



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS (ONLINE BLENDED)

EDLD 5355-110 (#60012) LEADERSHIP OF DIVERSE LEARNING COMMUNITIES

Spring 2020 SEMESTER

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INSTRUCTOR'S PERSONAL STATEMENT

Communication, social networks, collaboration, relationship development, and community engagement – key components of a capacity-building learning organization that values each internal and external member of the diverse school community – are the topics for this course. Anchoring these topics are the powerful themes of social entrepreneurship and equity for excellence. What an incredible learning opportunity! It is a privilege to facilitate our journey through the course materials and activities.

MODE OF INSTRUCTIONAL DELIVERY

This course will use an online delivery mode with 35% of the learning in four face-to-face class sessions and 65% 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 1-5 pm in room 315 Warrior Hall on the following Saturdays: Jan 25, Feb 22, Mar 28, and May 2. All other course activities will be completed through the Canvas online learning system. Any changes in the schedule will be announced by message through Canvas beginning on June 3, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by university email (todd.duncan@tamuct.edu) from 6-10 pm on weekday evenings should issues or questions arise. Face-to-face appointments may be scheduled by TAMUCT email. A COURSE SELECTED BIBLIOGRAPHY IS INCLUDED ON THE CANVAS COURSE SITE.

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) [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

Study diverse prek-12 school communities with an emphasis on ethical issues dealing with leadership, governance, and policy development. Develop processes for identifying and ameliorating issues associated with demographic and cultural differences. Learn to facilitate internal and external community engagement to achieve equity and excellence within the school system. 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 leadership of a diverse community of stakeholders, emphasizing the development of a collaborative and open environment that invites engagement. Inherent in the study of such a school community is the use of effective communication and collaboration, including the skill to read connections and networks, hold meaningful conversations with all involved, develop deep and fulfilling professional relationships, and build inclusive and powerful community and parent engagement processes. Embedded throughout is a different kind of leadership that demands creativity and innovation to solve significant social issues that affect student learning - the leadership of the social entrepreneur.

The *structure* of the course is a simple layout. One of ten courses that make up the tightly aligned sequence of courses in the program, this course is organized in five e-learn modules built around course learning objectives and student learning outcomes. Learning in each module builds on previous experiences, so success in the course is dependent upon the completion of each set of learning activities, assignments, and assessments. About the four Saturday f2f sessions...the f2f **Orientation** on Saturday, Jan 25 provides the opportunity to experience and reflect on best practice in internal and external communities in Pk-12 schools. The two f2f **Value-Added Work Sessions** Feb 22 and Mar 28 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 2 is a collaborative opportunity for cohort members to 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. Instructor contact is expected if questions cannot be resolved using the information provided on the Canvas course site.

COURSE LEARNING OBJECTIVES & STUDENT LEARNING OUTCOMES (PRINCIPAL STANDARDS ALIGNMENT)

Students will be able to:

1. *Build knowledge and skill to utilize effective communication strategies to reach and engage the school community.*
 - 1.1 Interpret the social networks of internal and external communities to design a path forward for communication and collaboration in diverse learning organizations. (D1, D7, F9)
 - 1.2 Engage in focused and appropriate professional conversations with members of diverse school communities to increase effectiveness of communication and collaboration. (D2, D3, F6, F9, F10)
2. *Build knowledge and skill to develop mindful and productive relationships among school community members.*
 - 2.1 Diagnose and leverage relational systems issues to more effectively facilitate interaction among diverse school community members to support capacity building. (D1, D7, D8, F2, F10)
3. *Build knowledge and skill to develop and sustain processes to fully engage all school community members in continuous improvement efforts.*
 - 3.1 Generate culture, leadership, and practice strategies to solve social and economic equity issues and approach excellence in diverse learning communities. (D6, D7, F4, F6, F8)

