TEXAS A&M
UNIVERSITY
CENTRAL TEXAS

EDLD 5300 FOUNDATIONS OF EDUCATIONAL LEADERSHIP
COURSE SYLLABUS

SUMMER 2023 SEMESTER
Instructor: Tam Jones, Ed.D.

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Office Hours:
9:00-4:00 p.m. Tuesday-Thursday
Also by appointment or virtual

COURSE INFORMATION

COURSE DESCRIPTION
The *purpose* of this course is to provide aspiring principals with foundational knowledge and skill to become grounded school leaders. Students use the lenses of power, influence, ethics, and leadership theory to compare their personal diagnoses of leadership, learning, and personality strengths to the knowledge and skills needed for learning leadership in PK-12 schools. This course utilizes literature on leadership theory, effective PK-12 leadership, and ethical leadership.

Along with the foundational course content, students will also receive training and certification in Advancing Educational Leadership (AEL). Students are required to pay an additional course fee of $125 for AEL certification. This training/certification is the co-requisite to T-TESS training delivered in EDLD 5316.

IMPORTANT: Please note the five (5) in-person course session seminar dates/times: <u>June 3, June 24, July 8, July 23, and August 5.</u>

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 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:
   o iPhone/iPad: [https://apps.apple.com/app/safezone/id533054756]
   o Android Phone / Tablet
     [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

For updates on COVID information, please monitor the University website [https://www.tamuct.edu/covid19/]

COURSE LEARNING OBJECTIVES
- Understand and apply the knowledge of the evolution of leadership theory for use in crafting a personal leadership theory of action for use in leading PK-12 schools.
- Understand and launch the development of the knowledge and skills that school leaders must possess to facilitate the collaborative, capacity-building work of PK-12 schools.
- Understand and engage in the development of the unique knowledge and skills that a school leader must use to ensure equity and excellence for all students engaged in the moral enterprise of schooling.

STUDENT LEARNING OUTCOMES (STATE STANDARDS ALIGNMENT)
Students will be able to:
1. Demonstrate a working knowledge of the evolution of leadership theory as it relates to PK-12 school leadership. (D1, F1, F4)
2. Compile a profile of personal strengths and developmental challenges related to components of at least twelve prominent leadership theories in the literature. (D1, D2)
3. Recognize and differentiate the use of prominent leadership theory components by leaders in PK-12 school communities. (F1, F4)
4. Utilize the professional standards for school leadership knowledge and skill set to initially analyze personal readiness for school leadership, devise a learning plan to build additional leadership strength, and create a repository of evidence and reflections that tracks personal growth over time. (D1, D2, F4, F8)
5. Generate a personal leadership philosophy and a code of conduct based on moral integrity, ethical principles, and the 19TAC §247.2 Educator's Code of Ethics for use in effective leadership in PK-12 school communities. (F2, F4, F8)
6. Apply moral principles, ethical dilemma patterns, ethical models, and other tools to diagnose ethical dilemmas and generate sound decisions within the complex environment of PK-12 school communities. (D7, D8, D9, F1, F2, F4, F8)

STANDARDS FOR PRINCIPAL AS INSTRUCTIONAL LEADER 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 renew the Standard Principal Certificate. The six standards are (A) School Culture, (B) Leading Learning, (C) Human Capital, (D) Executive Leadership, (E) Strategic Leadership, and (F) Ethics, Equity, and Diversity. This course is designed to focus specifically on the following Texas standards:
- Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
  Standard F Ethics, Equity, and Diversity (skill statements 1, 2, 4, 8)

Principal TExES 268/PASL domains/competencies
The following Principal TExES (268/PASL) domains and competencies from the certification test framework are emphasized in this course:
DOMAIN III HUMAN CAPITAL
- Competency 005 Staff Evaluation and Supervision (skill statement E)
DOMAIN IV EXECUTIVE LEADERSHIP
- Competency 008 Organizational Collaboration & Change Management (skill statements B-D)
DOMAIN VI ETHICS, EQUITY, & DIVERSITY
- Competency 011 Ethical Leadership (skill statements A, B, C, F)

In addition, the course will address the following nationally-recognized standards:
- *Professional Standards for Educational Leaders* (NPBEA)
  Standard 1 Mission, Vision, & Core Values (skill statement D)
  Standard 2 Ethics & Professional Norms (skill statements A-F)
  Standard 3 Equity & Cultural Responsiveness (skill statement H)
  Standard 10 School Improvement (skill statement A, B)

- *National Educational Leadership Preparation Standards* (NPBEA Building Level)
  Standard 1 Mission, Vision, & Core Values (skill statement 1.4)
  Standard 2 Ethics and Professional Norms (skill statements 2.1-4)
  Standard 3 Equity and Cultural Leadership (skill statement 3.1)
  Standard 8 Internship and Clinical Practice (skill statements 8.1, 8.3)

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE
This course utilizes the literature and research concerning (1) principles and concepts of leadership theory; (2) ethical theories, principles, and ethical practice; and (3) campus leadership. Specific resources used in the course for informing the student about the role of the campus leader are the required texts, required supplemental readings, student research, interaction with practitioners, personal experience, and additional resources supplied by the instructor. Specific reading assignments are outlined in this syllabus and posted on the Canvas course site. The following are required texts:

