



**TEXAS A&M**  
UNIVERSITY  
CENTRAL TEXAS

**SYLLABUS (Blended Format)**  
**EDLD 5301 Research in Educational Leadership**

SUMMER 2021 SEMESTER  
Instructor: Austin Vasek, EdD

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## **COURSE INFORMATION**

### **COURSE OVERVIEW AND DESCRIPTION**

The course provides aspiring principals with opportunities to strengthen knowledge and skills necessary to become critical consumers and producers of research. The course utilizes literature on educational research, research methods, and action research so that students will become developers of quality research impacting school improvement. Specific resources used in the course are the required texts, problem-based learning activities, interactions with peers/practitioners in the field, personal experience, and resources provided by the instructor.

The course utilizes a “blended” (online and face-to-face) format managed through Canvas. Each lesson builds on the previous lesson (research, data collection, school portfolio, and action research project), so overall success in the course is dependent upon the successful participation and attendance. The final session is a collaborative opportunity designed to share projects and receive peer feedback. Instructor contact is expected if questions cannot be resolved using the information provided in Canvas.

Prerequisite(s): Admission to program and approval of program coordinator.

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

EDLD 5301 students will be able to:

1. Search for and critique current journal articles related to action research. (A2, E1)
2. Collect and analyze multiple data points from the school environment to guide efforts in instructional/programmatic decision-making, quality planning, visioning and continuous improvement. (A2 D1,2,7,8,9 E1)
3. Use current research and multiple data measures to identify goals and strategies toward the development of an action research/school improvement plan. (A2 D1,2,7,8,9 E1)
4. Create an action research plan/school improvement that is developed through a lens of ethics, equity, and diversity. (F2,4,8)

### STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to re-new the Standard Principal Certificate. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital, (4) Executive Leadership, (5) Strategic Leadership, and (6) Ethics, Equity, and Diversity. This course is designed to focus specifically on the following Texas standards:

- Standard 4 Executive Leadership (skill statements 1, 2, 7, 8, 9)
- Standard 6 Ethics, Equity, and Diversity (skill statements 2, 4, 8)
- Standard 1 School Culture (skill statement 2)
- Standard 5 Strategic Operations (skill statement 1)

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA) Standard 3 Equity & Cultural Responsiveness (skill statement H) Standard 10 School Improvement (skill statement D, G, J)
- *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)
  - Standard 8 Internship and Clinical Practice (skill statement 8.1)

### Required Reading and Textbook(s):

Required texts include:

Bambrick-Santoyo Paul. *Driven by Data: A Practical Guide to Improved Instruction*. San Francisco: John Wiley & Sons, 2010. (978-0470548745)

McEwan, E., & McEwan, P. (2003). *Making sense of research: What's good, what's not, and how to tell the difference*. Thousand Oaks, CA: Corwin Press. (ISBN 9780761977087)

**COURSE REQUIREMENTS****COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)****Journal Reflections 1 & 2 (SLO#1-4)** (10 points each/20 points total)

The two (2) journal entries serve as reflective responses intended to gauge prior assumptions and future expectations on a particular topic. The purpose of a reflection is to write about the impact a learning opportunity (an article, an event, an action, etc.) has had on your thinking, learning, and future actions. The journal prompts in Canvas align with each e-learn focus area. (Assessment: [Written Product Assessment Rubric](#))

**Mentor Consultation (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 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)

**Research Article Critiques 1, 2, 3, & 4 (SLO#1)** (10 points each/40 points total)

Apply the first four questions posed by McEwan and McEwan to guide reading of published research findings in a research article (article related to action research). The student will critique the article utilizing the Research Article Critique Guide posted in the additional resources module in Canvas. The written critique will be written in APA format. An electronic copy of the article will be submitted along with the critique. (Assessment: [Written Product Assessment Rubric](#))

