



TEXAS A&M  
UNIVERSITY  
CENTRAL TEXAS

## SYLLABUS – SPRING 2023 EDLD 5393 PRINCIPALSHIP PRACTICUM 2

SPRING 2023 SEMESTER

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And by appointment

### MODE OF INSTRUCTIONAL DELIVERY

This course is a Field-based (Practicum) course and 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 and University Field Supervisor, my role is to support your learning experience and verify your field activities. 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](http://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:
  - o [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
- 4. 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]
- 5. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
- 6. Complete your profile and accept the terms of service

## COURSE INFORMATION

### I. COURSE DESCRIPTION

The principal practicum is designed to provide participation in, and discussion and supervision of a variety of professional activities in the area of school principalship preparation. The candidate will be required to demonstrate competence in the performance of professional principal/assistant principal-related duties/tasks as the culminating experience in the Texas A&M University-Central Texas principal certification program. These professional duties/tasks will be directly related to the attainment of the six standards for the principal (19TAC §241.15).

### II. STANDARDS FOR THE PRINCIPAL CERTIFICATE

Principal preparation programs are required by the State Board for Educator Certification (SBEC) to use the knowledge and skills base developed by SBEC in curricula and coursework. These standards also serve as the foundation for the individual assessment, professional growth plan, and continuing professional education activities required renewing the Standard Principal Certificate. The six standards are (1) School Culture, (2) Leading Learning, (3) Human Capital (4) Executive Leadership, (5) Strategic Operations, and (6) Ethics, Equity, Diversity. **This course is designed to address expectations related to integration and application associated with the standards for the Principal As Instructional Leader certificate.** (Texas Administrative Code (19TAC) Rule 241.15 Standards for the Principal Certificate) In addition, the course is designed to revisit the following:

The six (6) domains and eleven (11) competencies tested on the TExES (Texas Examinations of Educator Standards) Principal As Instructional Leader test.

### III. COURSE LEARNING OBJECTIVES/ACTIVITIES/ASSESSMENT

This course utilizes the literature and research studied during the courses taken as part of the TAMUCT principal certification program. The practicum must be a semester-long capstone experience to maximize the intern's opportunities to practice and refine knowledge and skills required for building-level leadership. Candidates submit a practicum plan that is approved by both the on-site mentor/supervisor and the university supervisor. The candidate keeps a log of activities/hours.

Learning Objectives	Learning Activities	Assessment for Learning	Assessment of Learning
Assess personal strengths and challenges in relation to Texas standards for the principalship	Reflection of performance in Standards/Skills Analysis	Updated Standards and Skills Analysis/Growth Plan	Interactive Practice Exam for 268
Synthesize and apply knowledge and skills by taking responsibility for leading complex school-level initiatives and processes that involve direct	Weekly journal entries	Completed Project Action Plan Observations of practice	

interaction with staff, students, parents, and the greater school community.	Completion of one project and two-three activities in the six leadership areas	Paper on Professional Reading	368 certification Exams
Understand the complexity of leadership responsibilities and school processes at school levels other than the intern's home-school level.	Visits/Interviews – multiple school levels	Paper focused on multiple-level school experiences	Completers Survey
Demonstrate the ability to successfully engage in and pass the state principal certification exam.	Online dialogue: <i>How to Pass the Principal As Instructional Leader TExES</i>	Completion of Interactive Practice Exam TExES 268	Principal Mentor Survey

**The required texts for the course are:**

Bambrick-Santoyo, Paul. *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. San Francisco: John Wiley & Sons, 2016. (978-1119278719)

Einfalt, L. J., Kimmins, M., Reyna Henry, P., & Wakefield, C. (2021). *PASL preparation guide: Making the most of performance assessment for school leaders*. Regional Service Center 13

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

**IV. SCHEDULE OF EDLD 5393 PRACTICUM ACTIVITIES AND SUPERVISION**

The candidate will be supervised in the practicum by a university supervisor and a site supervisor. Except in extreme circumstances that must be approved by the course instructor, the site supervisor/mentor will be the school principal. The candidate is responsible for scheduling and completing all required activities and assignments. The candidate will utilize the advice of the site supervisor and university field supervisor when planning and scheduling course activities.

