



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

SYLLABUS (BLENDED)  
EDLD 5300 FOUNDATIONS OF EDUCATIONAL LEADERSHIP

SUMMER 2021 SEMESTER

Instructor: Austin Vasek, EdD

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And by appointment

## COURSE INFORMATION

### COURSE DESCRIPTION

The *purpose* of this course is to provide aspiring principals with foundational knowledge and skill to become grounded school leaders. Students use the lenses of power, influence, ethics, and leadership theory to compare their personal diagnoses of leadership, learning, and personality strengths to the knowledge and skills needed for learning leadership in PK-12 schools. This course utilizes literature on leadership theory, effective PK-12 leadership, and ethical leading.

Along with the foundational course content, students will also receive training and certification in Advancing Educational Leadership (AEL). Students are required to pay an additional course fee for AEL certification. This training/certification is the prerequisite to T-TESS training delivered in EDLD 5316.

**IMPORTANT:** Please note the five (5) in-person course session seminar dates/times: **June 5, June 26, July 10 & 24, and August 7, 8:00 am-12:00 noon.**

### COURSE LEARNING OBJECTIVES

- Understand and apply the knowledge of the evolution of leadership theory for use in crafting a personal leadership theory of action for use in leading PK-12 schools.
- Understand and launch the development of the knowledge and skills that school leaders must possess to facilitate the collaborative, capacity-building work of PK-12 schools.

- Understand and engage in the development of the unique knowledge and skills that a school leader must use to ensure equity and excellence for all students engaged in the moral enterprise of schooling.

#### **STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)**

Students will be able to:

1. Demonstrate a working knowledge of the evolution of leadership theory as it relates to PK-12 school leadership. ( D1, F1, F4)
2. Compile a profile of personal strengths and developmental challenges related to components of at least twelve prominent leadership theories in the literature. (D1, D2)
3. Recognize and differentiate the use of prominent leadership theory components by leaders in PK-12 school communities. (F1, F4)
4. Utilize the professional standards for school leadership knowledge and skill set to initially analyze personal readiness for school leadership, devise a learning plan to build additional leadership strength, and create a repository of evidence and reflections that tracks personal growth over time. (D1, D2, F4, F8)
5. Generate a personal leadership philosophy and a code of conduct based on moral integrity, ethical principles, and the 19TAC §247.2 Educator’s Code of Ethics for use in effective leadership in PK-12 school communities. (F2, F4, F8)
6. Apply moral principles, ethical dilemma patterns, ethical models, and other tools to diagnose ethical dilemmas and generate sound decisions within the complex environment of PK-12 school communities. (D7, D8, D9, F1, F2, F4, F8)

#### **STANDARDS FOR PRINCIPAL AS INSTRUCTIONAL LEADER CERTIFICATE**

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

- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
- Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 8)

#### **Principal TExES 268/PASL domains/competencies**

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

##### **DOMAIN III HUMAN CAPITAL**

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

##### **DOMAIN IV EXECUTIVE LEADERSHIP**

- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)

##### **DOMAIN VI ETHICS, EQUITY, & DIVERSITY**

- Competency 011 Ethical Leadership (skill statements A, B, C, F)

#### **In addition the course will address the following nationally-recognized standards:**

- *Professional Standards for Educational Leaders* (NPBEA)  
Standard 1 Mission, Vision, & Core Values (skill statement D)  
Standard 2 Ethics & Professional Norms (skill statements A-F)  
Standard 3 Equity & Cultural Responsiveness (skill statement H)  
Standard 10 School Improvement (skill statement A, B)

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
  - Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
  - Standard 2 Ethics and Professional Norms (skill statements 2.1-4)
  - Standard 3 Equity and Cultural Leadership (skill statement 3.1)
  - Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

#### REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research concerning (1) principles and concepts of leadership theory; (2) ethical theories, principles, and ethical practice; and (3) campus leadership. Specific resources used in the course for informing the student about the role of the campus leader are the required texts, required supplemental readings, student research, interaction with practitioners, personal experience, and additional resources supplied by the instructor. Specific reading assignments are outlined in this syllabus and posted on Canvas course site. The following are required texts:

