



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

EDLD 5335 EDUCATIONAL PLANNING AND FACILITIES DEVELOPMENT

SUMMER 2022 SEMESTER

Instructor: Dr. Tam Jones
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INSTRUCTOR'S PERSONAL STATEMENT

Many studies have shown that the quality of the physical environment in which people work will determine the quality of work that they will perform. This is also true for both teachers and students within a school. In addition, it is the public's responsibility to make sure its children are safe and protected from physical dangers. The superintendent of a school district holds the ultimate responsibility to assure the safety and well-being of all the children who attend school within his or her school district. As districts project the future needs of the organization, strategic planning ensures that the district vision, mission, and processes are in complete alignment and that school facilities and other resources are developed and used to support the district's direction and ensure a safe and productive environment – with a particular emphasis on safety in light of the tragic loss of students/teachers in the most recent Texas events including the Sutherland Springs church shooting (11/5/2017), the Santa Fe High School shooting (5/18/2018), the El Paso Walmart shooting (8/3/2019), the Midland-Odessa shopping center shooting (8/31/2019), and the shooting at Robb Elementary School in Uvalde ISD (5/24/2022).

MODE OF INSTRUCTIONAL DELIVERY

This course will use a blended delivery mode with 51% of the learning in face-to-face class sessions and the remainder of the learning (49%) in an online format through the TAMUCT Canvas Learning System. You will use the Canvas username and password communicated to you separately to log on to this system.

STUDENT-INSTRUCTOR INTERACTION

The face-to-face class sessions are scheduled to meet at TAMUCT Warrior Hall from 8:00 a.m. - 5:00 p.m. on: June 4, 25, July 9, 23, and August 6. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by email through the Canvas system, so be sure to check the Canvas course site and your class schedule regularly. The instructor is available by email at any time should issues arise. Face-to-face appointments may be scheduled by email or through virtual office hours on the course Canvas site.

WARRIOR SHIELD

Emergency Warning System for Texas A&M University-Central Texas Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety

emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account. Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1. COURSE DESCRIPTION

This course engages students in a study of and planning for major administrative systems in public schools including transportation, distribution, food service, energy management, health services, security, facilities, and safety-related issues. Strategic planning is used to organize resources that support the implementation of the school district's vision and purpose focused on teaching and learning.

2. COURSE OBJECTIVES

Student Learning Outcomes

Students will be able to:

- Utilize the change cycle for strategic planning.
- Create short and long-term plans for continuous improvement related to external trends and district needs through the use of a strategic planning process.
- Study additional plans that flow into a comprehensive district plan such as marketing, communication, succession, technology, safety/crisis/risk mgt, etc.
- Understand and use the major components of school facilities design to ensure a safe, comfortable, and productive learning environment.
- Present the legal and practical considerations for successful bond issues, including need assessments, community surveys, campaign organization and implementation, election follow-up, and management of bond issue revenue.
- Prepare for school district renovation projects based upon identified needs, state of existing facilities, project planning, implementation, and evaluation.

Standards for Superintendent Certificate

Superintendent certificate 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 also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required to renew the Standard Superintendent Certificate. This course is designed to focus specifically on the following Texas superintendent [standards](#) and skills statements:

- (b) Learner-Centered Values and Ethics (all)
- (c) Learner-Centered Leadership and School District Culture (3, 5, 6, 8, 9, 10)
- (e) Learner-Centered Policy and Governance (2, 5, 6, 7, 8)
- (g) Learner-Centered Organizational Leadership and Management (all)

The course specifically addresses the following domains/competencies of the Superintendent TExES:

- **Domain I Leadership of the Educational Community**
Competency 001 Act with integrity, fairness, and in an ethical manner in order to promote the success of all students, including the code of ethics and standard practices for Texas educators and the skills/responsibilities that educators are required to possess and accept along with high expectations
- **Domain III Administrative Leadership**
Competency 008 Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications.

Competency 009 Apply principles of effective leadership and management in relation to district budgeting, personnel, resource utilization, financial management, and technology applications.
 Competency 010 Apply organizational, decision-making, and problem-solving skills to comply with federal and state requirements and facilitate positive change in varied contexts.
http://www.texas.ets.org/assets/pdf/testprep_manuals/195_superintendent.pdf

3. REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on strategic planning and resource development/allocation, particularly safety and facilities, on the effectiveness of the school district's learning program. Topics that may be addressed in the course include (1) organizational change, (2) resource allocation, and (3) facilities development/bond projects. The following are required textbooks. Specific reading assignments are outlined in this syllabus and posted on Canvas. An additional selected course bibliography will be included on Canvas.

