



EDUC 3330.110, Professional Development II: Effective Instruction I Spring 2018

Fall 2017 rev. 08.16.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: *Christina Hamilton, Ph.D.*

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Phone: 254-519-5768

Email: hamilton.c@tamuct.edu

The preferred email is through Canvas "Inbox" for course-related information. If correspondence is not related to the course, contact via hamilton.c@tamuct.edu.

Office Hours:

Mondays 8:45 a.m. to 11:00 a.m., Tuesday 8:45 a.m. to 10:30 a.m., Wednesday 8:45 a.m., to 11:00 a.m. and 1:45 p.m. to 5:00 p.m. Due to university obligations that may interfere with my office hours, it is RECOMMENDED that you schedule an appointment by contacting me at hamilton.c@tamuct.edu prior to arrival.

Mode of instruction and course access:

This course meets face-to-face, (with supplemental materials and assignments made available online). This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>]. This course will also require campus visit(s) during the scheduled class time. The date(s) and location(s) are listed in the course calendar.

Student-instructor interaction:

I check emails and text messages daily and will respond within two business days between the hours of 8 a.m. and 5 p.m. CST, excluding weekends and holidays.

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:

Texas A&M University - Central Texas Catalogue Description for EDUC 3330: An examination of the relationship between the state-adopted curriculum, learner-centered proficiencies and best practices. Topics include: the lesson cycle, models of learning, instruction, uses of technology, assessment, classroom management, micro-teaching and field experience. Pre-requisites: EDUC 3320 or 3335; PSY 220, 303 or HS 300; and/or co requisite 3 hours of 300 level reading, and admission to the TAMUCT (Lab Fee, \$25).

Course Objective:

Upon completion of this course students will understand and be able to implement the elements of effective instruction. These include: lesson planning, classroom management, writing effect lesson plan objectives, utilizing appropriate assessments and all elements of best practice.

Student Learning Outcomes:

After the completion of this course the student will be able to:	Assess in	Standard
identify, create and sequence lessons plan using state standards (content and language) using data.	lesson plan, field experience observations, assessments and final exam	Dimensions 1.1,1.2 Teacher Standards 1, 5 PPR Standard I,III Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 7
explain how to set high expectations and demonstrate the knowledge of diverse students to inform instruction	Lab days, lesson plan, micro-teach, field experience observations, voices of diversity assignment, assessments and final exam	Dimensions 1.3,1.4,2.1 Teacher Standards 1, 5 PPR Standard I,III Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 5
evaluate, choose and apply formal and informal assessment methods to monitor and adjust instruction	lesson plan, micro-teach, field experience observations, assessments and final exam	Dimensions 1.2, 2.5 Teacher Standards 1, 5 PPR Standard I,III Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 5,6,7
identify and apply instructional strategies that are engaging, flexible that supports high order thinking, persistence and the social-emotional development and achievement of all students	Lab days, lesson plan, micro-teach, field experience observations, assessments and final exam	Dimensions 1.3, 1.4, Teacher Standards 1, 5 PPR Standard I,III Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 5,6
describe and demonstrate differentiated instruction to support the need of all learners	lesson plan, micro-teach, field experience, observations, assessments and final exam	Dimensions 2.2, 2.4 Teacher Standards 1, 5 PPR Standard I,III



		Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 5
know and demonstrate effective communication to support higher order thinking, persistence and effort	lesson plan, field experience, micro-teach, observations, assessments and final exam	Dimensions 2.3 Teacher Standards 1, 5 PPR Standard I,III Technology Standard 3,4,5,7 InTASC Standard 6,7,8 ISTE Standards 5
demonstrate reflective practice and technology to enhance professional learning	Lesson plan, micro-teach and field experience observations	Teaching Standard 6 Technology Standard 1 InTASC Standard 9 ISTE Standards 1,4

Professional Standards

Texas Teacher Evaluation and Support System (T-TESS)

Domain 1 Planning.

Dimension 1.1 Standards & Alignment.

Dimension 1.2 Data & Assessment.

Dimension 1.3 Knowledge of Students.

Dimension 1.4 Activities.

Domain 2 Instruction.

Dimension 2.1 Achieving Expectations.

Dimension 2.2 Content Knowledge & Expertise.

Dimension 2.3 Communication.

Dimension 2.4 Differentiation.

Dimension 2.5 Monitor & Adjust.

Competency Standards

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 5--Data-Driven Practice. 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.

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (PPR) (EC- 12)

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



assessment.

Standard III. 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.

Technology Applications Standards EC-12

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 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 Standards

Instructional Practice

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.