- American Psychological Association. (2019). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: Author. (978-1-4338-3217-8)
- Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons. (9781119496595)
- Bolman, L., and Deal, T. (2019). *Reframing the Path to School Leadership: A Guide for Teachers and Principals* (3rd ed). Thousand Oaks, CA: Sage. (978-1544338613)
- Northouse, P. (2018). *Leadership Theory and Practice paperback/bundle* (8th ed ). New York: Sage. (978-1506362311)

### COURSE REQUIREMENTS

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

**Online Dialogues** (SLO #5, 6) (4@10pts=40 pts)

Students will engage in a series of four (4) online dialogue sessions via Canvas concerning reading assignments focused on leadership. Following the posting instructions for each dialogue, students will submit one original post (include **summary of content, perspective, application of content**) and follow with two response posts (include **affirmation, perspective, extension**) to the observations/reflections of other students, creating a virtual conversation about the readings. *Consideration of ideas differing from one's own perspective is required.* (assessment: collaborative participation rubric)

Reading #1	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 1&amp;2</i>
Reading #2	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 3&amp;4</i>
Reading #3	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 5&amp;6</i>
Reading #4	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 7&amp;8</i>

**Leadership Theory Self Study/Reflection – Part 1 & 2** (SLO #1, 2, 3) (2@10 pts=20 pts)

Each student will be responsible for **select/assigned** material on leadership theories/approaches found in chapters 2-12 & 14 in the Northouse text. **For Part 1**, each student will develop a document/powerpt/video consisting of a short theory description, analysis of your leadership instrument findings, and an example of someone who exemplifies the theory/approach for assigned chapter (presentation to follow). **For Part 2**, each student will reflect on all chapters/presentations, then identify which aligns with personal/professional preference and practice. 2-4 pages in length. The Part 2 document will evolve into your Leadership Philosophy document and will be included in your Professional Portfolio. (assessment: written product rubric)

**Personal/Prof Biography, Leadership Philosophy, & Code of Conduct (SLO #5) (10 pts ea= 30 total)**

Each student will develop his/her own biography, leadership philosophy and a personal code of conduct. The biography should serve as a personal/professional introduction. The Leadership Philosophy should be a personal reflection of the student's view/theory about leadership efforts. The Code of Conduct should reflect acceptable standards for professional behavior and provide guidance as a leader copes with ethical dilemmas as a professional educational administrator. Students should research a wide range of examples – particularly in the field of education and specifically the Texas Educator Code of Ethics (19TAC §247.1-2) – before finalizing a one-page narrative for each. APA style should be used as appropriate in both documents. (assessment: written product rubric)

**OPTIONAL - Applied Reading Review – Extra Credit (SLO #3) (10 points)**

Using Bolman, L., and Deal, T. (2019). *Reframing the Path to School Leadership: A Guide for Teachers and Principals (3rd ed)*, students will complete a written review including each of the elements below. The applied reading review should be four to five pages excluding the cover page and reference page. APA format is required. Applied Reading Review Elements include: (1) a purpose statement (a brief statement of the main idea of the entire book); (2) an analysis of the essential points contained in the book; (3) a personal application of the material; and (4) cover page and reference page. (Assessment: Written Product Rubric)

**Mentor Consultation/Reflection (SLO #1-6) (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 mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with specific focus areas that have just been completed and a look forward to the next learning focus. (assessment: reflection template)

**FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO #1-6) (10 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 and any other colleagues related to the state principal standards studied during the semester. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, & GrowForward. (assessment: FIT2LEAD template)

