EDUC 4691-110 METHODS OF EFFECTIVE TEACHING

Fall 2017
Texas A&M University - Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Amanda Allen
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Office Hours: Monday – 8:00-11:00 and 1:00-5:00; Tuesday – 8:00-10:00

Mode of instruction and course access:

This course is a field-based practicum course involving some face-to-face instruction. However, the majority of your learning will take place during clinical teaching placement. The Clinical Teaching Orientation is August 10, 2017 and the last class meeting will be December 7, 2017. This course utilizes TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com].

Student-instructor interaction:

As this course is critical in the growth and development of you as a teacher, I am readily available to you. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. If I am unavailable and you need to speak with someone about your placement or in an emergency, please call Educator Preparation Services at (254) 519-8737. Additionally, please do not email me through Canvas.

911 Cellular:

Emergency Warning System for Texas A&M University – Central Texas
911Cellular 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, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at 911Cellular [https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

Course Overview and Description:

Explore supervised clinical teaching in the public schools at the appropriate level (1-18). A demonstration of proficiency in the application of effective teaching practices and classroom management strategies is required. Prerequisite(s): Admission to Clinical Teaching and the successful completion of designated content area of the Texas Examination of Educator Standards (TExES): Concurrent enrollment in EDUC 4335 and EDUC 4340, or permission of department chair.

Course Objective:

The clinical teacher will demonstrate effective teaching practices at a proficient level in a field-based setting while developing into a professional educator. This course seeks to develop the clinical teacher to be proficient in multiple standards required for Texas Educators. The evaluation of Clinical Teachers will be based on the student learning outcomes identified in 4 Domains.

Required Reading and Textbooks:

No textbooks are required for this course. All required resources can be found in the Clinical Teaching Notebook, as well as, in Canvas. Students will have to download and print the Texas Essential Knowledge and Skills (TEKS) for every Subject/Grade Level in which candidate is seeking certification and the English Language Proficiency Standards. Copies of these documents are required in section 5 of the Clinical Teaching Notebook.

Student Learning Outcomes:

The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards. These standards were utilized to define what the clinical teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices & Responsibilities.

Domain 1 Planning.

Dimension 1.1 Standards & Alignment. The clinical teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The clinical teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Dimension 1.2 Data & Assessment. The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Dimension 1.3 Knowledge of Students. Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.
Dimension 1.4 Activities. The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain 2 Instruction.

Dimension 2.1 Achieving Expectations. The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
Dimension 2.2 Content Knowledge & Expertise. The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
Dimension 2.3 Communication. The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.
Dimension 2.4 Differentiation. The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.
Dimension 2.5 Monitor & Adjust. The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Domain 3 Learning Environment.

Dimension 3.1 Classroom Environment, Routines, & Procedures. The clinical teacher organizes a safe, accessible and efficient classroom.
Dimension 3.2 Managing Student Behavior. The clinical teacher establishes, communicates and maintains clear expectations for student behavior.
Dimension 3.3 Classroom Culture. The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.

Domain 4 Professional Practices & Responsibilities.

Dimension 4.1 Professional Demeanor & Ethics. The clinical teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.
Dimension 4.2 Goal Setting. The clinical teacher reflects on his/her practice.
Dimension 4.3 Professional Development. The clinical teacher enhances the professional community.
Dimension 4.4 School Community Involvement. The clinical teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

COMPETENCY STANDARDS

Texas Teacher Standards:

Standard 1: Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2: Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3: Content Knowledge and Expertise. teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice. Pre-service teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6: Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Texas Pedagogy and Professional Responsibilities Standards:

Standard 1. The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2. The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3. The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Standard 6. All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7. All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

InTASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

COURSE REQUIREMENTS

Grading Criteria Due Dates:

