EDLD 5342-110 LEADERSHIP OF CAMPUS RESOURCES

SUMMER 2021 SEMESTER

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INSTRUCTOR'S PERSONAL STATEMENT
Our schools function more efficiently when the principal, as an instructional leader, implements strong instructional planning and maintains a healthy balance between building management and instructional leadership. The principal should monitor the culture and atmosphere of the school while also monitoring and adjusting campus resources, collecting appropriate and valued assessment data, overseeing safety protocols, and collaborating closely with teachers and staff. Students and staff need a safe environment where they are all invited to share their ideas, take risks, collaborate with others, and maintain an ongoing "growth mindset." This is how we truly maximize learning and engagement. This continuous school improvement process will be the focus of our course. I look forward to learning with you.

MODE OF INSTRUCTIONAL DELIVERY
This course will use an online blended delivery mode with 15% of the learning in four In-Person class sessions, & 85% in online discussion format through the TAMUCT Canvas System.

STUDENT-INSTRUCTOR INTERACTION
The In-Person Sessions for this course are scheduled to meet in **Warrior Hall-Room 304** from 9-Noon on June 5th and June 26th. We will meet from 1-4 p.m. on July 10th and August 7th. All other course activities will be completed through the Canvas system. Any changes in the schedule will be announced by message through university email or Canvas Inbox, so be sure to check the course site and your class schedule regularly. The instructor is available by email should issues or questions arise.

911 Shield INFORMATION
911 Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email and text message. By enrolling in 911 Shield, university officials can quickly pass on safety-related information, regardless of your location. Please enroll today at http://TAMUCT.org/911shield

COURSE INFORMATION

COURSE DESCRIPTION

The study of school resources in support of school improvement. An integrated continuous improvement system supported by optimal allocation of financial, human, technological, facility, time, and other campus resources provides the focus for development of a safe and engaging school learning environment.

The purpose of this course is to provide aspiring principals with the opportunity to apply their program learning as they build skill in organizing the development, implementation, monitoring, and evaluation of continuous school improvement. An integrated continuous improvement system – the School Portfolio – supported by optimal allocation of financial, human, technological, facility, time, and other campus resources provides the focus for development of a safe and engaging school learning environment.

STUDENT LEARNING OUTCOMES (TEXAS STANDARDS/SKILLS STATEMENTS)
Students will be able to:

1. Develop and utilize an integrated management process to organize continuous improvement planning and evaluation to support student and school success. (A3, 5, D1, 2, 7-9, E1-11)
2. Utilize a systems thinking approach to diagnose and prioritize process, relational, and group culture issues; leverage change efforts in a focused and effective manner. (A1, 2, 8-11, D7-9)
3. Acquire and allocate both internal and external resources to support continuous improvement planning and implementation. (A4, D7-9, E3, 4, 6, 7, 8, F2, 4, 7)
4. Apply communication skills in the public arena regarding school issues, specifically crisis management. (A12, D7, 8, E6, F8)
5. Develop/monitor a plan for effective school security using a framework for emergency preparedness. (A12, E6)

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 seven standards (effective September 1, 1999-August 31, 2016) are (1) Learner-Centered Values and Ethics of Leadership, (2) Learner-Centered Leadership and Campus Culture, (3) Learner-Centered Human Resources Leadership and Management (4) Learner-Centered Communications and Community Relations, (5) Learner-Centered Organizational Leadership and Management, (6) Learner-Centered Curriculum Planning and Development, and (7) Learner-Centered Instructional Leadership and Management. This course is designed to focus specifically on (5) Learner-Centered Organizational Leadership and Management. (Canvas Course Information attachment)

- The six standards (effective September 1, 2016) 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:
  Standard A School Culture (skill statements 1, 2, 3, 4, 5, 8, 9, 10, 11, 12)
  Standard D Executive Leadership (skill statements 1, 2, 7, 8, 9)
  Standard E Strategic Operations (skill statements 1-11)
  Standard F Ethics, Equity, and Diversity (skill statements 2, 4, 7, 8)
  (Canvas Course Information attachment)

In addition the course will address the following national standards:

- *Professional Standards for Educational Leaders* (NPBEA) Standard 2 Ethics and Professional Norms (skill statement A) Standard 3 Equity & Cultural Responsiveness (skill statement H) Standard 9 Operations and Management (skill statements A-I) Standard 10 School Improvement (skill statements A-J)
  http://www.ccsso.org/Documents/2015/ProfessionalStandardsforEducationalLeaders2015forNPBEAFINAL.pdf

- *National Educational Leadership Preparation Standards* (NPBEA Building Level) Standard 1 Mission, Vision, & Core Values (skill statements 1.3, 1.4) Standard 3 Equity & Cultural Leadership (skill statement 3.1) Standard 6 Operations and Management (skill statements 6.1, 6.2, 6.3, 6.4) Standard 8 Internship and Clinical Practice (skill statement 8.1) http://www.npbea.org

REQUIRED READING/TEXTBOOKS/KNOWLEDGE BASE

This course utilizes the literature and research on (1) principles and concepts of administration (administrative theory, organizational structure, organizational culture), (2) administrative processes (motivation; leadership; decision-making; communication, organizational change, organizational management), (3) continuous school improvement, and (4) resources related to the administrator's role in guiding school improvement in a safe and secure environment. Specific resources used in the course are the required texts, problem-based learning activities, interactions with mentors/peers/practitioners in the field, personal experience, and additional readings and other electronic materials supplied by the instructor. The following textbooks are required for course learning. Textbooks new to this course and program learning are indicated with an asterisk(*). Specific reading assignments are posted on the course Canvas site. An additional selected course bibliography is included on Canvas.