**Professional e-Portfolio Collection – Intro & Integrity Sections (SLO #4) (10 pts)**

Beginning in EDLD 5300, each student in the program will develop a professional e-portfolio collection organized by six topics linked to the six standards for the Texas principal certificate. The six topics are *integrity* (standard F Ethics, Equity, and Diversity), *vision* (standard A School Culture), *professional growth* (standard #C Human Capital), *collaboration* (standard #D Executive Leadership), *stewardship* (standard #E Strategic Operations), and *teaching and learning* (standards #B Leading Learning). Additional topics may be included. The style and format for the portfolio is to be decided on by the student. Anchoring essays, artifacts, and other documents will provide information about leadership growth over time. The following are due for *Integrity (Standard F)* and should be attached to the assignment description in Canvas. Items to be included for EDLD 5300 are below with more details on Canvas. (assessment: professional portfolio rubric)

- A current biography, resume and cover letter.
- One-page anchoring essay concerning integrity.
- One or two related artifacts.

**GRADING CRITERIA RUBRIC AND CONVERSION**

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and rubrics. 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 ( ).

- On-Line Dialogue 1-4 (40 pts)
- Leadership Theory Self-Study/Reflection (20 pts)
- Personal/Professional Biography (10 pts)
- Leadership Philosophy (10 pts)
- Code of Conduct (10 pts)
- Mentor Consultation/Reflection (10 points)
- Fit2Lead Analysis/Planning (10 pts)
- Professional E-Portfolio Additions (10 pts)
- OPTIONAL Applied Reading Review (10 pts)

**POSTING OF GRADES**

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

**EDLD 5300 COURSE OUTLINE/CALENDAR\*****Pacing Calendar**

Date	Activity	Assignment	Due Date
Week 1: 6/7-6/13	Canvas Participation	Personal/Professional Biography	June 13
Week 2: 6/14-6/20	Canvas Participation	Dialogue 1	June 20
Week 3: 6/21-6/27	Canvas Participation	Dialogue 2	June 27
Week 4: 6/28-7/4	Canvas Participation	Dialogue 3 Leadership Theory Self Study 1	July 4
Week 5: 7/5-7/11	Canvas Participation	Dialogue 4 (Theory Presentations 7/10)	July 11
Week 6: 7/12-7/18	Canvas Participation	Leadership Theory Self Study 2	July 18
Week 7: 7/19-7/25	Canvas Participation	Mentor Consultation Leadership Philosophy	July 25
Week 8: 7/26-8/1	Canvas Participation	Professional Code of Conduct	August 1
Week 9: 8/2-8/8	Canvas Participation	Professional E-Portfolio, Fit2Lead, AEL Certificate	August 8
Week 10: 8/9-8/15	Canvas Participation	Conclusion Course Evaluation Optional Applied Reading Rev	August 13

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

Dimensions	5 4	3 2	1 0
<b>Dimension 1: Engagement</b>	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
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	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
<b>Dimension 4: Mechanics/ Communication Skills</b>	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity

**WRITTEN PRODUCT ASSESSMENT RUBRIC**

Dimensions	5 4	3 2	1 0
<b>Dimension 1: Engagement</b>	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
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	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
<b>Dimension 4: Mechanics/ APA Format</b>	Mechanically sound and follows APA format with less than two errors (mechanical or formatting)	Mechanically sound and follows APA format, with two to three errors (mechanical or formatting)	Not mechanically sound; four or more mechanical and/or formatting errors

**CLASS PRESENTATION ASSESSMENT RUBRIC**

Dimensions	5 4	3 2	1 0
<b>Dimension 1: Engagement</b>	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
<b>Dimension 2: Summary</b>	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
<b>Dimension 3: Connections/ Critique</b>	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
<b>Dimension 4: Mechanics/ Communication Skills</b>	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.

**CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO**

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUAL-IZATION</b>	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.	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.
<b>COHERENCE</b>	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.	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.
<b>PERSONAL/PROFESSIONAL GROWTH</b>	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 self-assessment of 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.
<b>PRESENTATION</b>	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 mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

**Important University Dates:** Check <https://www.tamuct.edu/registrar/academic-calendar.html>

**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](mailto: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 the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%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](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](mailto: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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto: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) [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) [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 [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. 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**

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