**V. COURSE ASSIGNMENTS**

The **requirements** associated with the course are identified below *and additional requirements may be added at the discretion of the university supervisor*. Course requirements include:

**A. Verification of Certification Documents in ShareFile Folder (40pts)**

The candidate will confirm/verify the required documents contained in ShareFile folder by completing the verification form provided in Canvas. Required contents include Initial Meeting from EDLD 5392 (Aug-Sep 2022), Activity Log EDLD 5392 (80+hours, signatures), Observation 1 (and 2 if completed), and Dyslexia Module. Completed Verification form should be uploaded into canvas AND emailed to program coordinator.

**B. Weekly Activity Logs (12-14 weeks) (10pts=120-140pts)**

The candidate is required to submit weekly activity logs, each week for 12-14 weeks and include a time log of activities, descriptions/reflections, and standards (for format, see Appendix E). The candidate is expected to log a minimum of 85 hours of project/activity effort during the 16-week semester. Candidates must have combined 5392 & 5393 Practicum Activity Log hours totaling 160 hours for certification.

**C. Observations of Leadership Practice #2&3 (20 pts)**

The university supervisor will formally observe the candidate during the full practicum experience (first 1/3, middle 1/3, final 1/3). The university supervisor will document leadership practice associated with the student's major projects and activities during two 45-minute observations. The observations **must** occur with ONE in first 1/3 of semester, ONE in the second

1/3 of the semester, and ONE in the final 1/3 of the semester. A copy of the completed **Principal Practicum Observation and Conference Form** is provided by the field supervisor/instructor and shared with the student and site supervisor/mentor.

Obs 1 window	Sept 1, 2022 until Nov 11, 2022 (approx. 70 days)
Obs 2 window	Nov 14, 2022 until Feb 28, 2023 (approx. 70 days)
Obs 3 window	Mar 1, 2023 until May 12, 2023 (approx. 70 days)

**D. Representative Test-Practice Exam TExES 268 (10pts)**

A whole-class testing session will be scheduled for the administration of the TExES 268 Representative Practice Exam. Candidates must complete the Representative test to receive approval for the official TExES 268 exam.

**E. Professional Reading Review/Summary (10 pts)**

The candidate will read *Get Better Faster: A 90-Day Plan for Coaching New Teachers*. The candidate will write a 4-page review/summary/application paper. (Written product rubric)

**F. Individual Plan for TExES 368 (10 pts)**

Each candidate will develop a personal plan for completion/submission of the TExES 368 Exam.

**G. Final Audit/Verification of Certification Folder in ShareFile (10 pts)**

Each candidate will complete a final audit and verification form confirming the presence of the TEA required certification documents.

**H. 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).

**VI. EVALUATION AND GRADING:**

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 may be found on the next two pages. Instructor, self, and peer evaluation will be utilized as means of assessing growth and learning. To earn the grade of A, students must earn 90% of possible points.

Maximum points for each assignment are in ( ).

- Confirmation of ShareFile Record (40 points)
- Weekly Activity Log (140 points)
- Observations 2&3 (20 points)
- Representative Practice Examination TExES 268 (10 points)
- Professional Reading Paper (10 points)
- TExES 368 personal plan (10 points)
- Final audit of Certification ShareFile folder (10 points)
- Attendance of In-Person Saturdays (50 points)

**CAVEAT:** The awarding of grades is not automatic. The judgment of the instructor will determine whether each assignment is completed satisfactorily. In no case should materials be those submitted for another course; neither should the materials submitted be a collection of file materials. Students not meeting the grading guidelines described above will receive a grade of C or lower based on their performance and may be required to re-take the course.

**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 (Collaborative Participation Rubric) 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.

<b>EDLD 5393 Pacing Calendar</b>				
<b>Week</b>	<b>Date</b>	<b>Assignment or Activity</b>	<b>Tentative Due</b>	<b>Class Meeting F2F</b>
1	Jan 17-22	Review Canvas Course	Jan 22	Jan 21
2	Jan 23-39	Activity Log 0 and 1, Verification of ShareFile	Jan 29	
3	Jan 30-Feb 5	Activity Log 2, TExES 368 plan	Feb 5	
4	Feb 6-12	Activity Log 3	Feb 12	
5	Feb 13-19	Activity Log 4, Observation 2	Feb 19	Feb 18
6	Feb 20-26	Activity Log 5	Feb 26	
7	Feb 27-Mar 5	Activity Log 6	Mar 5	
8	Mar 6-12	Activity Log 7	Mar 12	
9	Mar13-19	Activity Log 8	Mar 19	
10	Mar 20-26	Activity Log 9	Mar 26	Mar 25
11	Mar 27-Apr 2	Activity Log 10, Observation 3	Apr 2	
12	Apr 3- 9	Activity Log 11	Apr 9	Apr 15
13	Apr 10-16	Activity Log 12	Apr 16	
14	Apr 17-23	Reading Review Paper	Apr 23	
15	Apr24-30	Final Audit Practicum Documents	Apr 30	May 6
16	May 1-7	368 Plan, Final attendance	May 7	
	TBD	Representative Practice Exam 268	TBD	