American Psychological Association. (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Bryson, J. M. (2011). *Strategic planning for public and non-profit organizations: A guide to strengthening organizational achievement*. San Francisco: Jossey-Bass.

Tanner, C. K., & Lackney, S. A. (2006). *Educational facilities planning*. Boston: Pearson.
 Other timely scholarly articles, videos, and web resources will be identified each semester.

COURSE REQUIREMENTS

4. COURSE REQUIREMENTS

Canvas Online Dialogues (Up to 30 pts total – see course calendar for individual topics and due dates)

Each student will participate in online discussion boards focused on readings connected to class sessions and topics. Each student will be expected to participate fully in the discussion board activities according to specific instructions for each week.

(Assessment: collaborative participation rubric)

Bond Project Final Board Report (120 pts – due June 25)

Each student will research the last bond proposal/project in his or her school district and prepare a four to six page final project report for the board summarizing the project from initial bond proposal to final project completion. This report should explicitly detail the process from needs assessment to the bond election. Students may find it helpful to interview district personnel who had direct responsibility for the overall success of the bond project. APA format should be used as appropriate using 12-point Arial font and double-spaced. Students will present their findings in class as if presenting to their local board of trustees. (Assessment: written product rubric)

District Facility Audit and Needs Assessment {Benchmark Assessment} (120 pts – due July 9)

Each student will engage in a review and analysis of his or her school district's current strategic facilities plan and develop recommendations for improvement through the use of processes and strategies learned through course readings, expert lecturers and discussions. Students may find it helpful to interview district personnel who have direct responsibility for the overall development of the strategic facilities plan. The eight to ten page written product should cover all components of a facilities audit template. APA format should be used as appropriate using 12-point Arial font and double-spaced. Be prepared to share your findings in class. (Assessment: written product rubric)

District School Safety Audit and Needs Assessment {Benchmark Assessment} (120 pts – due Aug 6th)

Each student will locate and review the most recent safety and security audit as required in TEC 37.108(b) along with the school board agenda item related to the reporting requirement in TEC 37.108(c) where the results of the audit were presented to the district's board of trustees and whether the signed plan (by the board and superintendent) was submitted to the Texas School Safety Center. In addition, the student will research and review verifications as required in TEC 37.108(c-2) and (d-g) as applicable to the school district, making special note of (g) regarding a policy in the district's emergency operations plan for responding to an active shooter emergency. A paper of four to five pages should summarize the findings of meeting the requirements listed earlier with possible recommendations for needed improvements, plus identify areas that are potentially susceptible for an active shooter to gain access to students and teachers and what improvements are needed to mitigate the threat. Use APA format with 12-point Arial font and double-spacing. Be prepared to present bulleted points to summarize your paper in class. (Assessment: written product rubric)

Class Attendance/Participation (90 pts – assessed by session)

Students are expected to be in attendance and participate fully in learning activities during the entire timeframe for the in-person class sessions. Participation as a learner is expected including coming to class prepared and full adherence to classroom norms. Students who miss most or all of any class session may be required to complete and submit one or more assignments to make up for the lost learning time. (Assessment: collaborative participation rubric)

5. GRADING CRITERIA RUBRIC AND CONVERSION

The instructor will determine grades for the course assignments and assessments through the use of the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics are scoring guidelines (criteria) for evaluating work (a performance or product) and for giving feedback. They may be found on the next several pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than three days late may not be accepted. In no case should materials be those submitted for another course. A grade of Incomplete (I) will not be given except in rare and extremely unusual cases. A grade of C may result in retaking the course. The point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

To earn the grade of A, students must earn a total of 90% or a minimum of 432 of 480 points on the following learning activities/items. For a grade of B, a total of 80% or a minimum of 384 of 480 points must be earned. Maximum points for each assignment are in ().

