



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

EDLD 5316 – Spring 2023 LEADERSHIP OF EFFECTIVE INSTRUCTION

SPRING 2023 SEMESTER

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MODE OF INSTRUCTIONAL DELIVERY

This course utilizes a blended delivery model (approx. 85% online, 15% face to face). The online component uses the TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>]. The face to face meeting dates are Jan 21, Feb 18, Mar 25, Apr 15, and May 6. An extra in-person day has been added for TExES 268 preparation on Feb 11.

STUDENT-INSTRUCTION INTERACTION

As your instructor, my role is to support and enhance your learning experience. I will check email daily and you can expect a response within 48 hours.

Emergency Warning System for Texas A&M University-Central Texas

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [<https://apps.apple.com/app/safezone/id533054756>]
 - [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[<https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp>]

2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

COURSE OVERVIEW AND DESCRIPTION

The study of instructional leadership emphasizes the appropriate use of instructional practices within the framework of theory and research to enhance organizational effectiveness and improve school culture. EDLD 5316 will provide practical and relevant examples from the field of education with a balance of research to allow students to engage in the difficult decisions and challenges faced by 21st century school leaders. This course will also include Texas Teacher Evaluation and Support System (T-TESS) training. A course fee is connected to this course for T-TESS certification.

COURSE OBJECTIVE

The purpose of EDLD 5316 Leadership of Effective Instruction is to support aspiring principals in developing an understanding of the instructional leadership skills necessary to become effective campus principals. The course will require students to develop a general knowledge and understanding of the use of student performance outcomes and data-driven decision making in the areas of curriculum, instruction, data gathering and analysis, goal setting, conferencing, team building, and teacher coaching and mentoring.

COURSE-LEVEL LEARNING OBJECTIVES (CLO's)/STUDENT LEARNING OBJECTIVES (SLO's)

The student will be able to:

1. Facilitate, monitor, and analyze instructional programs, curriculum alignment, and classroom instruction best practices that promote student learning. (B2, 3, 4, 6, 7)
2. Ensure use of multiple forms of data, assessment, technology, collaboration, and planning to maximize student development and learning. (B5, 8, 9, 10, 11)
3. Cultivate supportive practices such as coaching, mentoring, and setting of high expectations to develop the instructional and leadership capacity of the staff to increase student learning and eliminate achievement gaps. (B1, 9)
4. Utilize practices for AEL and TTESS to execute approved programs and research-based practices with the fidelity needed to ensure the learning, achievement, and complete educational development of all students. (B1-11, D1, 2, 7, 8, 9, F2, 4, 8)

Standards-Based Competency Goals Statements (certification or standards)

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. The seven standards are (1) School Culture, (2) Leading Learning, (3) Human Capital, (4) Executive Leadership, (5) Strategic Operations, (6) Ethic, Equity, and Diversity. This course focuses specifically on and provides in-depth learning related to the following Texas standards:

- 19TAC 241.15 Standard B - Leading Learning (Instruction)
- 19TAC 241.15 Standard G – Ethics, Equity, Diversity

In addition the course will address the following state exam competencies and national standards:

- TExES Competencies
- Professional Standards for Educational Leaders

REQUIRED READING AND TEXTBOOKS

Marshall, Kim. (2013). *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*. 2nd ed. Jossey-Bass. (9781118336724)

Tomlinson, C., & Murphy, M. (2015). *Leading for differentiation: Growing teachers who grow kids*. Alexandria, VA: ASCD. (Paperback ISBN 9781416620808; PDF E-Book ISBN 9781416620822)

COURSE REQUIREMENTS**Texas Teacher Evaluation & Support System (T-TESS) (CLO/SLO #4) (10 points)**

T-TESS training is a scripted program prepared by the Texas Education Agency and is based on clock hours. In order to be recommended for T-TESS Certification, students must participate in all training hours. AEL training/certification is also a component of EDLD Program and is delivered in EDLD 5300.

Applied Reading Review (CLO/SLO #1, 2) (20 points)

Using Marshall's *Rethinking Teacher Supervision and Evaluation: How to Work Smart, Build Collaboration, and Close the Achievement Gap*, students will complete a written review including each of the elements below. The applied reading review should be four pages excluding the cover page and reference page. APA format is required. Applied Reading Review Elements include: (1) a purpose statement (a brief statement of the main idea of the entire book); (2) an analysis of the essential points contained in the book; (3) a personal application of the material; and (4) cover page and reference page. (Assessment: Written Product Rubric)

Collaborative Discussion Linked to Reading (CLO/SLO #1-4) (10 pts each – 30 pts)

Students will engage in a series of **three online dialogue sessions** via the Canvas course site concerning reading assignments topics. Each discussion is specifically linked to the reading assignment as a lead-in or follow-up learning activity. Each student is expected to post **one (1) original post** by the determined date, followed by at least **two (2) responses** to the postings of other students before the assignment closes, creating an online conversation about the readings. Students are expected to provide timely, honest, thoughtful responses that are reflective of **prior readings** and experiences. Consideration of ideas differing from one's own perspective is required. (Assessment: Collaborative Discussion Rubric)

TEA Required On-Line Module – Social Emotional Learning (10 points)

Candidates are required to complete a content module focusing on Social Emotional Learning. An instructional link will be provided. Upon completion of module, candidates will upload their completion certificate into the Canvas assignment.