**Data Collection and Analysis using Multiple Measures (SLO#2, 3)** (20 points)

A written summary of findings will be created after collecting data. The analysis of the findings will be used to determine the area of instructional improvement (Reading) and determine root causes for identified area of difficulty. The analysis will also be used as the first steps in building the school portfolio. The student will collect school data from multiple sources and analyze the data. The students complete the collection and analysis process utilizing the Multiple Measures Collection and Analysis Guide posted in the additional resources module in Canvas. The student will also utilize the scoring rubric in order to ensure the building of a quality product. Once the analysis has been completed the student will work in collaboration with classmates to determine the perception of the school's use of data (This collaborative meeting will be presented in a medium of your choice (written product, video, power point, etc.) and turned in as part of the Action Research Plan.). (Assessment: [Data Collection and Analysis Rubric](#))

**School e-Portfolio (SLO#1-4)** (20 points)

Prepared by each student beginning in EDLD 5301, the school portfolio describes information about the school—its purpose, mission, and vision; the values and beliefs held by staff; plans for improvement; the reasons particular approaches have been chosen; and the results of school-wide improvement efforts. EDLD 5301 primarily focuses on two areas of portfolio development: Information & Analysis and Quality Planning. Although students may share campuses, each student should build his/her own school portfolio. Additional directions are on the Canvas course site. (Assessment: [School Portfolio Development Rubric](#))

**Action Research/School Improvement Project (SLO#3) (40 points)**

Develop and present an Action Research/School Improvement Project derived from readings, coursework, responses to online prompts, and the School Portfolio. The Action Research Project shall apply the problem-solving cycle using guidelines and steps for developing an action plan provided by the instructor. Students will turn in a written summation of the Action Research Plan using guidelines provided by the instructor. The final product will be written in APA format (**20 points**). In addition, each student will post a video presentation of the collaborative planning process toward the development and implementation of the action research plan. (**10 points**). Before the submission of the project video the student will submit a test video in order to detect any difficulties before final project submission (**10 points**). (Assessment: [Action Research Project 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. 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 ( ).

**In no case should materials be those submitted for another course.** A grade of Incomplete (I) will not be given except in extremely unusual cases. *You are expected to attend and participate (Collaborative Participation Rubric) in all f2f class sessions and complete and submit all assignments to be eligible for an A in the course.* A grade of C may result in retaking the course. Point system may be revised if necessary to accommodate unexpected changes in course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the Grade of A: **135** minimum accrued points (90% of 150)

To earn the Grade of B: **120** minimum accrued points (80% of 150)

- Reflective Journals (20 pts)
- Research Article Critique (40 pts)
- Data Collection Analysis Multiple Measures (20 pts)
- School e-Portfolio (20 pts)
- Mentor Consultation/Reflection (10 points)
- Action Reseach/School Improvement Project (40 pts)
- Other TBD

Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance or absences. In addition to specific suggestions and/or criteria given in individual assignments, the grading criteria and rubrics on the next two pages will be used in the course.

**POSTING OF GRADES**

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

**EDLD 5301 COURSE OUTLINE/CALENDAR\***

Date	Activity	Assignment	Due Date
Week 1: 6/7-6/13	Canvas Participation	Journal Reflection 1	June 13
Week 2: 6/14-6/20	Canvas Participation	Research Article Critique 1,	June 20
Week 3: 6/21-6/27	Canvas Participation	Journal Reflection 2, Research Article Critique 2	June 27
Week 4: 6/28-7/4	Canvas Participation	Research Article Critique 3,	July 4
Week 5: 7/5-7/11	Canvas Participation	Data Collection Multiple Measures	July 11
Week 6: 7/12-7/18	Canvas Participation	Research Article Critique 4	July 18
Week 7: 7/19-7/25	Canvas Participation	Mentor Consultation	July 25
Week 8: 7/26-8/1	Canvas Participation	Action Research/Improvement Project	August 1
Week 9: 8/2-8/8	Canvas Participation	School e-Portfolio	August 8
Week 10: 8/9-8/15	Canvas Participation	Conclusion Course Evaluation	August 13

**RUBRICS**

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

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

Dimensions	5	4	3	2	1	0
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/concepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	

Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity	Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity	Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity
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### 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/ APA Format</b>	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation,		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.	

<b>Communication Skills</b>	pace, and volume; no grammatical or pronunciation errors		
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### CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUALIZATION</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), [<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](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](https://tamuct.instructure.com/courses/717) 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) [<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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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

#### 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.

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