*Miles, K. & Frank, S. (2008). *The strategic school: Making the most of people, time and money.* Thousand Oaks, CA: Corwin (ISBN#9781412904179)

*Sorenson, R. D. & Goldsmith, L. M. (2013). *The principal's guide to school budgeting (2nd ed).* Thousand Oaks, CA: Corwin Press (ISBN #9781452255477)

*Stone, Douglas, Bruce Patton, & Sheila Heen (2010). *Difficult Conversations: How to Discuss What Matters Most.* 10th anniversary ed. Penguin Books, (ISBN # 9780143118442)

COURSE REQUIREMENTS

Grading Criteria Rubric and Conversion

A---90 to 100
B---80 to 89
C---70 to 79
D---60 to 69
F---0 to 59

Important Notes to Consider:

- Grading criteria for course assignments and assessments will be based on the assessment rubrics outlined in this syllabus.
- **Students** *must attend all In-Person class sessions* *AND complete and submit all assignments to be eligible for an A in the course.* Late assignments will only be accepted in rare circumstances.
- **In no case should materials be those submitted for/from another course; neither should the materials submitted be a collection of file materials**.
- Grades will be posted periodically in Canvas. The grades posted in the Canvas grade book are the unofficial grades. Official final grades are posted through Banner and the registrar's office.
- ***NOTE: Discussion comments and Assignments are DUE by Midnight on Sunday** *of each week***!**

ASSIGNMENTS AND PROJECTS (ALIGNMENT WITH COURSE SLOS)

- Online Discussions, Activities, In-Person Classes (30 pts)
- Budget Analysis & Plan (20 pts)
- Media/Crisis Response Activity (15 pts)
- Emergency Preparedness Plan (15 pts)
- Mentor Reflections (10 pts)
- Fit2Lead Analysis/Plan (10 pts)

ASSIGNMENT DETAILS

On-Line Discussions, Activities, and In-Person Class Sessions (SLO# 1-4) **(30 pts)**
Each student will be responsible for participation in on-line discussions and activities (via Canvas) related to the following areas below. Discussions & Activities are each worth 6 points (see calendar). The Collaborative Participation rubric is used to assess participation:

- **Resource Allocation/Investigation**
  Our dialogue will be based on two texts. *The Strategic School: Making the Most of People, Time and Money* and The *Principal's Guide to School Budgeting.* These texts will focus on the development, monitoring, and management of school funds.

- **Communicating with the Public/Media, School Security, Emergency Planning**
  We will address the communication practices with the public and the media we well as school security and emergency planning.

- **Difficult Conversations and Managing Personnel Resources**
  Students will discuss the processes for working with teachers under difficult circumstances. Discussions will reference: *Difficult Conversations: How to Discuss What Matters Most.* This text will analyze the processes and successful approaches to having difficult conversations with teachers and school stakeholders.

Budget Planning Analysis/Plan (SLO# 2-3) **(20 pts)**
Each student will read *The Principal's Guide to School Budgeting* (Sorenson & Goldsmith, 2013). Then, each student will interview his/her principal (or district administrator if available) about your district and campus processes for budgeting and fiscal management. Identify specific budgetary needs for your school. Develop an APA-style paper (3-5 pages) which includes introductory information about identified problems and innovation implementation at your school, a description of the action plan you are funding, an analysis of your findings about the budget, and a conclusion concerning your next steps. If you work in the same school with a classmate, you are each to identify your own issues or school areas of improvement.

Media/Crisis Communications Response Activity (SLO# 4-5) **(15 pts)**
Students will effectively respond to a Media/Crisis situation by drafting an emergency response statement to help support the campus principal in addressing the media and community stakeholders (400-600 words). This emergency response message will consider the basic guidelines of a press briefing as well as the critical points, pitfalls, and absolutes when dealing with the media. (assessment: written product rubric)

Emergency Preparedness Analysis (SLO# 5) **(15 pts)**
Based on your learning concerning school safety and emergency planning and preparedness, develop an emergency preparedness analysis for your current school setting. Consult with your principal and any other appropriate resources about current district and campus security plans and any issues that need to be addressed. Utilizing course material, text evidence, and instructor feedback provided in class, the student will analyze the emergency preparedness of his/her current school (3-4 pages). Based on that analysis, the student will identify ways to improve the school's emergency plan. (assessment: written product rubric)

