I. COURSE DESCRIPTION
This course is designed to examine supervision and evaluation of faculty and staff in prek-12 schools. In addition, candidates will study effective supervisory and evaluation approaches for the development of a continuous improvement learning culture for faculty and staff. The course provides aspiring principals with the opportunity to strengthen knowledge and skills necessary for principals to build human capital. The course utilizes literature on supervision, corporate culture, professional development, classroom walkthroughs, and standards for evaluation in order to build capacity for a successful educational leadership.

The Texas Teacher Evaluation and Support System (T-TESS), a state-required teacher appraiser certification course, is included in the course. In order to be eligible for T-TESS certification, students must pass the T-TESS certification exam after training. Important Note: Students are required to pay a course fee of $100 for T-TESS certification.
Prerequisite(s): Admission to program and approval of program coordinator.

IMPORTANT: Please note the 4 training dates for T-TESS (June 13, 27, July 18, August 1)

II. STANDARDS FOR THE PRINCIPAL CERTIFICATE
Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing
professional education activities required to renew the Standard Principal Certificate. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, Diversity. **This course is designed to address expectations related to integration and application associated with the six standards for the principal certificate.** Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate may be accessed at the following web address in the SBEC adopted rules section:  
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 1, 2, 4, 6, 8, 9, 10)  

In addition the course will address the following national standards:

- **Professional Standards for Educational Leaders** (NPBEA)  
  Standard 1 Mission, Vision, & Professional Norms (skill statement D)  
  Standard 2 Ethics & Professional Norms (skill statement F)  
  Standard 3 Equity & Cultural Responsiveness (skill statement H)  
  Standard 6 Professional Capacity of School Personnel (skill statements A-I)  
  [http://www.npbea.org](http://www.npbea.org)

- **National Educational Leadership Preparation Standards** (NPBEA Building Level)  
  Standard 1 Mission, Vision, & Core Values (skill statement 1.4)  
  Standard 3 Equity & Cultural Leadership (skill statements 3.1, 3.2, 3.3)  
  Standard 4 Instructional Leadership (skill statement 4.4)  
  Standard 7 Human Resource Leadership (skill statements 7.1, 7.2, 7.3, 7.4)  
  Standard 8 Internship and Clinical Practice (skill statement 8.1)  
  [http://www.npbea.org](http://www.npbea.org)

### III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

**Student Learning Outcomes**

The student will be able to:

1. Facilitate a school-wide culture of professional learning, clear expectations, and professional growth by using performance data and systematic feedback to enhance learning.  
   (C2, 4, 5, 7, 8, D1, 2, 7, 8, 9)  
2. Develop the knowledge, interpersonal skills, coaching, and technical skills that instructional leaders need in order to function effectively as developmental supervisors and instructional leaders.  
   (C2, 4, 5, 7, 8)  
3. Develop and utilize an understanding of systems that characterize enhance student outcomes, evaluate effectiveness, and develop the skills needed for leadership and responsibility.  
   (C1, 3, 6)  
4. Establish the goals and strategies for ethical practice, professional development, recruitment, induction, hiring, coaching, and retention of campus staff.  
   (C9, 10, F2, 4, 8)
The required texts for the course are:

IV. **COURSE ASSIGNMENTS**

**T-TESS Training and Certification** (SLO # 1-4) (0 points)
T-TESS training is a scripted program prepared by the Texas Education Agency and is based on training, application, and assessment/certification testing. In order to be recommended for T-TESS Certification, students may not miss any certification hours. Therefore, attendance and participation in all certification sessions and completion of all assignments is required. Students must pass an online certification assessment before receiving T-TESS certification. *(Assessments: included in T-TESS materials)*

**Key Assessment** (SLO # 1-4) (30 points)
The Key Assessment assignment is a multi-step project activity and is designed to mirror TEA certification standards. Completion of this activity will introduce/prepare you for the TExES 368 Performance Assessment for School Leaders (PASL) Examination. *(Assessment: Written Product Rubric)*

**Online Dialogues:** (SLO # 1-4) (10 pts ea = 30 points total)
The three (3) online dialogue examine instructional leadership, collaboration, teacher support/growth, and coaching/feedback. Through the online dialogues, students will gain an understanding instructional leadership related concepts and content. The dialogues require that students pre-read content sections and complete dialogue directions related to text sections. The specific directions are located on this dialogue assignment in the course Canvas site. *(Assessment: Collaborative Participation Rubric)*