- 3.2 Utilize processes of community engagement and social entrepreneurship to involve internal and external members, particularly parents, in the work of diverse learning communities. (D2, D4, D5, F2, F4, F6, F10)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the state's knowledge and skills base developed in program curricula and coursework. These six standards (19TAC §241.15 adopted 9.1.16) 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. A copy of the standards is included on the course Canvas site. **This course is designed to focus specifically on the following Texas standards:**

- Standard D Executive Leadership (skill statements 1-9)
- Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 5, 6, 8, 9, 10)

Principal TExES 268/368 domains/competencies

The following Principal TExES (268/368) domains and competencies found in the certification test framework are emphasized in this course:

DOMAIN I SCHOOL CULTURE

- Competency 002 Stakeholders as Partners (skill statement D)

DOMAIN III HUMAN CAPITAL

- Competency 005 Staff Evaluation and Supervision (skill statement E)

DOMAIN IV EXECUTIVE LEADERSHIP

- Competency 007 Relationships/Communication with Stakeholders (skill statements A-D)
- Competency 008 Organizational Collaboration & Change Management (skill statements A-D)

DOMAIN VI ETHICS, EQUITY, & DIVERSITY

- Competency 011 Ethical Leadership (skill statements B, C, D, E, H)

In addition the course addresses the following nationally-recognized standards from NPBEA:

- *Professional Standards for Educational Leaders* (NPBEA)
 - Standard 1 Mission, Vision, & Professional Norms (skill statement D)
 - Standard 2 Ethics & Professional Norms (skill statements A-F)
 - Standard 3 Equity & Cultural Responsiveness (skill statement A-H, emphasis at school level)
 - Standard 5 Community of Care and Support for Students (skill statements A-F)
 - Standard 7 Professional Community for Teachers and Staff (skill statement E)
 - Standard 8 Meaningful Engagement of Families & Communities (skill statements A-H, J)
 - Standard 9 Operations and Management (skill statements G-L)
 - Standard 10 School Improvement (skill statement A, C, I)
- <http://www.npbea.org>

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
 - Standard 1 Mission, Vision, & Core Values (skill statement 1.2)
 - Standard 2 (skill statements 2.1-3)
 - Standard 3 Equity & Cultural Leadership (skill statements 3.1-3)
 - Standard 4 Instructional Leadership (skill statement 4.4)
 - Standard 5 Community and External Leadership (skill statements 5.1-3)
 - Standard 6 Operations and Management (skill statement 6.1)
 - Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)
- <http://www.npbea.org>

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the principles and concepts associated with initiating and sustaining engagement of diverse communities, conducting conversations that can transform relationships and provide high-yield results, and examining relational systems in order to maximize productivity. The following are required textbooks and web articles (**new to this course). Specific reading assignments are detailed on Canvas course site. AN ADDITIONAL SELECTED COURSE BIBLIOGRAPHY IS INCLUDED ON CANVAS COURSE SITE.

- 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. (9781883001643)
- Bernhardt, V. (2002). *The School Portfolio Toolkit: A Planning, Implementation, and Evaluation Guide for Continuous Improvement*. Larchmont, NY: Eye on Education. (9781930556218)
- **Chadwick, K. (2004). *Improving Schools through Community Engagement*. Thousand Oaks, CA: Corwin Press. (9780761938217)
- **Deal, T., Purinton, T., & Waetjen, D. (2009). *Making Sense of Social Networks in Schools*. Thousand Oaks, CA: Corwin Press. (9781412954440)
- DuFour, R., Eaker, R., & DuFour, R., editors. (2005). *On Common Ground: The Power of Professional Learning Communities*. Bloomington, IN: Solution Tree. (9781932127423 reference only)
- Freire, P. (2000). *Pedagogy of the Oppressed*. New York: Continuum. (9780826412768)
- **Herasymowych, M., & Senko, H. (2008). *Complexity, Relationships and Strange Loops: Reflexive practice guide*, 2nd ed. Calgary, Alberta, CA: MHA. (97809737697910)
- Herasymowych, M., & Senko, H. (2007). *Navigating through complexity: Systems thinking guide*, 2nd ed. Calgary, Alberta, CA: MHA Institute. (9780973769777)
- **Linton, C. (2011). *Equity 101: The Equity Framework*. Thousand Oaks, CA: Corwin. (9781412995177)
- **Martin, R., & Osberg, S. (2007). *Social Entrepreneurship: The Case for Definition*. Stanford Innovation Review. Retrieved from http://ssir.org/images/articles/2007SP_feature_martinosberg.pdf.
- **Scott, S. (2017 enhanced version). *Fierce Conversations: Achieving Success at Work & in Life, One Conversation at a Time*. New York: Berkley Books New American Library. (9780425193372)
- ** Wilmore, E. (2019). *Passing the Principal as Instructional Leader TExES Exam: Keys to Certification and School Leadership* 3rd ed. Thousand Oaks, CA: Corwin. (9781544342153)

