



**EDUC 5384.110, Internship in Teaching I Spring 2018**

Spring 2018 rev. 12.08.2017

Texas A&M University-Central Texas

**INSTRUCTOR AND CONTACT INFORMATION**

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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](mailto: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](mailto:hamilton.c@tamuct.edu) prior to arrival.

**Mode of instruction and course access:**

This course is an internship course that requires, face to face and online interaction. All online components must be completed using the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

**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) [<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:**

A supervised field-based experience in classroom teaching. Interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite: admission to a teacher certification program at TAMUCT; satisfactory performance in the professional development courses preceding the internship; employed as a teacher of record.

### **Course Objective:**

The student will demonstrate effective practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to in-service educator.

### **Course Understandings**

- The teacher intern understands the professional roles and responsibilities and adheres to the legal and ethical requirements of the profession.
- The teacher intern understands the structure of the education system in Texas.
- The teacher intern understands the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness.
- The teacher intern understands the importance of continuing professional development.
- The teacher intern understands the types of interactions among professionals and his/her roles in collaboration.
- The teacher intern understands instructional decision-making including developing learning goals, assessment plans, instructional design and analyzing student learning.
- The teacher intern understands the importance of interacting and communicating with families and community members.

### **Student Learning Outcomes:**

Overall, course outcomes include three components: 1) Content Outcomes, 2) Professional/Ethical Outcomes, and 3) Technology Outcomes.

### **Competency Goals Statements (certification or standards):**

#### **Content Student Learning Outcomes**

1. The teacher intern demonstrates knowledge of the state accountability system in selecting content for lesson plans.
2. The teacher intern designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The teacher intern 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.



4. The teacher intern utilizes technology ethically and legally.
5. The teacher intern recognizes the value of reflective practice to facilitate growth as a professional educator.

### **Professional/Ethical Student Learning Outcomes**

All teacher candidates have had the opportunity to review and discuss the Educator's Code of Ethics. Professional/Ethical Outcomes include acknowledgement and adherence to the Educator's Code of Ethics as documented by student signature. In addition, all education students are expected to meet professional/ethical outcomes that meet TAMUCT Professional Expectations.

1. The teacher intern fulfills the professional roles and responsibilities of a teacher and adheres to legal and ethical requirements of the profession.
2. The teacher intern creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### **Technology Student Learning Outcomes**

The following Technology Outcomes are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills meeting TEA and ISTE Standards for Educators.

1. The teacher intern facilitates and inspires student learning and creativity.
2. The teacher intern designs and develops digital age learning experiences and assessments.
3. The teacher intern models digital age work and learning.
4. The teacher intern promotes and models digital citizenship and responsibility.
5. The teacher intern engages in professional growth and leadership.

### **Course Competency Goal Statements**

#### **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. 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.

### **Pedagogy and Professional Responsibility Standards**

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

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

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.

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

### **Technology Application Standards**

Standard I: 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 II: 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 III: 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 IV: All beginning teachers communicate information in different formats and for diverse audiences.

Standard V: 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.



## **TExES Competencies**

TExES Competency 001: The beginning teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

TExES Competency 002: The beginning teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

TExES Competency 003: The beginning teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

TExES Competency 004: The beginning teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

TExES Competency 005: The beginning teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

TExES Competency 006: The beginning teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

TExES Competency 007: The beginning teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TExES Competency 008: The beginning teacher provides appropriate instruction that actively engages student in the learning process.

TExES Competency 009: The beginning teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

TExES Competency 010: The beginning teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

TExES Competency 011: The beginning teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

TExES Competency 012: The beginning teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

TExES Competency 013: The beginning teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

## **InTASC Core Teaching Standards**



## **The learner and learning**

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.

## **Content**

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.

## **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.

## **Professional Responsibilities**

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.



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

The First-Year Teacher's Checklist ISBN: 978-0-470-39004-7

This course is in Canvas. All forms and templates can be found there.

**Internship in Teaching Notebook & Handbook** - Teacher Candidates will receive a handbook and other required materials during the orientation on the first day of class.

**Content Section** - Developed by teacher candidate to include the Texas Essential Knowledge and Skills (TEKS) for Subject/Grade Level in which candidate is seeking certification and the English Language Proficiency Standards.

### **COURSE REQUIREMENTS**

#### **Student Learning and Assessment Related to Content Outcomes (Standards I, II, III, and IV, inTASC 1,2,3,4,5,7,8,9,10)**

- Successful completion of intern experience
- Compilation of artifacts in Internship in Teaching Notebook
- Lesson Plans
- Formal Lesson Evaluations of 45 minutes each (4 Spring)
- Weekly Conference & Goal Setting Form
- Classroom Observation of Mentor Teacher (3)
- Classroom Observation of Teacher (1)

#### **Student Learning and Assessment Related to Professional/Ethical Outcomes (Standards I, II, III, and IV, inTASC 1,2,3,4,5,6,7,8,9,10)**

- Successful completion of internship
- Demonstrates professional behavior as outlined in **TAMUCT Professional Expectations**
- Adhere to public school calendar and campus rules and regulations
- Attend mandatory seminars (see course calendar)
- Documentation of reflective thinking on Weekly Reflections
- Professional Opportunities Form
- Professional Development

