

EDUC 5338, CRN: 10437, CURRICULUM DESIGN & IMPLEMENTATION

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

Fall 2017 rev. 08.11.2017

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Stephen Anderson, PhD

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Office Hours:

Mon 2:00-4:00 pm; Tuesday 2:00-4:00 pm; Wednesday 2:00-4:00 pm; Thursday 2:00-4:00 pm;
Saturday 2:00-4:00 pm.

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) Mini-mester 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

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: The curriculum selection, design, implementation, and evaluation processes within the classroom and school district settings are examined. Factors that influence the curriculum decision-making process and a review of theories of curriculum development will be researched. Curriculum alignment and curriculum auditing will be major emphases of this course. Students will closely examine the backward design of the curriculum process.

Course Objective: The purpose of this course is to provide teachers and administrators with current research and trends associated with curriculum design. It is important for teachers and administrators to have a knowledge and understanding of the basic theories and principles related to curriculum development and to be able to use this information in planning and implementing instruction in the classroom.

Student Learning Outcomes:

1. To provide several definitions of the term "curriculum" and describe the historical development of schools and the curriculum.
2. To identify the components of the Tylor Rational and explain their significance to the curriculum development process.
3. To examine the many, changing conceptions and definitions of curriculum.
4. To identify the facets of understanding.
5. To analyze peer-reviewed journal articles.
6. To develop a backward design unit document using established criteria in Understanding by Design.
7. To identify the facets of understanding.
8. To analyze the aligning and balancing of the standards-based curriculum.
9. To understand understanding

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.

Wiggins, G. & McTighe, J. (2005). Understanding by design (2nd ed.). Baltimore, MD: Association for Supervision and Curriculum Development.

Wiggins, G. & McTighe, J. (2004) Understanding by design: Professional development workbook. Baltimore, MD: Association for Supervision and Curriculum Development.

Tomlinson, C. A. & McTighe, J. (2006). Integrating differentiated Instruction + understanding by design. Alexandria, VA: Association for Supervision and Curriculum Development.

Squires, A. (2005). Aligning and balancing the standards-based curriculum. Thousand Oaks, CA: Sage Publications.

Course Requirements:

Grades will be assigned at the end of the semester on the following basis:

A = 100-93 points

B = 92-80 points

C = 79-70 points

D = 69-60 points

F = 59-0 points

Evaluation and Assessments

Classroom Presentations (20 Pts.)

Backward Design Unit (20 Pts.)

Backward Design Unit Presentation (10 Pts.).

Article Analyses (20 Pts., 2 ten Points each).

Midterm Exam (10 Pts.).

Final Exam (10 Pts.).

Professional Grade (10 Pts.).

Classroom Presentations (20 Pts.) This includes the following:

Active and meaningful participation. Each chapter presentation will conclude with a 10 question Kahoot Quiz. This assessment includes student presentations of chapters from the textbooks.

Outcomes 1-4 and 6-9

Backward Design Unit (20 Pts.) Students will create a full backward design unit which will contain at least two performance tasks. A rubric and a template will be provided. Outcomes 6, 7 and 9

Backward Design Unit Presentation (10 Pts.). Students will present their units to the class. This will give each member of the class a chance to view all of the units. A rubric will be provided. Outcomes 4, 6, 7, 9.

Article Analyses (20 Pts.). Students will research two journal articles, write an analysis of the article and present it in class. The articles may be quantitative or qualitative and should be about topics relevant to our course materials. Rubrics will be provided. Citations in APA style. Outcome 5.

Midterm Exam (10 Pts.). This will be a take home exam about relevant course topics from all textbooks. Outcomes 1, 2 & 8.

Final Exam (10 Pts.). The final exam will be a written in-class assignment concerning the backward design process. Outcomes 4, 5, and 7.

Professional Grade (10 points.). This includes the following: Attendance: Absences and being tardy. Appropriate behavior in Class. Active and meaningful participation. Assignments turned

in on time and presented on time. Papers typed.

Grading Criteria Rubric and Conversion: My assignments total 100 points and are always available on Canvas. Rubrics are always available on Canvas.

Posting of Grades: *Student grades are posted on the Canvas Grade book where students can monitor their status. I strive to return grades as soon as possible (3 days at the latest). This is a priority for me.*

COURSE OUTLINE AND CALENDAR
Complete Course Calendar

The instructor reserves the right to modify the syllabus and assignments for this course.

| Date | Where | Topic | Assignments | Assessments |
|----------------|--------------|--|---|--|
| Jan. 16 | WH313 | Handout Chapter 1 of Tanner & Tanner. | Introduction. Form Groups. Class Building Activity, Bingo. Team Building Activity, Find-the-Fib. Curriculum History Article. Students Go to the Library. | |
| Jan. 23 | WH313 | | Assign Chapter Presentations. Instructor Presents Introduction of Backward Design | Discussion of the Tyler Rationale. Chapter Presentations (20 Pts.). Curriculum Definitions Chapter 1. |
| Jan. 30 | WH313 | Chapter Presentations. | | |
| Feb. 6 | WH313 | Chapter Presentations. | | |
| Feb. 13 | WH313 | Chapter Presentations. | | |
| Feb. 20 | WH313 | Chapter Presentations. | Students Present. | |
| Feb 27 | WH313 | Chapter | | Pass Out Midterm |

| | | | | |
|------------------|--------------|-------------------------------|---|---|
| | | Presentations. | | Exam |
| March. 6 | WH313 | Chapter Presentations. | Students Go to the Library | Midterm Exam Due (10 Pts.). |
| March. 13 | WH312 | Spring Break | | |
| March 20 | WH313 | Chapter Presentations. | | Assign 1st Article Analysis |
| March 27 | WH313 | | Students Work on Backward Design Units in Class. | 1st Article Analysis Due. Students Present Articles in class |
| April 3 | WH312 | | Students Work on Backward Design Units in Class. | Assign 2nd Article Analysis |
| April 10 | WH312 | | Students Work on Backward Design Units in Class. | 2nd Article Analysis Due Student Present Articles in Class. Article Analysis Due. |
| April 17 | WH312 | | Students Work on Backward Design Units in Class | Student Present Backward Design Units in Class (10 Pts.). |
| Dec. 24 | WH312 | | | Backward Design Units Due (20 Pts.). Student Present Backward Design Units in Class. |
| May 1 | WH312 | Last Day of Class | Pass Out Take Home Final Exam in Class. | Student Present Backward Design Units in Class. |
| May 8 | | | | Final Exam Due (10 Pts). |

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 My CT 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

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.

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 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.edu/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].

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.

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 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 [WCOOnline](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 A&M-Central Texas, 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 Counseling Services (254-501-5956) located on the second floor of Warrior Hall.

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].

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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Your Instructor...

What You Can Expect From Me

Stephen Anderson received his Doctor of Philosophy degree from the University of Texas at Austin. He taught Social Studies, English as a Second Language and Spanish for 15 years at Georgetown ISD, Georgetown, Texas. He taught for 9 years in the College of Education at Tarleton State University-Central Texas, Killeen, Texas and for 4 years in the College of Education at Zayed University, Dubai, United Arab Emirates. He begins teaching this fall in the Department of Education at TAMU-CT

Philosophy of Education

I believe all students can learn. The most successful classroom is a learner-centered, safe classroom, where students are engaged in learning as often as possible. Where ever possible students must be built up and feed teaching that enhances self-esteem to prepare them for the classroom. Understanding, understanding should be taught so students will know what it means to understand.

My personal philosophy is contained in the following saying:

Good Manners and Soft Words Have Brought Many a Difficult Thing to Pass

-