**Growing into Equity** (SLO #1-4 ) (10 points)
Gleason and Gerson studied four high performing schools where every student did well regardless of their backgrounds (2013). They described three findings in the book, *Growing Into Equity: Professional Learning and Personalization in High-Achieving Schools*. Choose five strategies or beliefs that support each of their findings. They should be strategies or beliefs you would implement as a future administrator. Rank the strategies in order of importance with “1” being the strategy or belief you would implement first and “5” being the strategy or belief you would implement last. For each finding, include a summary explaining the strategies you chose. *(Assessment: Written Product Rubric)*

**Mentor Consultation/Reflection** (SLO # 1-4) (10 points)
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 one (1) mentor consultation is facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with specific e-learn focus areas (including T-TESS) that have just been completed and a look forward to the next e-learn focus. A Mentor Consultation Record/Reflections template is provided on Canvas. *(assessment: reflection template)*

**Professional Leadership Portfolio – Professional Growth Section** (SLO # 1-4) (10 points)
Expand your professional portfolio that you started in EDAK 500 Foundations of Educational Leadership by developing the section for the concept Professional Growth (see your 500 syllabus if you need a
reminder about the portfolio). Write a one-page reflective anchoring essay about **Professional Growth**. APA style should be used as appropriate. Locate and include in your portfolio two artifacts and reflections showing evidence of your knowledge, skill, and values related to Professional Growth. The professional portfolio artifact reflection form should be used to explain your artifacts (see “forms” section on our educational leadership website). The artifacts component is a critical part of the portfolio because it provides the documentation and interpretation for the reviewer of the individual’s assessment of his/her abilities, professionalism, and character. The reflection associated with each artifact should clearly define the importance of the artifact and how it represents the knowledge, skill, or value addressed. Students should choose artifacts they believe best represent the theoretical foundations of their conceptions of leadership, that illustrate their skill in converting theory into practice, and that confirm their understanding of the program principles and the Texas Standards for the Principal Certificate. **Two artifacts and accompanying descriptions/reflections that depict competency related to professional growth are required in this course.** *(Assessment: Professional Portfolio Rubric)*

**School Portfolio Development – Professional Development Section** *(SLO # 1-4) (10 points)*
Expand your School Portfolio *(Bernhardt, 1999, Eye on Education)* started in EDLD 5301 Research in Educational Leadership by developing the Professional Development section. Add the Professional Development Continuum (rated rubric) and any additional items that you can find about professional development for your campus. As evidence that you have completed the assignment for adding items to the School Portfolio, add a description of the professional development items you included in the Professional Development section of your portfolio. *(Assessment: School Portfolio Development Rubric)*

**Grading Criteria Rubric and Conversion**
The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and rubrics outlined in this syllabus as well as any assessment-specific rubrics included in Canvas course site. To earn the grade of A, students must earn a total of 90% of the total points on the following learning activities/items. For a grade of B, a total of 80% of the total points must be earned. Maximum points for each assignment are in ( ).

- Key Assessment (30 pts)
- On-Line Dialogue 1 (10 pts)
- On-Line Dialogue 2 (10 pts)
- On-Line Dialogue 3 (10 pts)
- Equity Paper (10 pts)
- Mentor Consultation/Reflection (10 points)
- Professional E-Portfolio Additions (10 pts)
- School Portfolio (10 Pts)

**Posting of Grades**
Grades will be posted using the Grade Center tool on the Canvas course site.
**EDLD 5307 SUMMER 2020 COURSE OUTLINE/CALENDAR**