#### **Student Learning and Assessment Related Technology Outcomes**

- Demonstrate implementation of technology in Lesson Plans (**Standards I, II, III, IV, and V**)
- Self-Assessment (Pre/Post) of technology application and integration
- Reflection on technology application and integration in Weekly Reflections

### **Grading Criteria Rubric and Conversion**

The pre-service teacher will be evaluated on three levels including 1) Mastery of Content



Outcomes, 2) Professional/Ethical Outcomes and 3) Technology Outcomes. **If the pre-service teacher turns in a late document, 5 points will be deducted from that assignments total points.**

Graded Levels	
Level 1 – Mastery of Course Outcomes	
<ul style="list-style-type: none"> <li>• Weekly Documentation Logs (maintain current class schedule)-10 points</li> <li>• Lesson Plans with Lesson Evaluations of 45 minutes each (4)- 10 points</li> <li>• Action Plan for Professional Growth and Goal Setting-10 points</li> <li>• Classroom Observation of Mentor Teacher (3) -10 points</li> <li>• Classroom Observation of Teacher (1)- 10 points</li> </ul>	
Level 2 – Professional/Ethical Outcomes	
<ul style="list-style-type: none"> <li>• Weekly Reflections (13 weeks)-10 points</li> <li>• Professional Opportunities Documentation Form &amp; Certificates T-Cert for PPR, seminar attendance -10 points</li> <li>• Professional Development hours-10 points</li> </ul>	
Level 3 – T-TESS Evaluation	
<ul style="list-style-type: none"> <li>• T-TESS Growth Plan-0 points</li> <li>• Walkthrough Information and T-TESS Observation-10 points</li> <li>• Formal T-TESS Evaluation-10 points</li> </ul>	
Final Grade	
90-100=A 80-89=B 70-79=C 60-69=D 59 or below F	All assignments/artifacts must be maintained in the Internship in Teaching Notebook and uploaded in Canvas. <b>In addition to Canvas, you must send your Field Supervisor your weekly reflections and lesson plans by email.</b>

### Required Documents and Reports

Teacher interns are responsible for submitting required documents and reports on time to their mentor teacher(s), principals, university field supervisors and A&M-Central Texas. Failure to turn in paperwork by deadlines will result in a failing grade in this course. If the pre-service teacher turns in a late document, 5 points will be deducted from that assignments total points.

### Seminars

Teacher interns are required to attend ALL teaching seminars. Failure to attend may result in a grade of unsatisfactory in this course. Additional coursework may be required for missed seminars.





### Posting of Grades

Final grades will be posted to Canvas no more than 48 hours after completion of course requirements.

### COURSE OUTLINE AND CALENDAR

The teaching cycle begins and ends on the dates designated by the Director of Educator Preparation Services. Teacher interns are expected to follow the district school calendar where they are hired. Teacher interns are also expected to follow their individual school's scheduled daily beginning and ending times. Section 2 of the Internship in Teaching Notebook has a copy of the Internship in Teaching Calendar.

### Complete Course Calendar

Date	Time	Location	Topic
Thursday January 4	5:00 p.m.	TAMUCT	Field Supervisor and Mentor training, location TBA
Monday January 15	5:00 p.m.	Canvas/Field Supervisor	Martin Luther King Weekly Schedule Due
Thursday January 18	6:00 p.m.	TAMUCT	EDUC 5384 Orientation <b>Seminar 1</b> ADD/DROP/LATE REGISTRATION ENDS (16 week & 1st 8 week)
Monday January 22	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 1
Friday January 26	5:00 p.m.	TAMUCT	First Observation Complete
Monday January 29	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 2
Friday February 2	5:00 p.m.	TAMUCT	Graduation Application Due
Monday February 5	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 3
Monday February 12	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 4
Monday February 19	5:00 p.m.	Canvas/Field Supervisor	President's Day Weekly Reflection 5
Friday February 23	5:00 p.m.	TAMUCT	Second Observation Complete
Monday February 26	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 6 <b>PPR due</b>
Monday March 5	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 7
Monday March 12	5:00 p.m.	Field Supervisor	Weekly Reflection 8
Thursday March 22	6:00 p.m.	TBA	<b>Seminar 2</b>
Friday March 23	5:00 p.m.	TAMUCT	Third Observation Complete
Monday March 26	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 9



Monday April 2	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 10
Monday April 9	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 11
Monday April 16	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 12
Monday April 23	5:00 p.m.	Canvas/Field Supervisor	Weekly Reflection 13
Friday April 27	5:00 p.m.	TAMUCT	Fourth Observation Complete
Monday April 30	5:00 p.m.	Field Supervisor	Intern Evaluation Due in Sealed Envelope
Thursday May 3	6:00 p.m.	TBA	Course Evaluation/Evaluation of Program Certification Information

**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

### 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

### 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](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.*

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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)].

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](mailto: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 [WCOOnline](#) at [<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:**

#### **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>].

### **INSTRUCTOR POLICIES**

It is expected that you conduct yourself in such a way that resembles a graduate student as well as a teacher intern with a professional behavior and commitment to the teaching field expectations. Late work will not be accepted unless given prior approval by the professor. In most situations, a doctor's note or legal documentation will be required. Professional behavior will be monitored and recorded as part of your teaching disposition.

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