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

Bolman, L., and Deal, T. (2019). *Reframing the Path to School Leadership: A Guide for Teachers and Principals (3rd ed).* Thousand Oaks, CA: Sage. (978-1544338613)

COURSE REQUIREMENTS

COURSE ASSIGNMENTS & ASSESSMENTS (SLO ALIGNMENT)

TExES 268 Orientation (SLO #1-6)   (10 points)
Your course instructor will deliver an orientation seminar highlighting the important details and information necessary for successful preparation and completion of the TExES 268 Certification Exam. Each candidate will complete an exit ticket assignment and upload it to Canvas.

Professional Biography, Resume, Leadership Philosophy (SLO #5)   (10 pts each = 30 total)
Each student will develop his/her own biography, resume, and leadership philosophy. The biography should serve as a professional introduction. The resume is a representation of experiences, qualifications, and professional details. The Leadership Philosophy should be a personal reflection of the student's view/belief about leadership efforts. Students should research a wide range of examples – particularly in the field of education before finalizing a one-page narrative for each. APA style should be used as appropriate. (assessment: written product rubric)

Online Dialogues (SLO #5, 6)   (3@10pts=30 pts)
Students will engage in a series of three (3) online dialogue sessions focusing on content from the Bambrick-Santoyo textbook. This textbook is critical to your preparation for the TExES 268 exam. For your dialogue to be complete, students will submit one original post (include a **summary of the content, application of content, personal perspective/reflection**) and two response posts (include **affirmation, perspective, extension**) to the observations/reflections of other students, creating a virtual conversation about the readings. *Consideration of ideas differing from one's own perspective is required.* (assessment: collaborative participation rubric)

Reading #1	Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0, Ch Intro, 1, & 2*
Reading #2	Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0, Ch 3&4*
Reading #3	Bambrick-Santoyo, Paul. (2018). *Leverage Leadership 2.0, Ch 5, 6, 7, & 8*

Professional Portfolio (SLO #4)   (10 points)
Beginning in the first semester of the program, each student will develop a Professional Portfolio reflective of the six standards for the Texas principal certificate (School Culture, Leading Learning, Human Capital, Executive Leadership, Strategic Operations, Ethics/Equity/Integrity). Additional topics may be included. The style and format for the portfolio are to be decided on by the student. Professional information, statements, essays, artifacts, and other documents will provide information about leadership growth over time. This portfolio will be presented in the candidate's final semester. Items to be included for EDLD 5300 are below with more details on Canvas. (Assessment: professional portfolio rubric)
- A current biography, resume (previously completed)
- One-page anchoring essay on leadership

TEA Required On-Line Module – Dyslexia   (10 points)
Candidates are required to complete a content module focusing on *Dyslexia*. An instructional link will be provided in your Canvas assignment. Upon completion of the module, candidates will upload their completion certificate into the Canvas assignment.

Applied Reading Review (SLO #3)   (20 points)
Using Bolman, L., and Deal, T. (2019). *Reframing the Path to School Leadership: A Guide for Teachers and Principals (3rd ed)*, students will complete a written review including each of the elements below. The applied reading review should be four to five 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)

Advancing Educational Leadership (AEL) Certificate (SLO#1-6)   (10 points)
The Advancing Educational Leadership (AEL) Certificate is earned via training content, clock hours, participation, and course content. AEL is a co-requisite training for Texas Teacher Evaluation Support System (T-TESS) which is delivered in EDLD 5316. Upload your AEL certificate to your canvas page.

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 ( ).

- TExES 268 Orientation (10pts)
- Professional Biography, Resume, Leadership Philosophy (30 pts)
- On-Line Dialogue 1-3 (30 pts)
- Required TEA Module (10pts)
- Professional Portfolio (10 pts)
- Applied Reading Review (20 pts)
- Advancing Educational Leadership Certificate (10pts)

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

EDLD 5300 COURSE OUTLINE AND CALENDAR*

Date	Activity	Assignment	Due Date
Week 1: 6/3-6/11	Canvas Participation	TExES 268 Orientation	June 11
Week 2: 6/12-6/18	Canvas Participation	Applied Reading Review	June 18
Week 3: 6/19-6/25	Canvas Participation	Biography, Resume, Leadership Philosophy	June 25
Week 4: 6/26-7/2	Canvas Participation	Professional E-Portfolio – Version 1	July 2
Week 5: 7/3-7/9	Canvas Participation	Required TEA Module – Dyslexia	July 9
Week 6: 7/10-7/16	Canvas Participation	Dialogue 1	July 16
Week 7: 7/17-7/23	Canvas Participation	Dialogue 2	July 23
Week 8: 7/24-7/30	Canvas Participation	Dialogue 3	July 30
Week 9: 7/31-8/6	Canvas Participation	Upload AEL Certificate, Complete End of Course Evaluation	August 6
Week 10: 8/7-8/13	Rest & Reflect	Prepare for Fall 2023	

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.