COURSE REQUIREMENTS**COURSE ASSIGNMENTS & ASSESSMENTS****Diverse Learning Community Case Study (Leighton School)**

Students will work with other class members in small learning community group settings to complete several Leighton School case study assignments. The case study situation is similar to what principals might meet within their administrative practice related to issues of equity and excellence. After discussion of the case, each team will submit the following:

- **Case Study - Social Networks Analysis at Leighton School** (SLO# 1.1) (20 pts)
- As a case study group, use the skills learned from the Deal et al text to depict a professional influence social network analysis of relationships at Leighton School. Your case study group should act as the somewhat new school leadership team who understands the need to identify avenues of professional influence. Based on your experience as a school leader, you may add 16 additional members of the Leighton School case study to round out the "cast of characters" involved. These would be personalities that you would normally find in any school setting such as Leighton. After all the players are in place, develop schematics of the following networks: task, friendship, power, and culture. Be

sure to note any bottlenecks, bridges, stars, and isolates within each network. Then, craft and submit as a group an APA-formatted written narrative that has four parts: (1) an introduction to social networking and the Leighton School situation, (2) a short description of each of the folks involved, (3) an explanation of each of the four networks that you have depicted, and (4) a summary of what you know and how you know what you know about the social landscape behind the green door at Leighton. Be sure to attach the four network schematics that you have created, either embedded in the narrative or at the end of the paper. Don't forget a cover page and a reference page; first person okay. (assessment 20 pts written product rubric)

- **Case Study - Fierce Conversations at Leighton School** (SLO# 1.2) (20 pts)
- As a case study group, set the stage and develop written scripts for the four different types of fierce conversations that need to take place in situations at Leighton School (Scott, *Fierce Conversations*). As you did in e-learn one with the social networks assignment (where you added up to 16 additional members of the Leighton School Community), your group should act as the somewhat new leadership team who understands the need to have powerful (FIERCE) conversations with stakeholders in the school setting. These conversations must "fit" the situations in which they are held. Use APA format as appropriate (first person okay) in the final team-written document which should contain: 1) an introduction to getting fierce about conversations in the school community, 2) the four scripts preceded by background stage setting information for each script, and 3) a conclusion which reflects your group's thinking about the use of fierce conversations in the school setting. Don't forget a cover sheet and reference page. The four conversations are:
 - Team Conversation – engagement by teams in fictionless debates that interrogate multiple competing realities leading to excellent decisions.
 - Coaching Conversation – engagement by individuals in conversations that increase clarity, improve understanding, and provide impetus for change.
 - Confrontation Conversation – engagement by individuals and teams in conversations that successfully resolve attitudinal, performance or behavior issues.
 - Decision Tree/Delegation Conversation – engagement in conversations that clarify responsibilities, and raise individual accountability so that goals are achieved and leaders are able to take on more complex responsibilities.