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 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):

- Effective Teaching Methods: Research-Based Practice, Enhanced Pearson eText with Loose-Leaf Version -- Access Card Package, 9th Edition
ISBN-13: 978-0-13-405487-2
- Voices of Diversity: Stories, Activities and Resources for the Multicultural Classroom
ISBN-13: 978-0131178861
- Purposeful Classroom: How to Structure Lessons with Learning Goals
ISBN: 978-1416613145

****Additional readings may be assigned***

COURSE REQUIREMENTS

<i>Assignment</i>	<i>Description</i>
Lab Days	You will be asked to actively participate in the lab component of this course. The details and rubric for this assignment will be posted in Canvas.
Lesson Plan	You will be asked to complete a lesson plan with research justifications using the TAMUCT template. The details and rubric for this assignment will be posted in Canvas.
Micro-Teach	You will be asked to demonstrate teaching using a lesson plan. The details and rubric for this assignment will be posted in Canvas.
Field Experience Observations with Reflection	You will be asked to participate in guided observations using the T-TESS rubrics. You will also complete a detailed reflection. The details and rubric for this assignment will be posted in Canvas.
Voices of Diversity Assignment	You will be asked to create a video summary as well as complete other activities in regards to diversity. The details and rubric for this assignment will be posted in Canvas.
Class Assessments	You will have weekly reading and/or class assessments. They will be cumulative, timed and online. The details and rubric for this assignment will be posted in Canvas.
Final Exam	This assessment will be timed, in class using Canvas and contain items from the class assessments. The details and rubric for this assignment will be posted in Canvas.



Grading Criteria Rubric and Conversion

Assignment	Points	Grades will be assigned at the end of the semester on the following basis:	
Lab Days	50	A = 90-100%	900-1000 points
Lesson Plan	50	B = 80-89%	800-899 points
Micro-Teach	100	C = 70-79%	700-799 points
Field Experience	250	D = 60-69%	600-699 points
Observations with Reflection		F = 59% or below	599 or below points
Voices of Diversity Assignment	100		
Chapter Quizzes (10)	250		
Final Exam	200		
Total points	1000		

Posting of Grades

Final grades will be posted to Canvas Gradebook after completion of course requirements. The turn-around time for grades to be posted will be no later than the next class period.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Week	Class Content	Assignment due by 11:59 p.m.
Wk 1: 1/16	Intro, Course Syllabus, GRIT	
Wk 2: 1/23	T-Tess and Ch. 1	Assessment 1- Tues 1/23
Wk 3: 1/30	Voices of Diversity	Observations begin- Mon 1/29 Voices of Diversity Assignment- Tues 1/30
Wk 4: 2/6	Standards, Alignment, Goals and Technology, Ch. 5,6,7	Evidence Sheet- Mon 2/5 Assessment 2- Tues 2/6 Lab 1 questions- Wed 2/7 Lab 1- Friday 2/9 at 11-1:45
Wk 5: 2/13	Data Driven Assessment, Ch. 13	Evidence Sheet-Mon 2/12 Assessment 3- Tues 2/13
Wk 6: 2/20	Students and Classroom Management, Ch. 2,3,4	Evidence Sheet-Mon 2/19 Assessment 4- Tues 2/20
Wk 7: 2/27	Instructional Activities, Ch. 8,9,10	Evidence Sheet-Mon 2/26 Assessment 5- Tues 2/27
Wk 8: 3/6	Instructional Activities, Ch. 11,12	Evidence Sheet- Mon 3/5 Assessment 6- Tues 3/6
Wk 9: 3/20	Students Expectations	
Wk 10: 3/27	Content Knowledge and Expertise	Evidence Sheet-Mon 3/26 Assessment 7- Tues 3/27



		Lesson Plan –Tues 3/27
Wk 11: 4/3	Communication	Evidence Sheet-Mon 4/2 Assessment 8- Tues 4/3
Wk 12: 4/10	Differentiation	Evidence Sheet- Mon 4/9 Assessment 9- Tues 4/10 Micro-Teach Lesson plan- Tue 4/10
Wk 13: 4/17	Monitor and Adjustments	Evidence Sheet-Mon 4/16 Assessment 10- Tues 4/17 Observations end Fri 4/20
Wk 14: 4/24	Micro-Teach	Lab 2 questions –Wed 4/25 Reflection Report-Fri 4/27 Lab 2- Friday 4/27 at 11- 1:45
Wk 15: 5/1	Micro-Teach	Micro-Teach lesson reflection- Fri 5/4
Wk 16: 5/8	Final Exam	
Important University Dates: January 2018 January 2, (Tuesday) Winter Break Ends January 2, (Tuesday) Priority Deadline for Admissions applications January 5, (Friday) VA Certification Request Priority Deadline January 11, (Thursday) Convocation January 12, (Friday) Tuition and Fee payment deadline (16 week & 1st 8 week) January 15, (Monday) Martin L. King Jr. Day January 16, (Tuesday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (16 week & 1st 8 week) January 16, (Tuesday) Classes Begins January 18, (Thursday) ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week) January 23, (Tuesday) Last day to drop 1st 8-week classes with no record January 31, (Wednesday) Last day to drop 16 week classes with no record February 2018 February 2, (Friday) Priority Deadline to Submit Graduation Application February 9, (Friday) Last day to drop a 1st 8-week class with a Q or withdraw with a W February 15, (Thursday) Last day to apply for Clinical Teaching February 23, (Friday) Student End of Course Survey Opens (1st 8-Week Classes) March 2018 March 1, (Thursday) Deadline to submit application to Teacher Education Program March 2, (Thursday) Deadline to Submit Graduation Application for Ceremony Participation March 9, (Friday) 1st 8 week classes end		



