



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

SYLLABUS (BLENDED)
EDLD 5360 APPLICATIONS OF EDUCATIONAL LEADERSHIP

SUMMER 2021 SEMESTER
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Modified Office Hours:
Virtual, phone, electronic
And by appointment

COURSE INFORMATION

COURSE DESCRIPTION

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

All students enrolled in EDLD 5360 must also enroll in EDLD 5090 Comprehensive Examination zero-credit-hour course.

IMPORTANT: This course has been delivered 100% online in the past. However, please reserve the following dates/times for in-person sessions/seminars: **June 5, June 26, July 10, and August 7, 12:00pm-1:00.**

COURSE LEARNING OBJECTIVES AND STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)

Students will be able to:

1. Engage in a comprehensive review of Educational Leadership program learning to increase readiness for the master's degree comprehensive examination and the state principal certification examination. (all standards)

2. Know and effectively use components of school leadership practice. (all standards)
3. Utilize the roles of a school leader in finding solutions and opportunities related to current issues. (all standards)
4. Prepare for “beginner” issues and opportunities of first school leadership role. (all standards)
5. Organize performances and reflections as evidence of effectiveness related to the principal role. (all standards)

STANDARDS FOR PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the state knowledge and skills base in the development of program curricula and coursework. These standards (19TAC §241.15) also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities.

The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to review and integrate all Texas principal standards.

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

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

- Professional Standards for Educational Leaders (NPBEA)
- National Educational Leadership Preparation Standards (NPBEA Building Level)

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on (1) principles and concepts of leadership (leadership theory, organizational structure, organizational culture), (2) leadership processes (motivation, systems theory, complexity theory, decision-making, communication, organizational change, organizational management), (3) the engagement of school community members in high levels of learning, and (4) resources related to the administrator’s role in providing school processes and services in relation to specific needs among equity issues.

The following text resources are required for course learning.

Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0: A Practical Guide to Building Exceptional Schools*. John Wiley & Sons. (9781119496595)

Griffiths, D., & Portelli, J. (2015). *Key questions for educational leaders*. Burlington, Ontario: Word & Deed Publishing. (ISBN# 9780991862610)

Texas Education Agency. (2019). *Texas examination of educator standards TExES preparation manual 268 principal*. Austin, TX: Author. [DOWNLOAD](#)

Texas Education Agency. (2019). *Texas examination of educator standards TExES preparation manual 368 principal*. Austin, TX: Author. [DOWNLOAD](#)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

Content Focus Documents 1&2 (SLO #1)

(10pts ea =20 pts)

Each student will engage in a review of the knowledge and skill acquired in the MEd in Educational Leadership program. Students will generate/create a structured topic document focusing on a select EDLD course. This document will be presented/shared with classmates. The end goal is to collaboratively develop a collection of focus documents emphasizing key content and learnings from each course with alignment to TExES 268 & 368. (assessment: written product rubric)

Issues & Improvement Reflective Journal - Submissions 1&2 (SLO# 2,3,&4) (10pts ea =20 pts)

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

Online Dialogues/Book Studies 1&2 (SLO #2,3,&4) (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 and follow with two response posts to the observations/reflections of other students, creating a virtual conversation about the readings. Students are expected to provide honest, thoughtful responses that are reflective of prior readings and experiences. *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&2</i>
Reading #2	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 3&4</i>
Reading #3	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 5&6</i>
Reading #4	Bambrick-Santoyo, Paul. (2018). <i>Leverage Leadership 2.0, Ch 7&8</i>

Mentor Consultation/Reflection (SLO #2&4) (2@10pts=20 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)

Professional e-Portfolio Collection Update (SLO# 5) (10 pts)

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

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

- Content Focus Document draft 1&2 (20 pts)
- Reflective Journal 1 (10 pts)
- Reflective Journal 2 (10 pts)
- On-Line Dialogue 1 (10 pts)
- On-Line Dialogue 2 (10 pts)
- On-Line Dialogue 3 (10 pts)
- On-Line Dialogue 4 (10 pts)
- Mentor Consultation 1&2 (20 pts)
- Professional E-Portfolio (10 pts)

POSTING OF GRADES

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

EDLD 5360 SUMMER 2020 COURSE OUTLINE/CALENDAR*

Pacing Calendar

Date	Activity	Assignment	Due Date
Week 1: 6/7-6/13	Canvas Participation	Content Focus Doc – draft 1 Dialogue 1	June 13
Week 2: 6/14-6/20	Canvas Participation	Reflective Journal 1 Mentor Consultation 1	June 20
Week 3: 6/21-6/27	Canvas Participation	Dialogue 2	June 27
Week 4: 6/28-7/4	Canvas Participation	Reflective Journal 2	July 4
Week 5: 7/5-7/11	Canvas Participation	Dialogue 3	July 11
Week 6: 7/12-7/18	Canvas Participation	Mentor Consultation 2	July 18
Week 7: 7/19-7/25	Canvas Participation	Dialogue 4	July 25
Week 8: 7/26-8/1	Canvas Participation	Content Focus Doc – draft 2	August 1
Week 9: 8/2-8/8	Canvas Participation	Professional E-Portfolio	August 8
Week 10: 8/9-8/15	Canvas Participation	Conclusion and GRADUATION	August 13

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/c oncepts, prior learning, current research and the field of practice		Generally offers clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Offers infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

WRITTEN PRODUCT ASSESSMENT RUBRIC

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

CLASS PRESENTATION ASSESSMENT RUBRIC

Dimensions	5	4	3	2	1	0
Dimension 1: Engagement	Interesting and inviting introduction, coherent sequence/transition of ideas, and thoughtful conclusion		Introduction, body, and conclusion provide logical flow of ideas that engages audience		Product lacks structure and coherence to engage reader in a meaningful flow of ideas	
Dimension 2: Summary	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
Dimension 3: Connections/ Critique	Unique and insightful connections and critique linking major themes/concepts, prior learning, current research and the field of practice		Clear and relevant connections and critique between major themes/concepts, prior learning, current research and the field of practice		Infrequent and/or shallow connections and critique among major themes/concepts, prior learning, current research and the field of practice	
Dimension 4: Mechanics/ Communication Skills	Establishes and maintains an open, thoughtful, and facilitative relationship with the audience; speaks with appropriate modulation, pace, and volume; no grammatical or pronunciation errors		Establishes and maintains an instructional relationship with the audience; speaks clearly; two or fewer errors in grammar and/or pronunciation		Minimal or no connection with the audience; lacks clarity in speaking; three or more errors in grammar and/or pronunciation.	

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	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.
COHERENCE	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by selection of entries. Theme provides a unique perspective that allows for creative 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.
PERSONAL/PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. Presentation demonstrates ability to engage in reflection-on-action as well as reflection-in-action. Strong evidence of self-guided 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.
PRESENTATION	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of range of media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple 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

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.aspx?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].

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 [WOnline](https://tamuct.mywconline.com/) [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) [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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