(assessment 20 pts written product rubric)

- **Case Study - Technical (operational) Systems Analysis** (SLO# 2.1) (20 pts)
- Utilizing the navigating through complexity systems thinking text by Herasymowych and Senko (used in EDLD 5339) and a provided template, each case study group will develop a systems analysis/plan to leverage systems change for the following issue/situation at Leighton School - **the need to effectively serve English language learners**. The group will map the systems archetypes present in the situation, select the best possible leverage points for the noisiest archetypes, and develop an action plan to create positive improvement in the system. Each group will submit the completed template including systems maps, leverage points, and an action plan.

(assessment 20 pts systems thinking template)

- **Online Dialogue: Strange Loops in Reflexive Practice** (SLO# 2.1) (20 pts)
- As in systems thinking (in EDLD 5339 where you diagnosed archetypes or patterns in the system related to a need for more effective processes), relational or reflexive practice also looks for patterns - in relationships rather than processes this time - that can be identified and leveraged. As you read Herasymowych and Senko's *Complexity, Relationships, and Strange Loops: Reflexive Practice Guide*, you will gain an understanding of: 1) a specific relational pattern called a strange loop pattern that is used as a practical tool for analyzing and understanding workplace relationships; 2) the six loop patterns that are based on the strange loop patterns, and finally, 3) the six possible reflexive (mindful) choices that are possible in dealing effectively with all types of relational systems. Participate in the online dialogue about strange loops and reflexive practice to gain additional insight and learn the process. (assessment 20 pts dialogue - collaborative participation rubric)

- **Relational Systems Analysis at Leighton School** (SLO# 2.1) (20 pts)
- As in systems thinking (in EDLD 5339 where you diagnosed archetypes or patterns in the system related to a need for more effective operational processes), relational or reflexive practice also looks for patterns - in relationships rather than processes this time - that can be identified and leveraged. Utilizing the *Reflexive Practice Guide* (Herasymowych & Senko) and a provided relational analysis template, students will work as a case study group to complete the development of a relational systems analysis that addresses the internal/ external **relational system (Nan, Mark, Georgia, Superintendent)** and the complex **relationship between Nan and Georgia** at Leighton School including an action plan designed to cause the relationship between Nan and Georgia to thrive. (assessment 20 pts relational analysis template)

Online Dialogue - Equity 101: The Equity Framework (SLO# 3.1) (140 pts total—20 pts for each dialogue)
(Schedule: 1.26-2.2/ch 1; 2.2-2.9/ch 2; 2.17-2.23/ch 3; 2.24-3.1/ch 4; 3.30-4.5/ch 5; 4.6-4.12/ch 6; 4.13-4.19/ch 7)

Students will engage in seven two-day online dialogues concerning the ideas, information, and processes focused on equity and excellence that are found in the seven chapters of the course text, *Equity 101: The Equity Framework*. Each student will complete an equity framework for his/her current professional setting (see Key Assessment Equity Lens Development & Implementation Plan instructions below). Additional instructions for dialogues will be included on the Canvas course site.
(assessment 20 pts x 7 dialogues = 140 pts collaborative participation rubric)

Key Assessment Equity Lens Development and Implementation Plan (SLO# 3.1) (40 pts total)

Leadership of a diverse learning community is focused on meeting the needs of all learning community members in an equitable rather than just an equal way. The purpose of the Equity Lens Development and Implementation Plan assessment is to fill a need related to candidates' capability to collaboratively create a school equity lens of personal, institutional, and professional equity improvement strategies in the areas of culture, leadership, and practice, develop a two-year, prioritized implementation plan for Equity Lens strategies. Candidates will consider themselves to be the principals at the schools in which they are currently employed. Utilizing the text *Equity 101: The Equity Framework* (Linton, 2011), candidates with the assistance of their principal mentor will organize and facilitate a book study and equity lens development with a small group of influential school community leaders. With the input of this equity lens study team, the candidate will then develop a two-year implementation plan to utilize Lens strategies.

