

EDUC 4352-115, CRN 60269, History for Educators

Summer 2018 rev. 05.30.2018

Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Carl Juenke, PhD

Office: WH 322-E

Phone: 254-519-5795

Email: via Canvas only

Office Hours:

M/W 9:00-11:30 a.m.; 1:00-2:00 p.m.

T/Th 1:00-2:00 p.m.

OR By Appointment

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>].

Student-instructor interaction:

I am available to meet with you during office hours listed above or by appointment. You may email me with questions related to the course through Canvas Learning Management System.

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 911Cellular through their myCT email account.

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

COURSE INFORMATION

Course Overview and description:

This methods course is concerned with providing experience for preservice educators to plan, organize, deliver, and evaluate developmentally appropriate educational strategies and instructional techniques in teaching American, Texas and world history to diverse learners. Students will design responsive instruction appropriate for all learners which reflects an understanding of relevant history content, promotes active engagement, and is based on

continuous and appropriate assessment.

Course Objective:

Upon successful completion of this course the pre-service teacher will understand and apply knowledge of history to create interesting, relevant, and rigorous integrated lessons.

Student Learning Outcomes:

Standard IV:

History: The social studies teacher applies knowledge of significant historical events and developments, as well as multiple historical interpretations and ideas, to facilitate student understanding of relationships between the past, the present, and the future.

Competency Goals Statements (certification or standards):

TEXES Teacher Standards

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.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.

(C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.

Required Reading and Textbook(s):

Stone, R. (2008). *Best practices for teaching social studies: What award-winning classroom teachers do*. Thousand Oaks: Corwin Press.

The handbook of Texas online. [www.https://tshaonline.org/handbook/search](http://tshaonline.org/handbook/search)
(a free online resource on Texas history)

American history: From pre-Columbian to the new millennium. www.ushistory.org/us/
(a free online resource on U.S. history)

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

Texas Educator Standards

[http://tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/](http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)

Social Studies Texas Essential Knowledge and Skills (TEKS)

<http://ritter.tea.state.tx.us/rules/tac/chapter113/ch113a.html>

TExES Core Subjects test information

<http://cms.texas-ets.org/texas/core-subjects/generalist-tests/>

[http://cms.texas-ets.org/files/5914/1881/7139/core subjects ec 6 291.pdf](http://cms.texas-ets.org/files/5914/1881/7139/core_subjects_ec_6_291.pdf)

COURSE REQUIREMENTS

Course Requirements:

Unless noted otherwise, all assignments are to be word-processed in Times New Roman 12 pt. font and hard copies submitted on the due date as well as electronically through Canvas.

Assignment	Points	Total Points
Model or demonstrate lessons from text – Students will work in pairs to demonstrate award-winning Social Studies lessons.	30	30 points
Travel Brochure (Texas and U.S.) – Students will work in small groups to develop a travel brochure for a specific time in Texas and/or U.S. history. The brochure will include important figures, events, and groups of people who contributed to the timeframe assigned. A rubric will be provided.	50 points each	100 points
Texas and U.S. History content presentations – Students will work in small groups to develop class presentations of assigned history content for Texas and/or U.S. History. Students will also create 10 questions that demonstrate mastery of the content presented. These questions will be added to the Final Exam questions. A rubric will be provided.	100 points	100 points
Quizzes (4) – Students will complete quizzes of Texas and U.S. History content in Canvas.	5 points each	20 points
Final Exam – Students will complete a final exam over all content presented in the course on Texas and U.S. History.	50 points	50 points
Total Maximum Points		300 points

