

## **EDUC 5300-110, CRN 80470, FOUNDATIONS AND HISTORY OF EDUCATION**

**Class Location & Time:** Warrior Hall Room 313, Wednesday, 6:00-8:45

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Stephen Anderson, PhD

**Office:** Warrior Hall Room 322N

**Phone:** 512 508 0848

**Email:** Indicate preferred mail – stephen-c-anderson.@tamuct.edu

**Office Hours:** By Appointment

Mon 2:00-4:00; Tues. 2:00-4:00; Thur. 8:00-9:00

Wed. 2:00-4:00; Fri. 2:00-5:00

**Mode of instruction and course access:** *This course meets face-to-face, (with supplemental materials made available online).*

This course uses the A&M-Central Texas Canvas Learning Management System

[<https://tamuct.instructure.com>] for grades and assignments

**Student-instructor interaction:** I respond to emails as soon as possible. All students have my cell phone number and I respond to calls as soon as possible.

### **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) [<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:**

This course examines the history of education in the United States through a study of the philosophical, historical, psychological and social foundations of curriculum. Emphasis is on the development of a philosophy of education and critical thinking about issues in education. Students must complete this course within the first twelve semester hour of graduate study.

**Course Objective:**

The goal of this course is to deepen your conceptual understanding of the underlying mathematics within the elementary school curriculum. During the semester you will be introduced to and immerse yourself in learning mathematics through the problem solving approach. In addition you will engage in the pedagogy pertaining to the learned mathematics. The mathematics in the course emphasizes topics relevant to teaching children from prekindergarten to grade 8 according to the TEKS.

**Student Learning Outcomes:**

1. Explain the historical, philosophical psychological and cultural factors that have contributed to the evolution of curriculum in the United States.
2. Analyze and evaluate the significance of various philosophies in the formulation of curriculum.
3. Examine theoretical foundations of education and articulate a philosophy of education.
4. Synthesize research on current issues in education.
5. Analyze journal articles on current and past educational trends.

**Competency Goals Statements (certification or 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.

### **In TASC 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.

**Required Reading and Textbook(s):**

A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

Johnson, J. A, Musial, D., Hall, G .E. Gollnick, D. M. (2018). *Foundations of American education: Becoming effective teachers in challenging times.* (17th ed.). New York: Pearson.

**Course Requirements:  
Assignment Descriptions**

**Educational Philosophies Presentations. (20 Pts.)**. Student research and present information about well-known educators and their philosophies.

**2 Article Analyses. (20 Pts)**. Students will present their articles in class. As they present their article will be brought up on a screen so other students may view the article while it is being presented. This gives students 36 journal articles to evaluate.

**Chapter Discussions (30 Pts.)**. The chapters of our text, *Foundations of American education: Becoming effective teachers in challenging times* will be assigned to groups. Each group will create discussion questions based on their assigned chapters. Every member of each group will be expected to create questions for their chapters. Three groups will present 3 chapters and two groups will present 2 chapters.

**Midterm Exam. (10 Pts.)**. The midterm exam will be take home or in class.

**Final Exam (10 Pts.)**. The final exam will be take home or in class.

**Professional Grade (10 Pts.)**. This includes the following:

Attendance: Absences and being tardy. Appropriate behavior in Class (Dispositions). Active and meaningful participation. Assignments turned in on time. Papers typed.

**Grading Criteria Rubric and Conversion**

Educational Philosophies Presentations	20 Pts.
2 Article Presentations	20 Pts.
Chapter Discussions	30 Pts.
Midterm Exam	10 Pts.
Final Exam	10 Pts.
Professional Grade	10 Pts.
<b>Total</b>	<b>100 Pts.</b>

## Posting of Grades

Grades will be post as soon as possible after all assessments.

## Complete Course Calendar

The instructor reserves the right to change the schedule.

Date	Where	Please Read in Text.	Due in Class	Assessments Due
Aug. 30	WH313		Introductions. Form Groups. Class Building Activity. Team Building Activity. Sign Into E-Text. Schedule Group Presentations.	
Sept. 6	WH313	Group Presents Chapter 1 in <i>Foundations of American Education</i> , Teaching in a Challenging World.		
Sept.13		Group Presents Chapter 2, The Early History of Education in a Changing World		Students Go to the Library to Research Educational Theorests and Philosophers. Assign Educational Philosophers or Theorists.
Sept.20		Group Present Chapter 3, Historical Perspectives of Education.		
Sept.27		Group Presents Chapter 4, Philosophy: Reflections on the Essence of Education.		Students Go To the Library to Research Journal Articles. Assign 1 <sup>st</sup> Article Analysis.
Oct. 4		Group Presents Chapter 5, Building an Educational Philosophy in a Changing World.		
Oct. 11				Students Present 1 <sup>st</sup> Article Analysis. 1 <sup>st</sup>