The written product for this assessment will include the following section content that has been generated by the candidate in collaboration with the equity lens study team: (1) an introduction to the equity lens tool and Linton's text as related to assurance of equitable organizational and learning decision making; (2) composition of, timeline for, and charge to the equity lens study team; (3) description of desegregated demographic, perception, student performance, and school process data as well as the school's current shared foundational statements (collective vision, mission, and guiding principles) for use in Equity Lens development and prioritized action planning; (4) equity lens study team development of an equity framework and lens for the candidate's school community with identification of equity issues and provision of focused and measurable personal, institutional, and professional strategies in the areas of culture, leadership, and practice (embed the school community's Equity Lens in this section); (5) a two-year action plan utilizing a Plan-Do-Study-Act protocol to implement and measure impact of Equity Lens strategies in the areas of culture, leadership, and practice that will lead to higher levels of psychological and physical safety, increased student learning engagement with less discipline issues, and ultimately higher levels of student performance; and (6) a reflection with input from the equity lens study team concerning the use of the book study and development process in relation to the potential impact of the final equity lens and two-year implementation plan. APA style is expected, to include a title page and a references page, well-developed paragraphs, plus parenthetical citations and headings. Target length: 9+ pages including the cover, equity lens, and references pages. (assessment : 40 pts systemic decision support rubric)

NOTE: The Equity Lens Development & Implementation Plan key assessment is one of several program key assessment 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.

Key Assessment Community Engagement Project (SLO# 3.2)

(40 pts)

The purpose of the Community Engagement Project is to assess candidates' capability to utilize processes to fill the critical system need to maximize internal and external school community stakeholders' engagement in continuous improvement efforts focused on high levels of student learning. Candidates will consider themselves as principals of the schools where they are currently employed and view their efforts through the innovative and inclusive lens of a social entrepreneur. Anchored by pertinent school

and student demographic, perception, and performance data as well as the school's current mission, vision, guiding principles, and overarching goals, candidates will work closely with their principal mentors and a group of key advisors to develop a sustainable process for ongoing and relevant community engagement. Candidates will present the process to a stakeholder group and facilitate a professional conversation about the use of the process. The key assessment contains the following two sections:

Section I - The final written product will include the following key process component descriptions and details that have been generated with input from the principal mentor and other key advisors: (1) use of a set of diagnostic questions, a SWOT analysis, and the school's Equity Lens to initially identify and frame issues and opportunities related to best practice communication and engagement; (2) use of a Stakeholder Analysis Grid to inform the identification and influence of internal and external stakeholders in the school community; (3) use of current and proposed techniques (i.e. perception, conflict management, and relationship and consensus-building protocols) to better understand the needs and strengths of all stakeholders; (4) use of current and proposed strategies to increase communication and stakeholder involvement related to specific needs; (5) steps to monitor, improve, and sustain the process for meaningful engagement of all stakeholders; and (6) reflections about the use of the community engagement process by the candidate and Professional Conversation participants (see participant involvement below). Candidates should be sure to include positive and negative operational systems archetypes that may emerge in planning and implementation of the community engagement process.

Section II - Using engaging visual tools, candidates will present their final written product in a Professional Conversation with a group of school community stakeholder leaders and then engage the group in a conversation about the process in relation to future possibilities. Each leader who views the presentation and engages in the Professional Conversation will provide reflective feedback that will be reported by the candidate in the final reflective component of the written product. APA style is expected, to include a title page and a references page, well-developed paragraphs, plus parenthetical citations and headings. You do **not** need an abstract. Target length: 10+ pages including the cover, paper text, Swot analysis, stakeholder grid, equity lens, and references pages. (assessment 40 pts systemic decision support rubric)

NOTE: The Community Engagement Project key assessment is one of several program key assessment 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 – Collaboration Additions (All SLOs)

(20 pts)