Complete Course Calendar

Date	Topic/Assignment	Reading/Due
Week 1: June 4-7 (M or T)	Review Syllabus/Course Requirements	Syllabus <u>For next class:</u> Read <i>Best Practices for Teaching Social Studies: What Award-Winning Classroom Teachers Do</i> (p. 3-47)
(W or Th)	<p>Overview of Competency 002 (History) for EC-6 TExES certification exam.</p> <p>Discovering what award-winning Social Studies teachers do in their classrooms. In pairs, demonstrate/model your assigned textbook chapter(s) (see rubric).</p> <p>Discussion of Texas and U.S. Travel Brochure Assignment and rubric (work in small groups to plan brochure) (See example in Canvas)</p>	TExES Core Subjects http://cms.texas-ets.org/files/5914/1881/7139/core_subjects_ec_6_291.pdf <u>For next class:</u> Read assigned chapters for Travel Brochure in <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 2: June 11-14 (M or T)	<p>Presentations of Texas Travel Brochures (place on timeline in classroom)</p> <p>5E Model of Instruction demonstration/overview (handout)</p> <p>Creating effective questions for mastery of content (handout)</p>	<u>For next class:</u> Read assigned chapters for Travel Brochure in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/
(W or Th)	<p>Presentations of U.S. Travel Brochures (place on timeline in classroom)</p> <p>Discussion of Small Group Presentations of History content (rubric includes points for creativity and development of 10 questions that demonstrate mastery of content taught) (Sign up for presentation date)</p>	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 3: June 18-21 (M or T)	Class time to prepare for small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
(W or Th)	Class time to prepare for small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> .

		www.tshaonline.org/handbook/search
Week 4: June 25-28 (M or T)	Small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
(W or Th)	Small group presentations of Texas and U.S. History content Quiz 1 in Canvas	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 5: July 2-5 (M or T)	Small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
(W or Th)	Small group presentations of Texas and U.S. History content Quiz 2 in Canvas	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 6: July 9-12 (M or T)	Small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
(W or Th)	Small group presentations of Texas and U.S. History content Quiz 3 in Canvas	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 7: July 16-19 (M or T)	Small group presentations of Texas and U.S. History content	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
(W or Th)	Small group presentations of Texas and U.S. History content Quiz 4 in Canvas Review for Final Exam	<u>For next class:</u> Read assigned chapters for small group presentations in <i>American history: From pre-Columbian to the new millennium</i> . www.ushistory.org/us/ OR <i>The handbook of Texas online</i> . www.tshaonline.org/handbook/search
Week 8: July 23-26 (M or T)	Final Exam in Class	

Grading Criteria Rubric and Conversion

ALL ASSIGNMENTS MUST BE COMPLETE TO RECEIVE A FINAL GRADE.

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

A = 90 –100 represents exceptional demonstration of deep, coherent, unified understandings

B = 80 – 89.9 represents proficient overall understanding

C = 70 – 79.9 represents acceptable understanding in most areas of theory and practice

D = 60 – 69.9 represents developing understanding with some critical deficiencies

F = 59.9 < represents unsatisfactory understanding with significant deficiencies remaining

Posting of Grades

- Grades will be posted on Canvas Gradebook.
- You can expect graded assignments to be posted with written feedback within 2 weeks in most cases.

INSTRUCTOR POLICIES.

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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Attendance:

Attendance and punctuality are required. If you are going to be absent, you MUST notify me via email. More than four absences may result in losing credit for the course. Missing ½ class or more = 1 absence. It is NOT possible to make up the work missed during the class period. You are responsible for asking a classmate to take notes and gather handouts, if any, for missed classes. It is your responsibility to find out what you missed.

Late Work:

- Late work will NOT be accepted except under extreme circumstances as approved by the instructor. If approved, late work will be subject to a reduction of 10% of the available points per day before grading. You MUST contact me with any issues with turning in your assignments.

Course Assignment Expectations and:

- The standard of our discipline is APA 6th edition. Unless otherwise specified, all written assignments should be typed and double-spaced, and submitted through Canvas in the .doc or .docx format. In addition, all written assignments should be edited for correct written convention which includes punctuation, spelling, grammar, word usage, etc. Failure to demonstrate the ability to communicate effectively in writing may result in lowering of the final grade. Written assignments with more than 5 grammatical errors will be returned ungraded. Please utilize the university's tutoring center for assistance with written assignments.

- Please consult the course calendar for all due dates and check for updates regularly through email and Canvas as I reserve the right to change or adapt assignments at my discretion for the benefit of my students.

Additional course expectations:

Cell phones and laptop/notebook/iPads/Tablets, etc. - The use of technology is encouraged and expected to enhance learning and the educational experiences; however, its use must be limited to the learning tasks at hand. Off-task technology usage may result in deduction in professionalism points.

Your professor.