Assignment	Standards	Due
Educator's Code of Ethics and Standard Practices for Texas Educators	Teacher Standards: 6 PPR Standards: 4 Technology Standards: InTASC: 9 ISTE Standards: TAC: 228.30 (c)(1), 228.50, 247	08/10
Weekly Schedule (maintain current class schedule)	Teacher Standards: 4 PPR Standards: Technology Standards: InTASC: ISTE Standards: TAC: 228.35(e)(2)(A)	08/28
First Weeks of School Paper	Teacher Standards: 1, 4, and 6 PPR Standards: 1, 2, and 4 Technology Standards: InTASC: 1 ISTE Standards: 1 and 4 TAC: 228.35(e)(2)(F)	09/01
Weekly Documentation Log	Teacher Standards: PPR Standards: Technology Standards: 2 and 4 InTASC: ISTE Standards: TAC: 228.35(e)(2)(A)	Weekly (1) 08/21
Weekly Reflection	Teacher Standards: PPR Standards: Technology Standards: 2 and 4 InTASC: ISTE Standards: 1, 2, and 4 TAC: 228.35(b)(2)(I), 228.40(a)	Weekly (1) 09/04
Classroom Management Plan	Teacher Standards: PPR Standards: Technology Standards: 4 InTASC: 1 ISTE Standards: 1, 2 and 5 TAC: 228.30(c)(5), 228.35(b)(2)(E)(F), 228.40(a)	09/01
4 Lesson Plans (TAMUCT Format) Must have weekly lesson plans in your Clinical Teaching Notebook for review on 12/07. These can be in any format.	Teacher Standards: 1, 2, 3, 4, and 5 PPR Standards: Technology Standards: 1, 2, 4, 5, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.30(c)(4), 228.30(d)(4), 228.35(b)(2)(A)(B)(C), 228.40(a)	09/15 10/06 11/10 12/08
4 Formal Lesson Evaluations (45 minutes each) Pre-Conference Interactive Post-Conference Lesson Analysis	Teacher Standards:1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 5, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.30(c)(6), 228.30 (d)(4). 228.35(b)(2)(C)(D)(E)(F)(G), 228.35(g)(1), 228.40(a)	09/15 10/06 11/10 12/08
Weekly Conferencing Form Your Cooperating Teacher has the file on their jumpdrive. They initiate the and complete the form and give you a signed copy to retain in your Notebook You also maintain the date reviewed and results on the action items.	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 3 and 4 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.35(b)(2)(I), 228.40(a)	Weekly (1) 08/24
Professional Roles & Responsibilities Report (4)	Teacher Standards: 6 PPR Standards: 4 InTASC: 9 TAC: 228.35(b)(2)(H), 228.40(a), 228.50	09/15 10/13 11/10 12/08
Classroom Observations of Cooperating Teacher (2)	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.30 (d)(4), 228.35(b)(2)(I), 228.35(e), 228.40(a)	10/06 12/08

Assignment	Standards	Due
Classroom Observation of Other Teacher (4)	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.35(b)(2)(I), 228.35(e), 228.40(a)	10/06 12/08
Professional Opportunities	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 4 Technology Standards: 1, 5, 6, and 7 InTASC: 9, and 10 ISTE Standards: 1 TAC: 228.40(a)	12/08
Clinical Teacher Evaluation by Cooperating Teacher	Teacher Standards: 1, 2, 3, 4, 5, and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE Standards: 1 and 4 TAC: 228.35(f), 228.40(a)	10/06 12/08
Cooperating Teacher Evaluation by Clinical Teacher	Teacher Standards: 1, 2, 3, 4, 5. and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1 and 4 TAC: 228.20 (b)	12/07
Field Supervisor Evaluation by Clinical Teacher	Teacher Standards: 1, 2, 3, 4, 5. and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 3, 4, 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.20 (b)	12/07
Teacher Education Program Evaluation	Teacher Standards: 1, 2, 3, 4, 5. and 6 PPR Standards: 1, 2, 3, and 4 Technology Standards: 1, 2, 3, 4, 5, 6, and 7 InTASC: 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10 ISTE: 1, 2, 3, 4, 5, 6, and 7 TAC: 228.20 (b)	12/07

Note: All assignments must be completed by the required due date to receive full credit. Your syllabus outlines all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted. Remember, you are now a professional. The intent of your work during Clinical Teaching is given to you as a professional, not a student. It is expected that you act as a professional in everything you do to include quality work and meeting required deadlines.

