

# EDUC 5345-125 ADVANCED INSTRUCTIONAL STRATEGIES

CRN 60296 Summer 2018

Texas A&M University - Central Texas

## PROFESSOR CONTACT INFORMATION

Professor: Dr. Carl Juenke

Office: Warrior Hall 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 is face-to-face utilizing web-enhanced instruction. The majority of the course activities will take place in the classroom (WH 306). However, some of the learning will be supplemented by online activities (20% online activity). The class meeting is Monday, August 28, 2017 and the last class meeting will be December 11, 2017. This course utilizes TAMUCT Canvas Learning Management System: [<https://tamuct.instructure.com>].

## Student-Professor interaction:

The best learning environment is a result of the efforts of both graduate students and the professor. We can all learn a lot from one another, but we must each recognize our responsibilities to the group and our work this semester. You can reach me at any time during my office hours, by email, or by phone. If you would like to request a conference, please email me and I will get back to you with available times. Additionally, please email me through Canvas only.

## 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:

Study appropriate methods and techniques from basic principles of learning. Develop working skills needed in cooperative planning, selecting, and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities.

### Course Objective:

This course is designed to enhance teaching practices and strategies in the areas of planning, selecting, and organizing teaching materials based on existing classroom environments and “best practice” research. Students will develop a solid knowledge base of learning and instruction theories designed to meet the needs of diverse learners that compose today’s classrooms.

### Required Reading and Textbooks:

Borich, G. D. (2017). *Effective teaching methods: Research-based practice* (9<sup>th</sup> ed.). Boston: Pearson. ISBN: 9878-0-13-405625-8

Suggested Readings:

Jensen, E. (2013). *Engaging students with poverty in mind: Practical strategies for raising student achievement*. Alexandria, VA.

ISBN: 978-1-4166-1572-9.

Meyer, A., Rose, D., & Gordon, D. (2013). *Universal design for learning: Theory and practice*. Wakefield, MA: CAST Professional Publishing.  
(Available at [udltheorypractice.cast.org](http://udltheorypractice.cast.org))

## **Student Learning Outcomes:**

The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards. These standards were utilized to define what the teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices & Responsibilities.

### **Domain 1 Planning.**

Dimension 1.1 Standards & Alignment. The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

Dimension 1.2 Data & Assessment. The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.

Dimension 1.3 Knowledge of Students. Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.

Dimension 1.4 Activities. The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

### **Domain 2 Instruction.**

Dimension 2.1 Achieving Expectations. The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Dimension 2.2 Content Knowledge & Expertise. The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Dimension 2.3 Communication. The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4 Differentiation. The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Dimension 2.5 Monitor & Adjust. The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

### **Domain 3 Learning Environment.**

Dimension 3.1 Classroom Environment, Routines, & Procedures. The teacher organizes a safe, accessible and efficient classroom.

Dimension 3.2 Managing Student Behavior. The teacher establishes, communicates and maintains clear expectations for student behavior.

Dimension 3.3 Classroom Culture. The teacher leads a mutually respectful and collaborative class of actively engaged learners.

### **Domain 4 Professional Practices & Responsibilities.**

Dimension 4.1 Professional Demeanor & Ethics. The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Dimension 4.2 Goal Setting. The teacher reflects on his/her practice.

Dimension 4.3 Professional Development. The teacher enhances the professional community.

Dimension 4.4 School Community Involvement. The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

## COMPETENCY 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. 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 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 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 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 teachers communicate information in different formats and for diverse audiences.

Standard 5. 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.

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.

## **InTASC 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.

## COURSE REQUIREMENTS

### Grading Criteria:

Assignment	Points
Teaching Philosophy	20
Reflection Papers (4) (10 pts each)	40
Special Population Group Project & Presentation	250
Special Topic Paper	100
Journal Responses (4) (10 pts each)	40
STEM Camp Participation	200
Quizzes (8) (10 pts each)	80
Final Exam	70
Total Points:	800

Note: All assignments must be completed by the required due date to receive full credit. The course outline and calendar list all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted.

### Grading Scale:

Letter Grade	Points	Description
A	(1000 – 900)	exceptional demonstration and deep coherent understanding
B	(899 – 800)	proficient understanding
C	(799 – 700)	acceptable understanding in most areas
D	(699 – 600)	developing understanding with some critical deficiencies
F	(599 – 0)	unsatisfactory understanding with significant deficiencies

### Posting of Grades:

Final grades will be posted to Canvas.

