reflections as evidence of effectiveness related to the principal role.
   4.1 Compile and present an evidence-based digital collection of personal leadership practices and school improvement practices related to the state standards for the principalship. (all standards)

STANDARDS FOR PRINCIPAL CERTIFICATE
Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the state knowledge and skills base 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 review and integrate all Texas principal standards.**

(List of state standards are available as an attachment in Canvas Course Information Module)

**Principal TExES 268/368/PASL domains/competencies/tasks**

All Principal TExES (268/PASL) domains and competencies from the certification exam and performance task frameworks are emphasized in this course. (Canvas Course Information module attachment)

**In addition the course will address all of the following national standards:**

- **Professional Standards for Educational Leaders** (NPBEA)
  (Canvas Course Information module attachment)
- **National Educational Leadership Preparation Standards** (NPBEA Building Level)
  (Canvas Course Information Module attachment)

**REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE**

This course utilizes the literature and research on (1) principles and concepts of leadership (leadership theory, organizational structure, organizational culture), (2) leadership processes (motivation, systems theory, complexity theory, decision-making, communication, organizational change, organizational management), (3) the engagement of school community members in high levels of learning, and (4) resources related to the administrator’s role in providing school processes and services in relation to specific needs among equity issues. Specific resources used in the course are the required texts, interactions with peers/practitioners in the field, personal experience, and resources supplied by the instructor. The following text resources are required for course learning (*new). Specific reading assignments are posted on the Canvas course site.

- Any other program textbook and web resource deemed important by the individual student

**COURSE REQUIREMENTS**

**COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)**

**Comps Exam/TExES 268 Self-Study & Peer Coaching Topics Dialogue** (SLO #1.1) (80 pts – dates 6.9-7.7)

Each student will participate collaboratively in a review of the knowledge and skill acquired in the MEd in Educational Leadership program. Based on the state principal standards, the professional portfolio topics, the role descriptions from Matthews & Crow’s *The Principalship: New Roles in a Professional Learning Community* (ch 4-11), and program course outcomes/materials/assignments, students will work in small topic groups to provide initial topic reflections for cohort colleagues in structured topic dialogue environments. As students proceed through the review, they will create final study materials based on the four topics and comps question guidance from comps committee members. Additional specifics concerning dialogue postings, topic group assignments, and due dates will be posted on the Canvas course
site. Following the Self-Study, students will complete the comps exam and TExES practice test on specific dates within the semester.  
(assessment: 80 pts collaborative participation rubric)

**Personal Action Plan for 1st Year as Principal (SLO #3.1)**
Each student will create a professional/personal plan for the first 12 months as a principal. Based on all program learning, Matthews & Crow’s *The Principalship: New Roles in a Professional Learning Community* (ch 12-13), and any other resources as appropriate, the plan will have three major parts: (1) establishing yourself in your new assignment, (2) achieving an impact on the organization, and (3) managing the impact of the new assignment on your family and personal life. The plan will include activities, timeframes, perceived barriers, available resources, and completion dates. A planning template will be provided.  
(assessment: 40 pts first year planning template)

**Professional e-Portfolio Collection Update (SLO# 4.1)**
Complete the development of each section of the framework of your Professional e-Portfolio digital collection that you started in EDLD 5300 *Foundations of Educational Leadership*. Update with the following:

- Update your resume and introductory cover letter (EDLD 5300) and include in your introductory information.
- Update all foundational statements that you have created in the program – i.e. personal code of conduct and leadership philosophy from EDLD 5300; educational platform, mission, and vision of a quality school from EDLD 5339; and any others you have developed in the program – and include them in your collection as introductory information about you.
- Update anchoring essays for all sections of the Professional e-Portfolio and include in each section of the collection.
- Include at least four (4) artifacts and accompanying artifact reflections for each of the six topic sections of the Professional e-Portfolio collection. Use this opportunity to ensure that you have included artifacts that provide evidence of your performance as much as possible.

Submit through the Canvas course site the following from your collection: revised resume and cover letter, the six revised anchoring essays, and six completed artifact reflection forms that represent your most powerful artifacts for each of the six topics.  
(assessment: 40 pts professional portfolio rubric)

**Issues & Improvement Reflective Journal (Griffiths & Portelli) (SLO# 2.1)**
Each student will be required to reflect about and submit a collection of 4 (1 per part) reflective journal entries related to the 42 topic essays included in the four parts of *Key Questions for Educational Leaders* (Griffiths & Portelli, 2015). Each entry must include at least the following: a synthesis of the part in which the essay is found, and reflections based on the essay with observations of practice in the student’s professional setting and generative possibilities for future action. Of course, all should be related to exemplary leadership practices and insights gained through new knowledge, skills, and values developed in the principal preparation program. APA format should be utilized (cover and reference pages needed); however, first person is appropriate.  
(assessment: 5 pts per entry/8 entries=40 pts written product rubric)

