SYLLABUS (Blended Format)
EDLD 5301 Research in Educational Leadership

SUMMER 2022 SEMESTER
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COURSE INFORMATION

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

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

IMPORTANT: Please note the five (5) in-person course session seminar dates/times: **June 4, June 25, July 9 & 23, and August 6.**

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

STUDENT LEARNING OUTCOMES (STATE STANDARD ALIGNMENT)
EDLD 5301 students will be able to:

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

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

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

In addition the course will address the following national standards:
- *Professional Standards for Educational Leaders* (NPBEA) Standard 3
  Equity & Cultural Responsiveness (skill statement H) Standard 10
  School Improvement (skill statement D, G, J)

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
  Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
  Standard 3 Equity & Cultural Leadership (skill statements 3.1)
  Standard 8 Internship and Clinical Practice (skill statement 8.1)

Required Reading and Textbook(s):
Required texts include:

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

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

COURSE REQUIREMENTS

ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

Interactive Practice Exam - TExES 268 Principal As Instructional Leader (10 points)
Every EDLD candidate will take the *Interactive TExES 268 Exam* to collect **baseline** data regarding their entry-level knowledge/application of Texas Principal Domains and Competencies. Baseline data is **a measurement of the behavior taken before interventions are started**. Baseline data is important because it allows the team to compare the behavior before and after implementation of the growth plan to determine if the interventions are working. Candidate baseline data will be used as a platform for growth and analysis during program progression. Candidates will sign-up/purchase ($10) the Interactive TExES 268 Practice Exam on Day 1. All candidates will then take/complete the Practice Exam on June 4, 2022 at the first in-person class session. Upload your official score/feedback document into Canvas.
https://www.tx.nesinc.com/PageView.aspx?f=HTML_FRAG/GENRB_TXPractice.html

Written Summary of Personal Baseline Data from Interactive Practice Exam (10 points)
Candidates will use "descriptive" and "analytical" writing to provide and overview summary of their individual baseline data from the Interactive Practice Exam. In addition to the descriptive and analytical narrative, the paper will also include a "visual" representation of the baseline data via chart or graph.

Research Article Critique 1 & 2 (SLO#1) (10 + 10 = 20 pts total)
Each student will read the designated research article. Apply the questions posed by McEwan and McEwan to guide reading of published research article (article related to action research). After addressing the questions, the student will finish the critique with a reflective/application narrative. The critique will be written in APA format, 3-4 pages in length. (Assessment: Written Product Assessment Rubric)

Mentor Consultation (SLO#1-4) (10 points)
Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. The mentor consultations are facilitated by the student: set agendas, set meeting times and locations, interview principals, and write reflections. Each principal consultation will align with specific focus areas that have just been completed and a look forward to the next learning focus. (assessment: reflection template)

Data Collection and Analysis – PARTS 1&2 (SLO#2, 3) (10 + 10 = 20 pts total)
Your focus will be on collecting and analyzing data associated with reading scores and the efforts of the campus to improve **reading** across the curriculum. Students will work in assigned/small collaborative teams to review each team member's local school reading data. Students will collect school data and analyze the data. The analysis of the findings should include a general overview/description of data, identification of strength and weakness, explanation, and summary. Specific Steps: 1.) Establish your collaborative team, 2.) Collect reading data, 3.) review and analyze as a team, 4.) identify areas of strength and weakness, 5.) develop your individual campus document/narrative/report that could be presented to your principal or stakeholder group. The written analysis will be written in APA format. The analysis will include campus background information, the data collected (TAPR, STAAR, EOC, etc...), supporting tables/charts/graphs, explanation of data, and the area of strength and weakness. (Assessment: Data Collection and Analysis Rubric)

School e-Portfolio (SLO#1-4)   (20 points)
Prepared by each student beginning in your first semester of program, the school portfolio contains information and data about the school—its purpose, mission, and vision; the values and beliefs held by staff; plans for improvement; and the data/results of assessments and school-wide improvement efforts. Each candidate will build his/her own school portfolio over the duration of the EDLD program. For EDLD 5301, collect the following: 1. School mission and vision statements, 2. data related to student Reading performance.
(Assessment: School Portfolio Development Rubric)

OPTIONAL-Extra Credit- Action Research/School Improvement Project (SLO#3)   (10 points)
This assignment is designed to produce a school improvement initiative as end product. Each student will develop an action research plan to address the critical findings from the Data Collection & Analysis collaboration assignment. Your plan should provide summary of data findings, identify the problem, recommendation for improving problem area, review the literature/research/best practice that could potentially address the problem, propose an intervention for addressing the problem, include a timeline for implementation of the intervention, and expected outcome of the intervention. (Assessment: Action Research Project Rubric)

GRADING CRITERIA RUBRIC AND CONVERSION
The instructor will determine grades for the course assignments and assessments through the use the assignment criteria and rubrics. To earn the grade of A, students must earn a total of 90% of the total points on the following learning activities/items. For a grade of B, a total of 80% of the total points must be earned. Maximum points for each assignment are in ( ).