- Three Canvas online Dialogues (30 pts)
- Bond Project Final Board Report (120 pts)
- District Facility Audit and Needs Assessment (120 pts)
- District School Safety Audit and Needs Assessment (120 pts)
- Collaborative in-person class sessions (five) participation (90 points)

EVALUATION OF PAPERS, PROJECTS, PRESENTATIONS, PARTICIPATION, AND PORTFOLIOS
SUPERINTENDENT CERTIFICATE PREPARATION PROGRAM

The focus of the evaluation process is on improving professional performance. Just as there is no silver bullet, secret formula, or set of foolproof steps for ensuring success as a school administrator, there is no magic formula for assigning grades in a graduate class focused on professional preparation. The value of the learning that occurs as a result of being in a class is the ultimate measure of success—not the grade that is assigned. Graduate students are generally evaluated on their overall performance in a course, not on a single criterion or performance. To facilitate the assigning of grades, a standard set of criteria and grading rubrics will be used in evaluating student

performance. Use of the criteria and rubrics is at the discretion of the instructor. In all cases, the awarding of grades is not automatic. The judgment of the instructor will determine whether or not each assignment is satisfactorily completed. Accuracy and care in preparing materials are essential.

In addition to specific suggestions and/or criteria given in individual courses, the following grading criteria and rubrics will be used in the course as designated in the explanations of course assignments. Rubrics are scoring guidelines (criteria) for evaluating work (a performance or a product) and for giving feedback. Students should check their work against the criteria to ensure they are providing evidence of quality work. It is important to let your audience know the purpose of your work, what you have learned, and the level of mastery you have obtained. If you don't show it or share it—it will not be known. Throughout the course, students will be asked to evaluate their own work through reflection. Students will also be asked to evaluate the work of their cohort members through peer evaluation. Evaluation is used to support learning and growth, not to discredit or embarrass.

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

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	

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	

COURSE 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.	

6. POSTING OF GRADES

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

TECHNOLOGY REQUIREMENTS AND SUPPORT**7. TECHNOLOGY REQUIREMENTS AND SUPPORT****Technology Requirements**

This course will use the new TAMUCT Canvas Learning system for class communications, content distribution, and assessments. Log on to <https://tamuct.Canvas.com> to access the course. Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address). Initial password: Your MyCT password.

For this course, you will need reliable and frequent access to a computer and the Internet. Check browser and computer compatibility by following the "Browser Check" link on the TAMUCT Canvas logon page. (<https://tamuct.Canvas.com>) This is a CRITICAL step as these settings are important for when you take an exam or submit an assignment. Upon logging on to Canvas, you will see a link to Canvas Student

Orientation under the My Courses tab. Click on that link and study the materials in this orientation course. There is also a link to Canvas Help from inside the course on the left-hand menu bar. The first week of the course includes activities and assignments that will help you get up to speed with navigation, sending and receiving messages and discussionposts, and submitting an assignment. Your ability to function within the Canvas system will facilitate your success in this course. *Technology issues are not an excuse for missing a course requirement – make sure your computer is configured correctly and address issues well in advance of deadlines*

Technology Support

For issues related to course content and requirements, contact your instructor. For technological or computer issues, 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>

COURSE OUTLINE AND CALENDAR

8. COURSE OUTLINE/CALENDAR

Date	Weekly Reading	Assignments & Activities	Assignment Due Dates
<u>Week 1</u> (6/1-6/5)	Textbook readings from <i>Strategic Planning</i> (Bryson)	Review course syllabus, assignments, and due dates; review websites other relevant resources	First In-Person Class on June 4th
<u>Week 2</u> (6/6-6/12)	Textbook readings from <i>Strategic Planning</i> (Bryson)	Work on bond project assignment	
<u>Week 3</u> (6/13-6/19)	Textbook readings from <i>Strategic Planning</i> (Bryson)	Canvas Discussion Board #1	
<u>Week 4</u> (6/20-6/26)	Textbook readings from <i>Educational Facilities Planning</i> (Tanner and Lackney) Chap 4-5	Bond Project Final Board Report DUE	Second In-Person Class on June 25th – present simulated board report
<u>Week 5</u> (6/27-7/3)	Textbook readings from <i>Educational Facilities Planning</i> (Tanner and Lackney) Chap 6		
<u>Week 6</u> (7/4-7/10)	Textbook readings from <i>Educational Facilities Planning</i> (Tanner and Lackney) Chap 7	District Facility Audit and Needs Assessment DUE	Third In-Person Class on July 9th - present findings from audit and needs assessment
<u>Week 7</u> (7/11-7/17)		Canvas Discussion Board #2	
<u>Week 8</u> (7/18-7/24)			Fourth In-Person Class on July 23rd
<u>Week 9</u> (7/25-7/31)		Canvas Discussion Board #3	
<u>Week 10</u> (8/1-8/7)	Final presentations, Grades Due, Course Feedback	District School Safety Audit and Needs Assessment DUE	Last In-Person Class on August 6th - present findings from audit and needs assessment