Grading Scale:

Letter Grade	Description
Satisfactory	The Clinical Teacher completed all requirements on time and did not miss more than 3 days in the Clinical Teaching Practicum.
Unsatisfactory	The Clinical Teacher did not complete all Clinical Teaching requirements and missed more than 3 days in the Clinical Teaching Practicum.

Posting of Grades:
Final grades will be posted to Canvas by December 19, 2017.

COURSE OUTLINE AND CALENDAR

Clinical teachers are expected to follow the School District Calendar where they are placed for clinical teaching to include the school's scheduled beginning and ending times.

Complete Course Calendar:

Date	Time	Location	Assignment/Assessment
Thursday August 10	11:00 – 4:00	Warrior Hall 417	EDUK 4691 Orientation in Clinical Teaching University Field Supervisor Meet & Greet
Thursday August 10	4:30 – 6:30	Warrior Hall 417	Cooperating Teacher Training
Week 1			Observe/Assist/Learn/Contribute
Week of August 14 - 18	Campus Hours	Campus	School District In-Service
Week 2			Observe/Assist/Learn/Contribute
Week of August 21 - 25	Campus Hours	Campus	Varied: School District In-Service/First Day of School
Monday August 21	5:00 p.m.	Campus	Weekly Schedule (if possible) Due: Weekly Documentation Log
Week 3			Co-Plan and Teach 1 to 2 Lessons
Monday August 28	5:00 p.m.	Campus	Due: Weekly Schedule & Weekly Documentation Log
Monday August 28		University Calendar	Add/Drop/Late Registration Begins
Wednesday August 30		University Calendar	Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
Friday September 1	5:00 p.m.	Campus	Due: First Weeks of School Paper, Classroom Management Plan, & Graduation Application
Week 4			Independently Plan and Teach 2 to 3 Lessons
Monday September 4	5:00 p.m.	Holiday	Labor Day Weekly Reflection 1 & Weekly Documentation Log
Week 5			Independently Plan and Teach 3 to 4 Lessons
Monday September 11	5:00 p.m.	Campus	Weekly Reflection 2 & Weekly Documentation Log
Wednesday September 13		University Calendar	Last day to drop 16-week classes with no record
Friday September 15	5:00 p.m.	TAMUCT	3rd Week Report Complete First Formal Observation Complete
Week 6			Full Teach
Monday September 18	5:00 p.m.	Campus	Weekly Reflection 3 & Weekly Documentation Log
Week 7			Full Teach
Monday September 25	5:00 p.m.	Campus	Weekly Reflection 4 & Weekly Documentation Log
Week 8			Full Teach
Monday October 2	5:00 p.m.	Campus	Weekly Reflection 5 & Weekly Documentation Log
Week 9			Observe/Assist/Learn/Contribute
Friday October 6	5:00 p.m.	TAMUCT	Second Formal Observation Complete Deadline to Submit Graduation Application
Monday October 9	5:00 p.m.	Campus	First Day of 2nd Placement (if applicable) Weekly Reflection 6 & Weekly Documentation Log
Week 10			Co-Plan and Teach 1 to 2 Lessons