Expand your professional portfolio that you started in EDLD 5300 Foundations of Educational Leadership by developing the section for the concept **Collaboration** (see your 5300 syllabus if you need a reminder about the portfolio). Include in your e-portfolio collection **Collaboration** section a one-page reflective anchoring essay about **Collaboration** (related to principal standard D/executive leadership) just as you did for Integrity in EDLD 5300. APA style should be used as appropriate. Locate and include in your e-portfolio collection two artifacts and completed reflection forms showing evidence of your knowledge, skill, and values related to **Collaboration** and principal standard D/executive leadership. As evidence that you have completed the **Collaboration** section, attach the anchoring essay and artifact reflections to this assignment in Canvas.

(assessment 20 pts professional portfolio rubric)

School e-Portfolio Collection – Partnership Additions (All SLOs)

(20 pts)

Expand your School Portfolio (Bernhardt, 1999, Eye on Education) case study started in EDLD 5301 Research in Educational Leadership by developing the **Partnership** section. Add the **Partnership**

continuum (rubric rated by highlighting), the accompanying **Partnership** story (customize school portfolio writing template for leadership), any items you find that are on the **Partnership** items list, and any additional items that you have included in the **Partnership** story. As evidence that you have completed the **Partnership** section, post the additions to the appropriate Canvas assignment. (assessment 20 pts school portfolio rubric)

Mentor Consultations/Reflections (All SLOs)

(20 points each/60 points total)

Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The three (3) mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals 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 5307 Leadership of Human Resources & EDLD 5309 Legal Issues in Educational Leadership). A Mentor Consultation Record/Reflections template is provided in Canvas.

(assessment 20 pts agenda/reflection template)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (All SLOs)

(20 pts)

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 related to the state principal standards studied in EDLD 5316 and 5355 during the semester. Additionally, the student, the mentor, and 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 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. **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 of 396 of 440 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 352 of 440 points must be earned. Maximum points for each assignment are in ().

- Case study - small group social network analysis (20 pts)
- Case study - small group fierce conversations (20 pts)
- Case study - small group technical systems analysis (20 pts)
- Case study - small group relational systems analysis (20/online dialogue+20/analysis=40 pts)
- On-line dialogues - *The Equity Framework* (7x20=140 pts)
- Key Assessment - *Equity Lens Development & Implementation Plan* (40 pts)
- Key Assessment - Community Engagement Project (40 pts)
- Professional e-Portfolio Collection Collaboration Additions (20 pts)
- School e-Portfolio Collection Partnership Additions (20 pts)

- Mentor Consultation Reflections (3x20=60 pts)
- Fit2Lead Analysis/Plan (20 pts)

POSTING OF GRADES

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

COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC

Dimensions	4-5	2-3	0--1
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 oncepts, prior learning, current research and the field of practice	Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice	Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice
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	4-5	2-3	0--1
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	4-5	2-3	0--1
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 ONE=2 pts	LEVEL TWO=4 pts	LEVEL THREE=6 pts	LEVEL FOUR=8 pts
DIMENSION I Identification & Description of Issue or Need Creating Dissonance in the System	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.	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.	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.	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.
DIMENSION II Analysis of Issue or Need and Possible Leverage Points in the System	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.	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.	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.	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.
DIMENSION III Action Plan Development to Resolve Issue Dissonance in the System	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 resources, 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.	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.	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.
DIMENSION IV Action Plan Implementation and Evaluation for Issue or Need in the System	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.	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 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 clear, meaningful, 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.
DIMENSION V Reflection of Decision Support Process for Issue Resolution and Improvement in the System	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.	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.	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.	Provides insightful, distinctive, and supported reflection of continuous improvement decision support process steps & outcomes: issue identification, grounded diagnosis, action planning, implementation and evaluation, and stakeholder involvement; communicated effectively with use of appropriate format.