**FIT2LEAD ➔ T-PESS Analysis and Plan Forward (SLO# 4.1)**
Beginning in EDLD 5300, each student in the program has completed an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the completed reflective FIT2LEAD forms from the first five semester as well as any other resources, students will transfer their professional learning goals and tracking to the T-PESS format as they complete an introductory training seminar related to the state principal evaluation process during the final f2f class session on August 3rd. Students should consult their principal mentor as they complete the T-PESS rubric.  
(assessment: 40 pts T-PESS rubric first time completion)
PASL Task Submission (SLO# 1.2)  
Students will finalize their task submissions for the Performance Assessment for School Leaders and provide evidence to the instructor by a specific date that they have filed their submissions with TEA,

GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next 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. **NOTE:** Missing a Saturday class is not a valid reason for missing any assignments. Instructor contact is expected if questions cannot be resolved using the information provided on the Canvas course site. A grade of Incomplete (I) will not be given except in extremely unusual cases. 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 216 of 240 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 192 of 240 points must be earned. Maximum points for each assignment are in ( ).

- Online Dialogue Comps Exam/TExES Self Study/Peer Coaching (80 points)
- School e-Portfolio Collection Update (40 points)
- First Year Plan (40 points)
- Issues and Improvement Reflective Journal (40 points)
- Fit2Lead → T-PESS Analysis & Plan Forward (40 points)

POSTING OF GRADES

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

GRADING RUBRICS

<table>
<thead>
<tr>
<th><strong>COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC</strong></th>
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<tbody>
<tr>
<td><strong>Dimensions</strong></td>
</tr>
<tr>
<td>Dimension 1: Engagement</td>
</tr>
<tr>
<td>Dimension 2: Summary</td>
</tr>
<tr>
<td>Dimension 3: Connections/Critique</td>
</tr>
<tr>
<td>Dimension 4: Mechanics/Communication Skills</td>
</tr>
</tbody>
</table>
### WRITTEN PRODUCT ASSESSMENT RUBRIC

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

### CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceptional 4-5</th>
<th>Acceptable 2-3</th>
<th>Unacceptable 0-1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conceptualization</strong></td>
<td>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.</td>
<td>Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Coherence</strong></td>
<td>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.</td>
<td>Student’s leadership philosophy provides thematic unity for portfolio, allowing for logical development of ideas.</td>
<td>No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student’s leadership philosophy is unclear.</td>
</tr>
<tr>
<td><strong>Personal/Professional Growth</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Presentation</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
EDLD 5360-110 SUMMER 2019 COURSE CALENDAR*

<table>
<thead>
<tr>
<th>Focus Areas</th>
<th>Points</th>
<th>Due Dates</th>
<th>Assignments/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>e-Learn 1 (6.3-7.21) Looking Back...</td>
<td>80</td>
<td>6.9-7.7</td>
<td>Comps Self-Study and Peer-Coaching Topic Dialogue</td>
</tr>
<tr>
<td>F2F ORIENTATION (6.8 8-noon)</td>
<td>40</td>
<td>7.14</td>
<td>Personal Action Plan for First Year as Principal</td>
</tr>
<tr>
<td>F2F VALUE-ADDEDSESSION (6.22 8-noon)</td>
<td>---</td>
<td>7.20</td>
<td>Master’s Degree Comprehensive Exam</td>
</tr>
<tr>
<td>e-Learn 2 (7.22-8.10) Looking Forward...</td>
<td>40</td>
<td>7.27</td>
<td>Professional Portfolio Update</td>
</tr>
<tr>
<td>F2F VALUE-ADDEDSESSION (7.13 8-noon)</td>
<td>40</td>
<td>8.1</td>
<td>Issues &amp; Improvement Reflective Journal (Griffiths &amp; Portelli)</td>
</tr>
<tr>
<td>F2F REFLECTIONS (8.3 8-noon)</td>
<td>40</td>
<td>8.8</td>
<td>Fit2Lead to T-PESS</td>
</tr>
<tr>
<td>Total Possible Points</td>
<td>240</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Specific instructions for e-learn modules are detailed within the Canvas course. 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, students will need to follow the calendar for readings and assignments. Additional course readings, videos, Web content, etc., will be provided in the Canvas course and will be essential to meeting course objectives.

Important University Dates: Check https://www.tamu.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 in Webex Teams through the Canvas learning system.

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 from students in 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. For more information regarding the Student Conduct process, [https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel]. If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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://tamuct.instructure.com/courses/717].

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 deceadra.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).