March 9, (Friday) Deadline for Admissions applications
March 11, (Sunday) Student End of Course Survey Closes (1st 8-Week Classes)
March 12, (Monday) Spring Break Begins
March 12, (Monday) 1st 8-week grades from faculty due by 3pm
March 15, (Thursday) Tuition and Fee Payment Deadline (2nd 8-week classes)
March 16, (Friday) Spring Break Ends
March 19, (Monday) 2nd 8 week begins
March 19, (Monday) Summer Advising Starts
March 19, (Monday) Class Schedule Published
March 19, (Monday) ADD/DROP/LATE REGISTRATION BEGINS (\$25 fee assessed for late registrants) (2nd 8-week classes)
March 21, (Wednesday) ADD/DROP/LATE REGISTRATION ENDS (2nd 8-week classes)
March 27, (Tuesday) Last day to drop 2nd 8-week classes with no record
March 30, (Friday) Last day to drop a 16-week course with a Q or withdraw with a W
April 2018
April 1, (Sunday) GRE/GMAT scores due to Office of Graduate Studies
April 2, (Monday) Scholarship Deadline
April 2, (Monday) Registration begins
April 5, (Thursday) Priority Deadline for International Student Admission Applications
April 13, (Friday) Last day to drop a 2nd 8-week class with a Q or withdraw with a W*
April 13, (Friday) Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies
April 27, (Friday) Student End of Course Survey Opens (16 Week and 2nd 8-Week Classes)
May 2018
May 7-11, Finals Week
May 11, (Friday) Last day to file for Degree Conferral (Registrar's Office)(\$20 Late Application Fee applies)
May 11, (Friday) Spring Term Ends
May 11, (Friday) Last day to withdraw from the university (16 week and 2nd 8 week classes)
May 11, (Friday) Last day to apply for \$1000 Tuition Rebate for Spring graduation (5pm)
May 12, (Saturday) Commencement Ceremony Bell County Expo Center 7:00 p.m.
May 13, (Sunday) Student End of Course Survey Closes (16 Week and 2nd 8-Week Classes)
May 14, (Monday) Minimester begins
May 15, (Tuesday) Last Day to clear Thesis Office
May 5, (Tuesday) Final grades due from faculty by 3pm (16 week & 2nd 8 week)
May 21, (Monday) Priority Deadline for Admissions applications
May 25, (Friday) VA Certification Request Priority Deadline
May 28, (Monday) Memorial Day

The professor reserves the right to amend this syllabus at any time. If revisions are necessary, the professor will make every effort to provide as much advanced notice as possible.

TECHNOLOGY REQUIREMENTS AND SUPPORT

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

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.

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): [<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 a [Drop Request Form](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 Academic 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/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

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].

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 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, 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 Dr. DeEadra Albert-Green at deeadra.albertgreen@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.

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 Monday-Thursday 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/) at [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/) [https://tamuct.libguides.com/].

OPTIONAL POLICY STATEMENTS:

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

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

INSTRUCTOR POLICIES

It is expected that you conduct yourself in such a way that resembles a student with a professional behavior and commitment to the teaching field expectations. Attendance is mandatory. **You are to be in class at least 90% of the time, if your attendance is below this threshold, your final grade will be lowered by one (1) full letter for each absence day after the threshold is met.** An excused absence will be granted with a doctor's note or legal documentation provided no later than two days following the absence. An assignment turned in late will receive a lowered letter grade for each calendar day it is late, unless given prior approval by the professor. In most situations, a doctor's note or legal documentation will be required. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed. **Your professional behavior, including your professional attire, arriving to class late and leaving class early will be monitored and recorded on your professional teaching disposition.**

Copyright Notice.

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