What you can expect from me:

- A commitment to help you grow as a professional educator.
- Written feedback in the form of graded assignments within 1 week in most cases.
- Respect and professionalism.

Additionally:

- I check emails regularly and will respond in a timely manner (within 1 week).
- I will be prepared for class. I expect the same from you.
- I will provide grading rubrics for the major assignments due for this course.

Bio:

Dr. Carl Juenke is a Visiting Professor in Curriculum and Instruction in the College of Education at Texas A&M University-Central Texas (TAMUCT). He received his PhD in Curriculum and Instruction at Texas A&M University-Corpus Christi (TAMUCC) in 2017. Prior to joining the faculty at TAMUCT in January 2018, he taught graduate level students in the teacher education program at Texas A&M University-Corpus Christi.

Dr. Juenke’s specializations include elementary mathematics intervention and early mathematics acquisition. He has over 30 years of experience in public education at both the campus and district office levels. His campus level experience includes having served as a secondary mathematics classroom teacher, middle school counselor, elementary assistant principal and elementary principal. Dr. Juenke’s roles at the district level include regional mathematics supervisor, senior achievement facilitator (at the assistant superintendent level), director of curriculum and professional development, response to intervention (RtI) mathematics specialist, and administrative supervisor for RtI, dyslexia and 504.

Important University Dates:

June 2018

Fri, 1st | Minimester ends

Fri, 1st | Priority Deadline to Submit Graduation Application

Fri, 1st | Tuition and Fee Payment Deadline (10-week, 8-week, 1st 5 week sessions)

Mon, 4th | Class begins (1st 5 week, 10 week and 8 week) Mon, 4th | ADD/DROP/LATE

REGISTRATION BEGINS (10-week, 8-week, & 1st 5-week sessions) (\$25 fee assessed for late registrants)

Thu, 7th | Last day to drop 1st 5-week classes with no record

Mon, 11th | Last day to drop 8-week classes with no record

Tue, 12th | Last day to drop 10-week classes with no record
Fri, 22nd | Last day to drop a 1st 5-week class with a Q or withdraw with a W

Fri, 22nd | Student End of Course Survey Opens (1st 5-Week Classes)

Fri, 29th | Deadline for Admissions applications

Fri, 29th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

Fri, 29th | Last day to drop a 8-week class with a Q or withdraw with a W

July 2018

2nd-6th | Finals Week First 5 week session

Mon, 2nd | Deadline to submit application to Teacher Education Program

Wed, 4th | Independence Day

Thu, 5th | Last day to withdraw from the university (1st 5- weeks session students)

Fri, 6th | 1st 5 week classes end

Fri, 6th | Deadline to Submit Graduation Application for Ceremony Participation

Sun, 8th | Student End of Course Survey Opens (1st 5-Week Classes)

Mon, 9th | 2nd 5 week classes begin

Mon, 9th | Grades due from faculty by 3pm (1st 5 week classes)

Mon, 9th | ADD/DROP/LATE REGISTRATION (2nd 5-week sessions) (\$25 fee assessed for late registrants)

Thu, 12th | Last day to drop 2nd 5-week classes with no record

Fri, 13th | Student End of Course Survey Open (8-Week Classes)

Fri, 20th | Last day to drop a 10-week class with a Q or withdraw with a W

23rd-27th | Finals Week - Summer 8 week session

Fri, 27th | Last day to drop a 2nd 5-week class with a Q or withdraw with a W

Fri, 27th | Last day to withdraw from the University (8 weeks session students)

Fri, 27th | 8 week classes end

Fri, 27th | Deadline for submission of final committee-edited theses with committee approval signatures to Office of Graduate Studies

Sun, 29th | Student End of Course Survey Close (8-Week Classes)

Sun, 29th | Student End of Course Survey Opens (10-Week and 2nd 5-Week Classes)

Mon, 30th | Grades due from faculty by 3pm (8 week classes)

TECHNOLOGY REQUIREMENTS AND SUPPORT

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

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) web page [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 related 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. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit the [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) web page [https://www.tamuct.edu/student-affairs/index.html]. 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. Subjects tutored on campus 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 have 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 from 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 40 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-4pm Monday-Thursday during the summer with online hours available 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 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 85,000 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 24 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](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

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].