**Pacing Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Assignment</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 6/1-6/6</td>
<td>Canvas Participation</td>
<td>Read...</td>
<td>June 7</td>
</tr>
<tr>
<td>Week 2 6/8-6/13</td>
<td>Canvas Participation Virtual Class (June 13)</td>
<td>Dialogue 1</td>
<td>June 14</td>
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<tr>
<td>Week 3 6/15-6/20</td>
<td>Canvas Participation</td>
<td>Equity Paper</td>
<td>June 21</td>
</tr>
<tr>
<td>Week 4 6/22-6/27</td>
<td>Canvas Participation Virtual Class (June 27)</td>
<td>Dialogue 2</td>
<td>June 28</td>
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<tr>
<td>Week 5 6/29-7/4</td>
<td>Canvas Participation</td>
<td>School Portfolio additions</td>
<td>July 5</td>
</tr>
<tr>
<td>Week 6 7/6-7/11</td>
<td>Canvas Participation</td>
<td>Dialogue 3</td>
<td>July 12</td>
</tr>
<tr>
<td>Week 7 7/13-7/18</td>
<td>Canvas Participation Virtual Class (July 18)</td>
<td>Professional Portfolio additions</td>
<td>July 19</td>
</tr>
<tr>
<td>Week 8 7/20-7/25</td>
<td>Canvas Participation</td>
<td>Mentor Consultation</td>
<td>July 26</td>
</tr>
<tr>
<td>Week 9 7/27-8/1</td>
<td>Canvas Participation Virtual Class (August 1)</td>
<td>Key Assessment</td>
<td>August 2</td>
</tr>
<tr>
<td>Week 10 8/3-8/7</td>
<td>Canvas Participation</td>
<td>Debrief/Wrap-up Course Evaluation</td>
<td>August 7</td>
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**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

<table>
<thead>
<tr>
<th>Dimensions</th>
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<th>4</th>
<th>3</th>
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<tbody>
<tr>
<td>Dimension 1: Engagement</td>
<td>Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective</td>
<td>Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective</td>
<td>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</td>
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<tr>
<td>Dimension 2: 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>
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</tr>
<tr>
<td>Dimension 3: 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>Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</td>
<td>Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</td>
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<tr>
<td>Dimension 4: Mechanics/ Communication Skills</td>
<td>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</td>
<td>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</td>
<td>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</td>
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### Written Product Assessment Rubric

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

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<thead>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimension 1:</strong> Engagement</td>
<td><strong>Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion</strong></td>
<td><strong>Introduction, body, and conclusion provide logical flow of ideas that engages audience</strong></td>
<td><strong>Product lacks structure and coherence to engage reader in a meaningful flow of ideas</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dimension 2:</strong> Summary</td>
<td><strong>Consistently demonstrates an organized, succinct, and polished synthesis of major themes &amp; concepts</strong></td>
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<td><strong>Dimension 3:</strong> Connections/Critique</td>
<td><strong>Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice</strong></td>
<td><strong>Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice</strong></td>
<td><strong>Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dimension 4:</strong> Mechanics/Communication Skills</td>
<td><strong>Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors</strong></td>
<td><strong>Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation</strong></td>
<td><strong>Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.</strong></td>
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</tbody>
</table>

### Criteria and Rubric for Assessing Professional Portfolio

<table>
<thead>
<tr>
<th>Area</th>
<th>Exceptional</th>
<th>Acceptable</th>
<th>Unacceptable</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 and dispositions, 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 development of 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>
</tbody>
</table>
Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

**CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT**

<table>
<thead>
<tr>
<th>AREA</th>
<th>EXCEPTIONAL</th>
<th>ACCEPTABLE</th>
<th>UNACCEPTABLE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONCEPTUALIZATION</strong></td>
<td>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.</td>
<td>Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.</td>
<td>Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.</td>
</tr>
<tr>
<td><strong>COHERENCE</strong></td>
<td>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.</td>
<td>Student’s philosophy of the continuous improvement journey provides unity for portfolio “story”, allowing for logical development of ideas.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>PERSONAL/PROFESSIONAL GROWTH</strong></td>
<td>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.</td>
<td>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 &amp; rationale for selection of entries. Evidence of assessment of improvement needs.</td>
<td>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.</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 no mechanical errors to detract from the presentation.</td>
<td>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.</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>

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

**Important University Dates:** Check [https://www.tamuct.edu/registrar/academic-calendar.html](https://www.tamuct.edu/registrar/academic-calendar.html)

TAMUCT EDLD 5307 Syllabus Summer 2020 Vasek 7
TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support
Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

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

Online Proctored Testing
A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

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 the Drop Request Dynamic Form through Warrior Web.

[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-4692b168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FFSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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://www.tamuct.edu/student-affairs/student-conduct.html].

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, WH-212; or call (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 Canvas page (log-in required) [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 Student Affairs [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 Associate Dean in 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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@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 online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

**University Writing Center**
The University Writing Center (UWC) at Texas A&M University—Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

**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).

**OPTIONAL POLICY STATEMENTS**

**A Note about Sexual Violence at A&M-Central Texas**

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don’t agree with their behaviors and tell survivors we will support them. Your actions matter. Don’t be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html).

**Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online.

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information. If a person’s behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

**OTHER POLICIES**

**Copyright Notice**

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