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO DEVELOPMENT

Area	Exceptional 4-5	Acceptable 2-3	Unacceptable 0-1
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 thought. Presentation addresses neither the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
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	Acceptable 2-3	Unacceptable 0-1
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
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.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to 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

EDLD 5355 SUMMER 2019 COURSE OUTLINE/CALENDAR*

Jan 13-Jan25 Introductory Work		
1.13-1.25	Individual Read: <i>Social Entrepreneurship: The Case for Definition</i> http://ssir.org/images/articles/2007SP_feature_martinosberg.pdf – Read Article	1.25
1.13-1.25	Individual Read: <i>Equity 101: The Equity Framework</i> (Linton, 2011) – Prologue and Ch One only	1.25
1.13-1.25	Individual Read: <i>Improving Schools Through Community Engagement</i> (Chadwick, 2004) – Skim Book	1.25

Focus Areas	Points	Due Dates	Assignments/Assessments
e-Learn 1 (1.13-2.9) <i>Social Networks: Connections Behind the Green Door</i> F2F ORIENTATION (1.25 1-5 pm)	----	1.13-1.25	Individual Rdg: <i>Making Sense of Social Networks</i> ; Friendship Network Sketch
	20	2.2	Case Study Group Work: Leighton School Social Networks Analysis
	20	1.26-2.2	Online Dialogue: <i>The Equity Framework: Finding Equity</i> (ch 1)
	20	2.2-2.9	Online Dialogue: <i>The Equity Framework: Defining Equity</i> (ch 2)
	20	2.9	Mentor Consultation Record/Reflections #1
e-Learn 2 (2.10-3.1) <i>Getting Fierce: The Conversation IS the Relationship</i> F2F VALUE ADDED SESSION (2.22 1-5 pm)	----	2.10-2.16	Individual Reading & Make a Date Conversations: <i>Fierce Conversations</i>
	20	2.23	Case Study Group Work: Fierce Conversations at Leighton School
	20	2.17-2.23	Online Dialogue: <i>The Equity Framework: Framing Equity</i> (ch 3)
	20	2.24-3.1	Online Dialogue: <i>The Equity Framework: Personal Equity</i> (ch 4)
e-Learn 3 (3.2-3.29) <i>Strange Loops: Reflexive Practice & Mindful Relationships</i> F2F VALUE ADDED SESSION (3.28 1-5 pm)	20	3.8	Case Study Group Work: Leighton School Technical Systems Analysis
	20	3.9-3.15	Online Dialogue: <i>Strange Loops Reflexive Practice Guide</i>
	20	3.22	Case Study Group Work: Leighton School Relational Systems Analysis
	20	3.29	Mentor Consultation Record/Reflections #2
e-Learn 4 (3.30-4.26) <i>Ensuring Equity: Utilizing an Equity Lens</i>	20	3.30-4.5	Online Dialogue: <i>The Equity Framework: Institutional Equity</i> (ch 5)
	20	4.6-4.12	Online Dialogue: <i>The Equity Framework: Professional Equity</i> (ch 6)
	20	4.13-4.19	Online Dialogue: <i>The Equity Framework: Moral Equity</i> (ch 7)
	40	4.26	Key Assessment: Equity Lens Development & Implementation Plan
e-Learn 5 (4.27-5.9) <i>Meaningful Partners: Engaging School Communities</i> F2F REFLECTIONS (5.2 1-5 pm)	40	5.3	Key Assessment: Community Engagement Project
	20	5.6	Professional e-Portfolio Additions (Collaboration)
	20	5.6	School e-Portfolio Additions (Partnership Development)
	20	5.6	Mentor Consultation Record/Reflections #3
	20	5.6	Fit2Lead Continuous Improvement Analysis & Planning
Total Possible Points	440		

*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.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 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): [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) [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. For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel), [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), [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](https://tamuct.instructure.com/courses/717) 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](https://www.tamuct.edu/student-affairs/index.html) 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 [WOnline](https://tamuct.mywconline.com/) 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) [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) [<https://www.tamuct.edu/departments/compliance/titleix.php>].