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

To earn the Grade of A: **90** minimum accrued points (90% of 100)
To earn the Grade of B: **80** minimum accrued points (80% of 100)

- Interactive Practice Exam 268 TExES (10pts)
- Summary Write-up of IPE268 (10pts)
- Research Article Critique 1&2 (20pts)
- Mentor Consultation/Reflection (10 points)
- Data Collection Analysis – PARTS 1&2 (20 pts)
- School e-Portfolio (20 pts)
- OPTIONAL-Extra Credit-Action Research/School Improvement Project (10 pts)

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

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

EDLD 5301 COURSE OUTLINE/CALENDAR*

Date	Activity	Assignment	Due Date
Week 1: 6/4-6/12	Canvas Participation	Interactive Practice Exam 268 SignUp/Take/Complete on June 4	June 12
Week 2: 6/13-6/19	Canvas Participation	Written Summary of IPE268	June 19
Week 3: 6/20-6/26	Canvas Participation	Mentor Consultation	June 26
Week 4: 6/27-7/3	Canvas Participation	Research Article Critique 1	July 3
Week 5: 7/4-7/10	Canvas Participation	Research Article Critique 2	July 10
Week 6: 7/11-7/17	Canvas Participation	Data Collection Analysis – PART 1	July 17
Week 7: 7/18-7/24	Canvas Participation	Data Collection Analysis – PART 2	July 24
Week 8: 7/25-7/31	Canvas Participation	School e-Portfolio	July 31
Week 9: 8/1-8/7	Canvas Participation	Course Evaluation Optional-Extra Credit - Action Research/Improvement Project	August 7
Week 10: 8/9-8/14	Canvas Participation	Miscellaneous, Closure	August 14

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

CLASS PRESENTATION ASSESSMENT RUBRIC

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

CRITERIA AND RUBRIC FOR ASSESSING PROFESSIONAL PORTFOLIO

AREA	EXCEPTIONAL	ACCEPTABLE	UNACCEPTABLE
CONCEPTUAL-IZATION	Selection of entries is carefully made to demonstrate in-depth comprehension of preparation goals and Texas Principal standards and dispositions, as well as a high degree of insight regarding their interdependence with professional practice.	Selection of entries demonstrates knowledge of preparation goals and Texas Principal standards and dispositions, and an adequate understanding of their interdependence with professional practice.	Selection of entries reflects insufficient evidence of knowledge of preparation goals and/or Texas Principal standards and dispositions, and/or an inadequate understanding of their interdependence with professional practice.
COHERENCE	Enhanced by adherence to thematic frame-work grounded in student's leadership philo-sophy 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	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete

	media options, and there are no mechanical errors to detract from the presentation.	logical use of media options and there are few mechanical errors.	entries. Ideas are poorly articulated and multiple mechanical errors detract .

Note: Rubric adapted from portfolio rubric used in Marshall University Leadership Studies Program

Important University Dates: *Check https://www.tamuct.edu/registrar/academic-calendar.html*

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements
This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password
Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953. For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support
For log-in problems, students should contact Help Desk Central 24 hours a day, 7 days a week

Email: helpdesk@tamu.edu
Phone: (254) 519-5466
Web Chat: [http://hdc.tamu.edu]
Please let the support technician know you are an A&M-Central Texas student.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES
Drop Policy
If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.
[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2FSubmit%2FForm%2FStart%2F53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity
Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.
For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

Academic Accommodations
At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.
For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in

the pregnancy as possible. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender– including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring
Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing studentsuccess@tamuct.edu .

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas except writing support. Access Tutor.com through Canvas.

University Writing Center
The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Summer 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WCOnline [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce

Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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OPTIONAL POLICY STATEMENTS

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A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/compliance/titleix.html) [https://www.tamuct.edu/compliance/titleix.html].

Behavioral Intervention

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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OTHER POLICIES

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Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.