Mentor Consultation (CLO/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 consultation is facilitated by the student: set agenda using focus topics related to the required reading and course content, set meeting time and location, interview principal, document meeting notes, and write reflection. Each mentor consultation will align with a specific learning focus area. Use the Mentor Consultation template to document the meeting and your reflection and attach it to the assignment. (Assessment: Mentor Reflections Template)

Professional e-Portfolio Additions – Teaching and Learning (CLO/SLO #1-4) (10 points)

The student will expand their Professional Portfolio by adding/developing the section for the concept of Teaching and Learning. Write and include a one-page reflective anchoring essay about Teaching and Learning (related to principal standard #2 Leading Learning).

School e-Portfolio Additions – Student Achievement (CLO/SLO #1-4) (10 points)

The student will expand their School Portfolio by adding/developing the Student Achievement section. Candidates will select an academic content area (ex: Reading) and provide an overview of student academic performance in that area.

Attendance In-Person Program Saturdays (10 pts x 5 Saturdays = 50 points)

Candidate attendance/participation in the in-person class sessions is a critical component of the hybrid/blended delivery model of the Educational Leadership Program. In-person class sessions are intentionally designed to enhance, enrich, and extend course content. Attendance/participation in the program Saturday sessions maximizes student potential for successful degree completion and Principal certification. Each in-person Saturday class session equals 10 pts (50 total for semester).

GRADING CRITERIA RUBRIC AND CONVERSION**Posting of Grades**

Grades will be posted on the Canvas Grade book where students can monitor their status. Turn-around time for grades to be posted are within 2 weeks. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

Grading Policies

The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and assessment rubrics outlined in this syllabus. Rubrics may be found on the next two 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 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 are expected to attend and participate in 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. The instructor reserves the right to amend the syllabus at any time. To earn the Grade of A: 90% of total possible points

EDLD 5316 CALENDAR OF ASSIGNMENTS AND ACTIVITIES*

Week	Date	Assignment or Activity	Tentative Due	Face-to-face
1	Jan 17-22			Jan 21
2	Jan 23-29	Applied Reading Review	Jan 29	
3	Jan 30-Feb 5		Feb 5	
4	Feb 6-12	Collaborative Discussion 1	Feb 12	
5	Feb 13-19		Feb 19	Feb 18
6	Feb 20-26	Collaborative Discussion 2	Feb 26	
7	Feb 27-Mar 5		Mar 5	
8	Mar 6-12	Mentor Consultation TBD coord w/5342	Mar 12	
9	Mar13-19	TEA Required Module - SEL	Mar 19	
10	Mar 20-26		Mar 26	Mar 25
11	Mar 27-Apr 2	Collaborative Discussion 3	Apr 2	
12	Apr 3- 9		Apr 9	
13	Apr 10-16	School Portfolio	Apr 16	Apr 15
14	Apr 17-23		Apr 23	
15	Apr24-30	Professional Portfolio	Apr 30	
16	May 1-7	T-TESS Certificate, Final Attendance	May 7	May 6

COLLABORATIVE DISCUSSION TOPICS

	Text	Collaborative Discussion		
1	Tomlinson, C., & Murphy, M. (2015). <i>Leading for differentiation: Growing teachers who grow kids</i> TTESS Theme(s):	Chapters 1,2, & 3 Initial Post includes: (1) a brief overview of the assigned reading content); (2) an analysis of the essential points; and (3) a personal application of the material. PLUS two (2) response posts responding to colleague posts		
2	Tomlinson, C., & Murphy, M. (2015). <i>Leading for differentiation: Growing teachers who grow kids</i> TTESS Theme(s):	Chapters 4, 5, & 6 Initial Post includes: (1) a brief overview of the assigned reading content); (2) an analysis of the essential points; and (3) a personal application of the material. PLUS two (2) response posts responding to colleague posts		
3	Tomlinson, C., & Murphy, M. (2015). <i>Leading for differentiation: Growing teachers who grow kids</i> TTESS Theme(s):	Chapters 7 & Conclusion Initial Post includes: (1) a brief overview of the assigned reading content); (2) an analysis of the essential points; and (3) a personal application of the material. PLUS two (2) response posts responding to colleague posts		

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	

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 and 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

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

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 frame-work 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 .
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Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of continuous improvement, as well as a high degree of insight regarding the interdependence of parts of an integrated management system.	Selection of entries demonstrates knowledge of continuous improvement, and an adequate understanding of the parts of an integrated management system.	Selection of entries reflects insufficient evidence of knowledge of the management of continuous improvement and/or an inadequate understanding of an integrated management system.
COHERENCE	Portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for logical development of ideas.	No visible philosophic, grounded framework exists to explain relationships between and among entries. Development of ideas is vague and student's philosophy concerning continuous improvement is unclear.
PERSONAL/ PROFESSIONAL GROWTH	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of ideas and actions.	Portfolio demonstrates some evidence of reflection and critical thought related to the ability to plan for and engage in organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development and rationale for selection of entries. Evidence of assessment of improvement needs.	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 continuous improvement process steps.
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 technical errors detract from presentation.

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

Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is 100% online. Students must have access to a computer, Microsoft Office (Word) and internet to access the library. During the summer, TAMUCT will have space available in the library or computer lab. Students must sign up for a seat. Successful completion of this course means to have the technology requirements and submit all assignments online to Canvas by the due date.

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.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. Any deviation by students from this expectation may result in a

failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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].

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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.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, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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

University Writing Center: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite 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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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 Wellness and 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, 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/bit) website for more information [https://www.tamuct.edu/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

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