				<b>Article Analysis Due. Students Present rticles</b>
<b>Oct. 18</b>		<b>Group Presents Chapter 6, The Place of Schools in Society.</b>		
<b>Oct. 25</b>	<b>WH316</b>	<b>Group Presents Chapter 7, Diversity in Society and Schools.</b>		<b>Pass out Midterm Exam.</b>
<b>Nov. 1</b>	<b>WH316</b>	<b>Group Presents Chapter 8 Students and Their Families.</b>		<b>Midterm Exam Due (10 Pts.). Students Begin Presenting Their Reports on Educational Philosophies, Three Each Week, 10-15 Minutes Each. (10 Pts.).</b>
<b>Nov. 8</b>	<b>WH316</b>	<b>Group Presents Chapter 9, Organizing and paying for Education. Group Presents Chapter 10, Legal Perspectives on Education.</b>		<b>Students Begin Presenting Their Reports on Educational Philosophies, Three Each Week, 10-15 Minutes Each. (10 Pts.).</b>
<b>Nov. 15</b>	<b>WH316</b>	<b>Group Presents Chapter 11, Standards, Assessments, and Accountability.</b>		<b>Assign 2<sup>nd</sup> Article Analysis. Students Present Reports On Educational Philosophers and Theorists.</b>
<b>Nov. 22.</b>	<b>WH316</b>	<b>No Class</b>		
<b>Nov. 29</b>	<b>WH316</b>	<b>Group Presents Chapter 12, Designing Programs for Learners in Challanging Times: Curriculum and Instruction</b>	<b>Foundations Presentations- Chapters 11, 12 and 13.</b>	<b>Students Present Reports on Educational Theorists and Philosophers. Second Article Analysis Due (10 Pts.).</b>
<b>Dec. 6</b>		<b>Group Presents</b>	<b>Review For Final Exam</b>	

		<b>Chapter 13, Becoming an Effective Teacher in a Challenging World.</b>		
<b>Dec. 13</b>				<b>Final exam (10 Pts.).</b>

**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/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

**Import University Dates:**

- August 28, Add/Drop/Late Registration begins
- August 30, Add/Drop/Late Registration ends, 16-week and 1st 8-week classes
- September 1, Priority Deadline to Submit Graduation Application
- September 4, Labor Day, CAMPUS CLOSED
- September 5, Last day to drop 1st 8-week classes with no record
- September 13, Last day to drop 16-week classes with no record
- September 22, Last day to drop a 1st 8-week class with a Q or withdraw with a W
- October 6, Deadline to submit graduation
- October 20, Last day to withdraw from the University (1st 8-week classes WF)
- October 23, Add/Drop/Late Registration begins, 2nd 8-week classes
- October 26, Add/Drop/Late Registration ends, 2nd 8-week classes
- October 30, Last day to drop 2nd 8-week classes with no record
- November 10, Veteran's Day
- November 10, Last day to drop with a Q or withdraw with a W (16-week classes)
- November 17, Last day to drop a 2nd 8-week class with a Q or withdraw with a W
- November 23-24, Thanksgiving, CAMPUS CLOSED
- December 15, Last day to withdraw from the University (16-week and 2nd 8-week classes)
- December 15, Last day to file for Degree Conferral (Registrar's Office)
- December 15, Commencement
- December 25-January 1, WINTER BREAK



## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

### **Technology Requirements.**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas 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 log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

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.

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## **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) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](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](https://www.tamuct.edu/departments/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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), 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 [Imdavis@tamuct.edu](mailto:Imdavis@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 [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) 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](mailto: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/) [https://tamuct.libguides.com/].

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### **OPTIONAL POLICY STATEMENTS:**

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## **Access and Inclusion**

### **Mission**

The Access and Inclusion office is responsible for ensuring that students with a disability enjoy equal access to the University's programs, services and activities. We are committed to promoting the full participation of all students with a disability in every aspect of University life. This is achieved through advocacy, growing universal access, and collaboration among students, faculty, and staff.

We believe that every student should have an equal chance to succeed and has the right to an education that is barrier-free.

### **Services and Resources We Provide**

- Accommodations Counseling and Coordination
- Auxiliary Aids and Equipment
- Accessibility Training and Information
- Assistive Technology
- Universal Design Training and Information
- Community Resources Information and Referral
- Disability Rights and Responsibilities Counseling
- Faculty Support

### **INSTRUCTOR POLICIES.**

#### **Attendance Policy:**

Class discussions and participation are keys to becoming professional educators; therefore class attendance is vital to your success. Students who miss 10% of their classes (more than 3) will have their grade lowered one letter. If students miss more than 6 absences they will lose credit for the course

**Late Work:**

Late work loses 10% for each day it is late ! You must turn your work in by the end of the day (Midnight) for which it is due. No exceptions.

**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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