COURSE CALENDAR		
Topic	Learning Assignment	Due
Pre-work for 1 st session:	Read article http://asumag.com/bond-issues/passing-bond-issue-related-video?page=1 Passing the Bond Issues by American School and University	June 04, 2022
	Online Canvas Dialogue over Article	June 04, 2022
CLASS SESSION I (JUNE 04) ACTIVITIES: BOND PLANNING PRESENTATION EQUITY CENTER (STRATEGIC PLANNING AND VALUES) CLASS TIME TO WORK ON INTERNSHIP ACTIVITIES DISPERSED BETWEEN PRESENTATIONS PROGRAMMATIC PLANNING (INSTRUCTION DRIVES CONSTRUCTION) CLASS TIME TO WORK ON INTERNSHIP ACTIVITIES DISPERSED BETWEEN PRESENTATIONS CONCISE FINAL BOARD REPORT/COMMUNICATION TO PUBLIC (EANES ISD, NOLA WELLMAN REPORT)		
Wrap-up work for 1st session:	Complete Final Bond Board Report	June 25, 2022
Pre- work for 2 nd session:	Read Educational Facilities Planning (Tanner and Lackney) Chapter 4,5,6,7 (pg. 69-182)	June 25, 2022
	Online Canvas Dialogue over Article	June 25, 2022
CLASS SESSION II (JUNE 25) ACTIVITIES: STANTEC ARCHITECT FIRM PRESENTATION: TOUR OF OFFICES, HOW TO HIRE ARCHITECTS, PROJECT REVIEWS, SCOPE OF SERVICES, PROCESS AFTER THE HIRE AND QUESTIONS A SUPERINTENDENT SHOULD ASK IN PROPOSALS FACILITY TOUR CASE STUDY - ARCHITECT TEMPLATE (ONSITE ASSESSMENT, FINANCIAL MAGNITUDE, PRIORITY LIST) THORNTON ELEMENTARY SCHOOL, TEMPLE ISD WALK AN ELEMENTARY CAMPUS IN TEMPLE ISD AND CONDUCT ONSITE FACILITY CASE STUDY		

Wrap-up work for 2 nd session:	Afternoon Walk with Architects on Facility Case Study Complete Facility Tour Case Study and Written Report	June 25, 2022 July 09, 2022
Pre- work for 3 rd session:	Online Canvas Dialogue over Chapters 4-7 (your dialogue must cover a piece from every chapter and be delineated in your post)Read Capturing the Leadership Premium: How the world's top school systems are building leadership capacity for the future Online Canvas Dialogue over Article	July 23, 2022 July 23, 2022
CLASS SESSION III (August 06) ACTIVITIES:		
GOVERNING BODY POLICY STATEMENT (BOARD, SUPERINTENDENT, HUMAN RESOURCES) – SHEFFIELD CITY COUNCIL EXAMPLE		
CLASS TIME TO WORK ON INTERNSHIP ACTIVITIES DISPERSED BETWEEN PRESENTATIONS		
DISTRICT MANAGEMENT JOURNAL CASE STUDY: LEADERSHIP GRID, PROCESS FLOW MAP – BREVARD PUBLIC SCHOOLS SAMPLE		
CLASS TIME TO WORK ON INTERNSHIP ACTIVITIES DISPERSED BETWEEN PRESENTATIONS		
Wrap-up work for 3 rd session:	District Leadership Succession Plan (must include Governing Policy Statement, Leadership Blue Print Flow Map and Description of Training Experiences)	August 06, 2022

COURSE AND UNIVERSITY PROCEDURES AND POLICIES

9. DROP POLICY

If you discover that you need to drop this class, you must go to the Records Office and ask for the necessary paperwork. Professors **cannot** drop students; this is always the responsibility of the student. The record's office will provide a deadline for which the form must be returned, completed and signed. Once you return the signed form to the records office and wait 24 hours, you must go into Warrior Web and confirm that you are no longer enrolled. Should you still be enrolled, FOLLOW-UP with the records office immediately. You are to attend class until the procedure is complete to avoid a penalty for absence. Should you miss the deadline or fail to follow the procedure, you will receive an F in the course.