**COLLABORATIVE PARTICIPATION ASSESSMENT RUBRIC**

Dimensions	5	4	3	2	1	0
<b>Dimension 1: Engagement</b>	Present, prompt, and prepared; consistently participates by developing ideas and posing questions from a comprehensive and reflective perspective		Present, generally prompt and prepared; frequently participates by offering ideas and asking questions from a more inclusive perspective		Non-attendance and/or pattern of tardiness and/or lack of preparation; participates infrequently with contributions offered from a narrowly focused perspective; may demonstrate off-task behavior	
<b>Dimension 2: Summary</b>	Consistently demonstrates an organized, succinct, and polished synthesis of major themes & concepts		Generally demonstrates an organized and logical examination of major themes and concepts		Demonstrates minimal knowledge of major themes and concepts; summary lacks breadth and/or depth	
<b>Dimension 3: Connections/ Critique</b>	Unique and insightful connections and critique linking major themes/ 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	
<b>Dimension 4: Mechanics/ Communication Skills</b>	Consistently uses professional language and correct grammar when speaking; consistently listens actively while others speak; consistently seeks feedback to ensure understanding is achieved during course activity		Generally uses professional language and correct grammar when speaking; generally listens actively while others speak; frequently seeks feedback to ensure understanding is achieved during course activity		Seldom uses professional language and/or correct grammar when speaking; rarely listens actively while others speak; seldom seeks feedback to ensure understanding is achieved during course activity	

### WRITTEN PRODUCT ASSESSMENT RUBRIC

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

### CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUAL-IZATION</b>	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
<b>COHERENCE</b>	Enhanced by adherence to thematic framework grounded in student's leadership philosophy and reinforced by the selection of entries, the theme provides a unique perspective that allows for the creative development of ideas.	Student's leadership philosophy provides thematic unity for portfolio, allowing for the logical development of ideas.	No visible thematic framework exists to explain relationships between and among entries. Development of ideas is vague and student's leadership philosophy is unclear.

<b>PERSONAL/ PROFESSIONAL GROWTH</b>	Portfolio demonstrates sustained reflection and critical thought. Assimilation of knowledge, both propositional and procedural, is central to the presentation, providing evidence of reflection and development of knowledge/skill/values. The presentation demonstrates the 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. The presentation addresses the 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. The presentation neither addresses the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of knowledge/skill/values. Little or very limited assessment of own learning and growth.
<b>PRESENTATION</b>	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of a 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 the logical use of media options and there are few mechanical errors.	The 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

### CLASS PRESENTATION ASSESSMENT RUBRIC

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

### CRITERIA AND RUBRIC FOR ASSESSING SCHOOL PORTFOLIO DEVELOPMENT

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
<b>CONCEPTUAL- IZATION</b>	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.
<b>COHERENCE</b>	The portfolio is enhanced by adherence to portfolio framework grounded in student's philosophy of the continuous improvement journey and reinforced by the selection of entries. Philosophy supporting school "story" provides a unique perspective that allows for the creative development of ideas	Student's philosophy of the continuous improvement journey provides unity for portfolio "story", allowing for the 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.

<b>PERSONAL/ PROFESSIONAL GROWTH</b>	Portfolio demonstrates sustained reflection and critical thought related to the ability to plan for and engage in the 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 the organizational capacity building over time. A degree of insightfulness is apparent in the student's work; addresses process of portfolio development & rationale for selection of entries. Evidence of assessment of improvement needs.	Portfolio demonstrates little evidence of reflection or critical thought. The presentation neither addresses the processes of portfolio development nor reasons for inclusion of selected entries. Little evidence of reflection or development of continuous improvement process steps.
<b>PRESENTATION</b>	Ideas expressed cogently and with attention to detail. Portfolio and presentation are enhanced by creative application of a 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 the logical use of media options and there are few mechanical errors.	The 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 the 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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [http://hdc.tamu.edu]

*Please let the support technician know you are an A&M-Central Texas student.*

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## **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>].

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](mailto: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](mailto: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](mailto: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)

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## **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.

## ***OTHER POLICIES***

### **Copyright Notice**

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