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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 media options, and there are no mechanical errors to detract from the presentation.	Ideas are expressed in a clear fashion. Connections between and among portfolio entries are made clear through logical use of media options and there are few mechanical errors.	Presentation does not conform to expectations for graduate work. Media options are confusing or absent, resulting in a portfolio of discrete entries. Ideas are poorly articulated and multiple mechanical errors detract .

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

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome, Firefox, Edge, or Safari browsers. Canvas will run on Windows, Mac, Linus, iOS, Android, or any other device with a modern web browser. **Canvas no longer supports any version of Internet Explorer.**

Login to A&M-Central Texas Canvas [https://tamuct.instructure.com/] or access Canvas through the TAMUCT Online link in myCT [https://tamuct.onecampus.com/] by clicking on the "TAMUCT Online Canvas" tile. You will then login through our Microsoft portal.

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

Canvas Support

Use the Canvas Help tab, located at the bottom of the left-hand menu, for issues with Canvas. You can search the support articles or use the Email, Call, or Chat buttons at the bottom of the support pop-up to contact the Canvas Help Desk.

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 requires the use of the Chrome web browser with its custom plug-in installed.

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

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 Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

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 about 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 referral, [https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Drop Policy

If you discover that you need to drop this class, you must complete the Drop Request Dynamic Form through Warrior Web.

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpId=https://eis-prod.ec.tamuct.edu:443/samlsso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%2fStart%2f53b8369e-0502-4f36-be43-f02a4202f612].

Faculty cannot drop students; this is always the responsibility of the student. The Records and Admissions Office will provide a deadline on the Academic Calendar for which the form must be completed. Once you submit the completed form to the Records and Admissions 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 Records and Admissions 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.

Pregnant and/or Parenting Students' Rights and Accommodations

A&M-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Associate Dean in the Division of Student Affairs, (254) 501-5909, can assist students who are pregnant, experiencing pregnancy-related conditions, and/or parenting by providing flexible and individualized reasonable accommodations. Students should seek out assistance as early in the pregnancy as possible through the Pregnancy & Parenting webpage [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. For more information, please visit Student Affairs [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. 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 specifically prohibits discrimination against a student based on pregnancy, childbirth, false pregnancy, termination of pregnancy, or recovery from any of these conditions [https://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.html].

Students experiencing any form of discrimination due to any of these conditions are encouraged to reach out to the Title IX Coordinator, 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or the Associate Dean of Student Affairs, 254.501.5909, Warrior Hall 105.

Title IX Rights and Reporting Responsibilities

A&M-Central Texas is committed to creating a safe and open learning environment for all students. If you or another student has experienced any form of gender discrimination or sexual misconduct, including sexual harassment, sexual assault, dating/domestic violence, and/or sex-based stalking, help and support are available. Our university strongly encourages all members of our campus community to report incidents and seek support for gender discrimination and sexual misconduct through the Title IX Office. You may contact the Title IX Office at 254.519.5716, titleix@tamuct.edu, Founders Hall 317B, or learn more by visiting the Title IX webpage [https://www.tamuct.edu/compliance/titleix.html].

Please be aware that under Title IX, Texas Senate Bill 212, and System Regulation 08.01.01, [https://policies.tamus.edu/08-01-01.pdf] all university employees are mandated reporters and are required to disclose information about suspected or alleged violations as listed above, and defined in System Regulation 08.01.01. If the Title IX Office receives information about an incident, they will reach out to offer information about resources, rights, and procedural options as a member of the campus community. Although I have an obligation to report, you will, in most cases, control how your case will be

handled. When working with the Title IX Office you will have access to resources and accommodations but also have the opportunity to express if you wish to move forward with an investigation. Our goal is to make sure you are aware of the options available to you as a student. Community members are not required to respond to this outreach.

If you or another student wishes to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Wellness & Counseling Center, [https://www.tamuct.edu/student-affairs/student-counseling.html], 254.501.5955, or swacc@tamuct.edu, located in Warrior Hall Room 207L or the Student Support Advocate, 254.501.5978 or ssa@tamuct.edu, located in founder Hall Room 317D.

Tutoring and Success Coaching

Tutoring and success coaching services are available to all A&M-Central Texas students, both virtually and in-person.

To schedule tutoring sessions or view tutor availability, please contact Warriorcenter@tamuct.edu or visit Warrior Hall, 111.

If you have questions about these or other academic support services or are interested in becoming a tutor, please contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, email us at WarriorCenter@tamuct.edu. You are welcome to visit the Warrior Center at Warrior Hall, suite 212.

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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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]. 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 workspaces, 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 [https://tamuct.libguides.com/index]

University Writing Center

University Writing Center: For the summer semesters, all University Writing Center (UWC) tutoring services are entirely online. The hours of operation are from 10:00 a.m.-4:00 p.m. Monday through Thursday with

additional hours Monday through Thursday nights from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

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

OTHER 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].

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 online

[https://cm.maxient.com/reporting.php?TAMUCentralTexas].

Anonymous referrals are accepted. Please see the Behavioral Intervention Team 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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