10. ACADEMIC INTEGRITY

Texas A&M University-Central Texas expects all students to maintain high standards of honor in personal and scholarly conduct. Any deviation from this expectation may result in a minimum of a failing grade for the assignment and potentially a failing grade for the course. All academic dishonesty concerns will be reported to the university's Office of Student Conduct. Academic dishonesty includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. When in doubt about collaboration, citation, or any issue, please contact me before taking a course of action. More information can be found at <http://www.tamuct.edu/departments/studentconduct/academicintegrity.php>.

11. DISABILITY SUPPORT SERVICES

If you have or believe you have a disability and wish to self-identify, you can do so by providing documentation to the Disability Support Coordinator. Students are encouraged to seek information about accommodations to help assure success in courses. Please call (254) 501-5831 or visit Founder's Hall 114. Additional information can be found at <http://www.tamuct.edu/departments/disabilitysupport/index.php>.

12. TUTORING

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMUCT students to log in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Canvas account and click "Online Tutoring."

13. LIBRARY SERVICES

Library distance education services aim to make available quality assistance to Texas A&M-Central Texas students seeking information sources remotely by providing digital references, online information literacy tutorials, and digital research materials. Much of the A&MCT collection is available instantly from home. This includes over half of the library's book collection, as well as approximately 25,000 electronic journals and 200 online databases. Library Distance Education Services are outlined and accessed at: <http://www.ct.tamus.edu/departments/library/deservices.php>.

Information literacy focuses on research skills that prepare individuals to live and work in an information-centered society. Librarians will work with students in the development of critical reasoning, ethical use of information, and the appropriate use of secondary research techniques. Help may include but is not limited to: the exploration of information resources such as library collections, the identification of appropriate materials, and the execution of effective search strategies. Library Resources are outlined and accessed at: <http://www.ct.tamus.edu/departments/library/index.php>.

14. INSTRUCTOR POLICIES

Student Created Content: All content submitted to the course for credit must be the student's own creation. Students must write or paraphrase and properly cite all content submitted to discussion boards, wikis, reflections, grant projects, and essays. No credit will be awarded for quoted material even if it is appropriately cited (i.e., students cannot receive credit for submitting content that someone else wrote). Students should paraphrase all information and provide the appropriate citations.

APA Style: All text and citations submitted for course credit must follow the guidelines of the *Publication Manual of the American Psychological Association (6th ed.)*.

Copyright Information: All materials used in this class are copyrighted either by the instructor or other authors and creators. Copyright laws and fair use policies protect the rights of those who created these materials. These laws and policies protect student work as well. Just as students cannot use copyrighted material without permission, others cannot use student work without permission. The professor requires all students to familiarize themselves and to follow copyright and fair use requirements. Students are individually and solely responsible for violations of copyright and fair use laws. Violations of copyright laws could subject students to federal and state civil penalties and criminal liability as well as disciplinary action under University standard academic procedures.

Late Work: Assignments turned in from 1-3 days after the posted due date are subject to a maximum of 45% reduction of points based on the date received by the instructor. Assignments that are more than 3 days late may not be accepted. In no case should materials be those submitted for another

course. A grade of Incomplete (I) will not be given except in extremely unusual cases. You must attend all 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. The point system may be revised if necessary to accommodate unexpected changes in the course schedule. The instructor reserves the right to amend the syllabus at any time.

15. OPERATION OF ONLINE INSTRUCTION

Carefully examine the Course Calendar in Section 8.0. Students should have ALL assignments submitted before the deadline. When planning study time, students should realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each assignment in a timely way so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

(#16 INSTRUCTOR PERSONAL STATEMENT INCLUDED ON PAGE ONE OF THIS SYLLABUS)

(#17 COURSE SELECTED BIBLIOGRAPHY INCLUDED ON COURSE CANVAS LEARNING SITE)