Mentor Consultations/Reflections of Difficult Conversations (SLO# 1-4) **(10 pts)**
Principal mentors are in a pivotal position to guarantee the success of the School Leadership Candidate by providing coaching support in the school setting. Your mentor consultation is facilitated by the student: set agenda, set meeting time and location, interview principal using focusing questions specific to their experiences having difficult conversations. What tools does your principal use when having difficult conversations? How was a difficult conversation/situation handled in the past? What would they have done differently? Does your principal have any recommendations for you? Be sure to include your own reflections of the consultation. Consultation/Reflection should be 2-4 pages. (assessment: written product rubric)

FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING (SLO# 1-4) **(10 pts)**
Beginning in EDLD 5300, each student in the program will complete an ongoing analysis of personal strengths and challenges related to the state-identified school leadership standards and skills (19TAC §241.15). Utilizing the reflective **FIT2LEAD** format, students will share their own "read" and that of their mentor principal related to the state principal standards studied in EDLD 5342 during the semester. Additionally, the student, the mentor, and both instructors will assess discrete leadership skills using the *SCHOOL LEADERSHIP COMPETENCY INVENTORY*. Students will complete all sections of the **FIT2LEAD CONTINUOUS IMPROVEMENT ANALYSIS & PLANNING** template: FeedBack, FeedForward, and GrowForward.

EDLD 5342 Summer 2021
Course Outline and Calendar
Tentative Schedule – Warrior Hall: Room 304

In-Person – Be prepared to attend class in-person from 9-12 p.m. (for morning sessions) or 1-4 p.m. (for afternoon sessions)
Online – We will have virtual discussions and assignment/activities throughout the week for all other participation in this course.

*NOTE: Discussion comments and Assignments are DUE by Midnight on Sunday *of each week*!

Date	Weekly Reading	Assignments & Activities	Assignment Due Dates
	PLEASE NOTE OUR FIRST In-Person CLASS MEETING on June 5!		**In-Person Class on June 5 (9-Noon)**
Week 1 (6/7-6/13)	*School Budgeting (Sorenson)* Chapters 1 & 2	**Canvas Discussion (6 pts.)**	June 13
Week 2 (6/14-6/20)	*School Budgeting (Sorenson)* Chapters 3 & 4	**Canvas Discussion (6 pts.)**	June 20
Week 3 (6/21-6/27)	*School Budgeting (Sorenson)* Chapters 5 & 6	**Budget Analysis Plan DUE**	June 27 **In-Person Class on June 26 (9-Noon)**
Week 4 (6/28-7/4)	*Strategic School (Miles & Frank)* Parts I & II – Chapters: 1-5	**Canvas Discussion (6 pts.)**	July 4
Week 5 (7/5-7/11)	*Strategic School (Miles & Frank)* Part III – Chapters: 6-8	**Media/Crisis Activity DUE**	July 11 **In-Person Class on July 10 (1-4 p.m.)**
Week 6 (7/12-7/18)	*Strategic School (Miles & Frank)* Part III – Chapters: 9-11	**Canvas Discussion (6 pts.)**	July 18
Week 7 (7/19-7/25)	*Difficult Conversations (Stone)* "Shift to a Learning Stance"	**Emergency Preparedness Analysis DUE**	July 25
Week 8 (7/26-8/1)	*Difficult Conversations (Stone)* "Create a Learning Conversation"	**Canvas Discussion (6 pts.)**	August 1
Week 9 (8/2-8/8)	*Difficult Conversations (Stone)* "10 Questions People Ask"	**Mentor Reflection DUE Fit2Lead DUE**	August 8 **In-Person Class on August 7 (1-4 p.m.)**
Week 10 (8/9-8/13)	Grades Due, Course Feedback		August 13

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.

Important University Dates
(click to view) https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT

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-a37d46928168bc10&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!

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.

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].

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 online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2].

Your Instructor…

Background
Kevin Bott is currently the Superintendent of Schools for Santa Fe ISD. Dr. Bott began his career as a middle school reading/writing teacher before transitioning into school administration as an elementary assistant principal. He has served as a campus principal, a central office administrator, an assistant superintendent, and a university instructor. He earned his bachelor's degree in education (B.S.E) from Baylor University, his Master's Degree (M.S.E.) from Tarleton State University, and his Doctorate in Education from Baylor University (Ed.D.) in Curriculum & Instruction. At Baylor, Dr. Bott's research and dissertation focused on reading instructional practices and Response to Intervention (RTI).

Prior to his tenure in Lampasas ISD, Dr. Bott was recognized as a Midway ISD Teacher of the Year Nominee (2004) and a Midway Education Foundation Distinguished Educator (2007, 2008, 2010). He has served as the Vice-President on the Board of Directors for the JonMarie Center for Educational Therapy in Waco, TX, the Texas A&M Central Texas (TAMU-CT) Principal CAPS Advisory Board, the Rollins Brook Hospital Advisory Board, and the Texas A&M AgriLife Extension Leadership Advisory Board. In addition, Dr. Bott is a two-time recipient of the "Raise Your Hand Texas" Harvard Leadership Grant (2013, 2015) and a recipient of the Student Spotlight Award in Curriculum & Instruction at Baylor University (2009).

Dr. Bott and his wife, Jennifer, currently reside in Lampasas, Texas. They have four children – Caleb (15), Emily (13), Jonathan (11) and Noah (3).