# COURSE OUTLINE AND CALENDAR

## Complete Course Calendar:

Date	Topic/Assignment	Reading/Due
<b>Week 1:</b> <b>June 4-7</b> (T)	Review Syllabus/Course Requirements	Syllabus  <u>For next class:</u> Read <i>Effective Teaching Methods: Research-Based Practice</i> , Ch.1
(Th)	Key Behaviors for Effective Teaching -Small group activity Helping Behaviors -Small group activity  <i>Develop your teaching philosophy – due in Canvas before next class.</i> <i>Quiz Ch. 1 in Canvas – due before next class</i>	<u>For next class:</u> Read Ch. 9 and 10
<b>Week 2:</b> <b>June 11-14</b> (T)	Teaching Strategies for Direct and Indirect Instruction  5E Model of Instruction demonstration/overview (handout)  STEM Camp assignments  Creating effective questions for mastery of content (handout)  <i>Ch. 9 and Ch. 10 Quizzes in Canvas – due before next class.</i>	<u>For next class:</u> Read and develop STEM Camp lessons with group. Read Ch. 11
(Th)	STEM Camp planning  <i>Ch. 11 Quiz in Canvas – due before next class</i>	<u>For next class:</u> Prepare for STEM Camp
<b>Week 3:</b> <b>June 18-21</b> (T)	STEM Camp -Review lesson for the day  <i>Complete reflection in Canvas</i>	<u>For next class:</u> Prepare for STEM Camp Read Ch. 2 and respond to prompt in Canvas
(Th)	STEM Camp -Review lesson for the day -Implement the lesson in Camp  <i>Complete reflection in Canvas</i> <i>Quiz Ch. 2 due in Canvas before next class</i>	<u>For next class:</u> Prepare for STEM Camp
<b>Week 4:</b> <b>June 25-28</b> (T)	STEM Camp -Review lesson for the day -Implement the lesson in Camp  <i>Complete reflection in Canvas</i>	<u>For next class:</u> Prepare for STEM Camp
(Th)	STEM Camp -Review lesson for the day -Implement the lesson in Camp  <i>Complete reflection in Canvas</i>	<u>For next class:</u> Read Ch. 12
<b>Week 5:</b> <b>July 2-5</b> (T)	Writing Center presentation  Library presentation – How to use Library resources for research	<u>For next class:</u> Read Journal Article 1 in Canvas and respond to prompt – due before next class Read Ch. 8 and Ch. 13

	Cooperative Learning – small group activity  <i>Quiz Ch. 12 due in Canvas before next class</i>	
<b>July 4</b>	Holiday – No Class	
<b>Week 6: July 9-12</b> (T)	Questioning Strategies and Effective Question Development -small group activity  Discuss and select topic for research paper.  Small group assignments for special populations/diverse learners presentations -Special Education -504 -Gifted -ELLs -RtI (content and behavior)  <i>Quiz Ch. 8 and Quiz Ch.13 – due in Canvas before next class</i>	<u>For next class:</u> Read Journal Article 2 in Canvas and respond to prompt – due before next class  Submit topic for paper - due in Canvas before next class
(Th)	Class time to prepare for small group presentations  Sign up for date for small group presentation	<u>For next class:</u> Read Journal Article 3 in Canvas and respond to prompt – due before next class  Submit outline of paper in Canvas before next class
<b>Week 7: July 16-19</b> (T)	Small group presentations	<u>For next class:</u> Read Journal Article 4 in Canvas and respond to prompt – due before next class  Submit reference list for article – due in Canvas before next class
(Th)	Small group presentations	<u>For next class:</u> Complete 3-5 page paper (not counting reference page) in Canvas – due before next class (use APA style)
<b>Week 8: July 23-26</b> (T)	Small group presentations (if needed)  Review for Final Exam	<u>For next class:</u> Review for final exam
(Th)	Final Exam in Class	

Articles:

- Gomez, C. L. (April 2010). Teaching with cognates. *Teaching Children Mathematics*. P. 470-474.
- Petkov, M. & Rogers, G. E. (2011). Using gaming to motivate today’s technology-dependent students. *Journal of STEM Teacher Education*, 48(1), p. 7-12.
- Pierce M. E., Fontaine, L. M. (2009). Designing vocabulary instruction in mathematics. *The Reading Teacher*, Vol. 63, No. 3, pp. 239-243.
- Sibold, Claire (2011). Building English language learner’s academic vocabulary. *Multicultural Education*, v18 n2 p24-28.
- Yeager, D. S. & Dweck, C.S. (2012). Mindsets that promote resilience: When students believe the personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314.

## PROFESSOR POLICIES

### Attendance.

Your commitment as a graduate student includes regular, timely attendance and participation. Professional behavior during class is an expectation. Attendance will be taken at the beginning of each class. Each unexcused absence will result in a 10 point deduction from your overall grade at the end of the semester. It is NOT possible to make up the work missed during the class period since it involves the interactions between the students and professor related to course content objectives and reading.

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. In the event of an excused absence (via doctor's note), you are responsible for asking a classmate to take notes and gather handouts or class information for you. It is your responsibility to find out what you missed.

Being prepared to participate includes completing assigned reading and bringing necessary materials and assignments to class or posting in Canvas.

### Cell Phones.

Cell phones must be silenced during class. The use of cell phones, smart phones, or other mobile communication devices is disruptive and is therefore prohibited during class. Except in:

1. emergency situations - please make prior arrangements with the professor
2. acceptable use - the professor will direct you to utilize your cell phone, smart phone, or other mobile device for educational purposes

### 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)

## 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 professor. 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.

Copyright.

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[cjuenke@tamuct.edu](mailto:cjuenke@tamuct.edu)

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### Technology Requirements.

This course will use the TAMUCT Instructure Canvas learning management system. Logon to TAMUCT 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 professor.

## 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>.

## 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 professor 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](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) 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.

## **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].

## **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.

## **The University Writing Center.**

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library on 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 [WOnline at](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

## **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in

addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

Teacher candidates design a Teacher Work Sample that employs a range of strategies and builds on each student's strengths, needs, and prior experiences. Through this performance assessment, teacher candidates provide credible evidence of their ability to facilitate learning.