Date	Time	Location	Assignment/Assessment
Monday October 16	5:00 p.m.	Campus	Weekly Reflection 7 & Weekly Documentation Log
Thursday October 20		University Calendar	Last day to withdraw from the University
Week 11			Independently Plan and Teach 2 to 3 Lessons
Monday October 23	5:00 p.m.	Campus	Weekly Reflection 8 & Weekly Documentation Log
Week 12			Independently Plan and Teach 3 to 4 Lessons
Monday October 30	5:00 p.m.	Campus	Weekly Reflection 9 & Weekly Documentation Log
Week 13			Full Teach
Monday November 6	5:00 p.m.	Campus	Weekly Reflection 10 & Weekly Documentation Log
Friday November 10	5:00 p.m.	TAMUCT	3rd Week Report Complete Third Formal Observation Complete
Friday November 10		University Calendar	Last day to drop 16-week class with a Q or withdraw with a W
Week 14			Full Teach
Monday November 13	5:00 p.m.	Campus	Weekly Reflection 11 & Weekly Documentation Log
Thursday November 17		University Calendar	Last day to drop 2nd 8-week class with a Q or withdraw with a W
Monday November 20	5:00 p.m.	Holiday	Thanksgiving Week Holiday 11/20 – 11/24 Weekly Reflection 12 & Weekly Documentation Log
Week 15			Full Teach
Monday November 27	5:00 p.m.	Campus	Reflection PowerPoint Slide
Week 16			Observe/Assist/Learn/Contribute
Monday December 4	5:00 p.m.	Campus	Weekly Reflection 13 & Weekly Documentation Log
Thursday December 7	9:30 – 4:00	WH 417	Certification Documentation Due Evaluation of Program
Friday December 8	5:00 p.m.	TAMUCT	Fourth Formal Observation Complete Clinical Teacher Evaluation Due in Sealed Envelope
Friday December 15		University Calendar	Last day to file for Degree Conferral (Registrar's Office) Commencement
December 25 – January 1		University Calendar	Winter Break

INSTRUCTOR POLICIES

Attendance.
The clinical teacher follows the same regulations regarding attendance that apply to the cooperating teacher. Regular attendance is required of all clinical teachers placed in public schools. If you must be absent, you are required to notify the following: (1) your cooperating teacher; (2) your field supervisor (3) your school, and (4) the Director of Educator Preparation Services by email: educatorprep@tamuct.edu. Three excused absences may be considered, but must be approved by the Director of Educator Preparation Services. Extensions of the clinical teaching practicum may be required for absences and excessive absences may require a second clinical teaching semester or termination from the program.

Holidays/Staff Development.
Clinical teachers will observe the holidays scheduled by the School District to which they are assigned regardless of the holidays observed by Texas A&M University-Central Texas. Clinical teachers are expected to be at school on staff development days and to participate in any professional development when appropriate.

Bad Weather Days.
Clinical teachers will observe bad weather delays or cancelations of their placement, regardless of Texas A&M University-Central Texas weather delays or cancellations. If you are unable to attend due to weather in your area, you must notify the following: (1) your cooperating teacher; (2) your field supervisor (3) your school, and (4) the Director of Educator Preparation Services by email: educatorprep@tamuct.edu.

Seminars.
Clinical teachers are required to attend ALL clinical teaching seminars. Failure to attend may result in a grade of unsatisfactory in this course. Any absences must be approved by your professor. Additional coursework may be required for missed seminars.

Cell Phones.
Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:
1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

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.

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TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements.
This course will use the TAMUCT Instructure Canvas learning management system.
Logon to TAMUCT Canvas [https://tamuct.instructure.com]
> Username: Your MyCT username
> (xx123 or everything before the "@" in your MyCT e-mail address)
> Password: Your MyCT password

Technology Support.

For technology issues, 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.

When calling for support please let your support technician know you are a TAMUCT student.
For issues with Canvas, select "chat with Canvas support," submit a support request to Canvas Tier 1, or call the Canvas support line: 1-844-757-0953, links to all are found inside of Canvas using the "Help" link.
For issues related to course content and requirements, contact your instructor.

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy.

If you discover that you need to drop this class, you must complete a Drop Request Form
[https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed 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, 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 reported 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.

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 Department 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 Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage
[https://www.tamuct.edu/departments/access-inclusion].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and 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. For more information, please visit https://www.tamuct.departments/index.php. 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].

Tutoring.

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at 254-519-5796, or by emailing Larry Davis at lmdavis@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

The University Writing Center.

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on Mondays from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOnline](#) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu to schedule an online tutoring session. 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 University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

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 72,000 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 twenty-four 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](#) [https://tamuct.libguides.com/].