

**EDUC 4304-110, 80325, EARLY CHILDHOOD ENVIRONMENTS:
PROFESSIONAL DEVELOPMENT III**

Fall 2019

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

The meeting dates of this course are Tuesdays, 2:00 p.m. – 4:45 p.m. This course is a field-based practicum course involving some face-to-face instruction. However, the majority of your learning will take place during clinical teaching placement. This course utilizes TAMUCT Blackboard Learn system (<https://tamuct.blackboard.com>) with access by your Blackboard username and password.

This course uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Carl Juenke, PhD

Office: WH 322

Phone: 254-519-5795

Email: Email via Canvas only

Office Hours:

T (8:30 a.m. – 10:45 a.m.);

W (8:30 a.m. – 1:45 p.m.);

Th (8:30 a.m. – 10:45 a.m.)

Also by appointment

Student-instructor interaction:

As this course is critical in the growth and development of you as a teacher, I am readily available to you. 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 through Canvas and I will get back to you with available times.

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.

In an effort to enhance personal safety on the Texas A&M University – Central Texas (TAMUCT) campus, the TAMUCT Police Department has introduced Warrior Shield by 911 Cellular. [Warrior Shield](https://www.tamuct.edu/police/911cellular.html) [<https://www.tamuct.edu/police/911cellular.html>] can be downloaded and installed on your mobile device from Google Play or Apple Store.

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 course is a study of all aspects of classroom management, including the physical environment for diverse groups of students. Current issues related to education will be examined. Students will be expected to demonstrate developmentally appropriate effective teaching practices in field-based settings.

Field-based/practicum experiences are required in school settings where students will plan units of instruction, examine various models of instruction, analyze classroom management strategies, and demonstrate competencies in effective teaching practices.

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. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments appropriate for diverse students' needs.

Student Learning Outcomes:

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

Content Student Learning Outcomes

1. The pre-service teacher demonstrates knowledge of the state accountability system in selecting content for lesson plans (TEKS & ELPS).
2. The pre-service teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The pre-service teacher demonstrates knowledge of effective learning environments that makes use of effective management techniques.
4. The pre-service teacher demonstrates knowledge of effective instructional strategies that actively engage students in the learning process and high-quality assessment and feedback.
5. The pre-service teacher utilizes technology ethically and legally.
6. The pre-service teacher 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 pre-service teacher fulfills the professional roles and responsibilities of a teacher and adheres to legal and ethical requirements of the profession.
2. The pre-service teacher 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 pre-service teacher facilitates and inspires student learning and creativity.
2. The pre-service teacher designs and develops digital age learning experiences and assessments.
3. The pre-service teacher models digital age work and learning.
4. The pre-service teacher promotes and models digital citizenship and responsibility.
5. The pre-service teacher engages in professional growth and leadership.

Competency Goals Statements (certification or standards):

Teacher Standards

Standard 1 - Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 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 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.

Technology Application Standards

Standard 1 - All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard 2 - All teachers collaborate and communicate both locally and globally to reinforce and promote learning

Standard 3 - All teachers acquire, analyze, and manage content from digital resources.

Standard 4 - All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard 5 - All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

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.

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.

Required Reading and Textbook(s):

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

Evertson, C. M. & Emmer, E. T. (2017). *Classroom management for elementary teachers*. Boston, MA: Pearson.

Other Resources or Readings (as assigned)

Texas Essential Knowledge and Skills (as assigned)

COURSE REQUIREMENTS

Course Requirements: (include point values for each- not just a percentage)

Student Learning and Assessment Related to Content Outcomes

- **Learning Environment and Classroom Management Assignments (280 points)**
Assignments and criteria will be discussed in class.
 - All About Me Presentation (35 points)
 - Learner Profile Presentation (35 points)
 - Parent Communication Plan (35 points)
 - Classroom Management Plan & Presentation (70 points)
 - Classroom Diversity Project Presentation (70 points)
 - Technology Presentation (35 points)
- **Field Based Experience Related Activities: (320 points total)**
 - 12 Weekly Reflection Papers (20 points each)
 - Field Based Experience Log (80 points)
- **Unit & Assessment Plan (300 points)**
Assignment and rubric will be discussed in class.
- **Final Exam (100 points)**
This will be given at the end of the semester and will consist of 100 multiple choice questions.

Note: Late work will not be accepted unless prior arrangements have been made.

Required Documents and Reports

Teacher candidates are responsible for maintaining an accurate log of field-based experiences for their candidate Certification File.

Failure to maintain field log and updating Tk20 with required hours will result in a failing grade in this course.

Students must take and pass all content TExES exams by the end of the course. Failure to do so will result in the student not being allowed to move forward in the program to PD IV and Clinical Teaching.

Grading Criteria Rubric and Conversion

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 after completion of course requirements

Course Outline & Calendar

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

Week	Topic	Assignment
1	Welcome & Introductions Review Course Expectations Preparing for Field Experiences	Review the Syllabus All About Your Professor
2	Getting Ready for the Classroom Teaching Diverse Students; Response to Intervention	Ch. 11 All About Me Activity Work on Learner Profile
3	Engaging and Motivating Learning in Various Learning Environments	Ch. 11 Weekly Reflection 1 Due All About Me Presentations
4	Managing the Classroom Environment Discuss Classroom Management Plan Assignment	Ch. 1, 2 & 3 Weekly Reflection 2 Due
5	Share Learner Profiles Developing Effective Lesson Plans and Units of Instruction Discuss Unit Plans and Requirements	Ch. 6 Weekly Reflection 3 Due Learner Profile Due
6	Classroom Management Plan & Parent Communication Plan Development	Weekly Reflection 4 Due
7	Evaluating and Measuring Learning – Developing Student Assessments Share Classroom Management Plans	Supplemental Reading in Canvas Weekly Reflection 5 Due Classroom Management Plan Due
8	Identification & Characteristics of Dyslexia Response to Intervention	Weekly Reflection 6 Due Parent Communication Plan Due
9	Using Technology in the Classroom Discuss Technology Presentations Classroom Diversity Project	Supplemental Reading in Canvas Weekly Reflection 7 Due
10	Technology Presentations Classroom Diversity Project Meeting	Weekly Reflection 8 Due Technology Toolbox Form & Presentation Due
11	Designing Instruction to Maximize Student Learning: Models of Teaching & Authentic Teaching Methods Classroom Diversity Project	Ch. 6 & 7 Weekly Reflection 9 Due Classroom Diversity Presentations
12	Designing Instruction to Maximize Student Learning: Teaching Effective Thinking Strategies	Supplemental Reading in Canvas Weekly Reflection 10 Due Classroom Diversity Presentations
13	Designing Instruction to Maximize Student Learning: Integrating Teaching Methods	Ch. 2, 6, 7 & 9 Weekly Reflection 11 Due
14	Final Exam Review Unit Planning Workshop	Weekly Reflection 12 Due
15	Final Due	FINAL EXAM Unit & Assessment Plan Due Field Based Log Due

Important University Dates:

August 12, 2019	Classes Begin for Minimester
August 23, 2019	Classes End for Minimester
August 26, 2019	Classes Begin for Fall Semester
August 26, 2019	Add, Drop, and Late Registration Begins for 16- and First 8-week Classes \$25 Fee assessed for late registrants
August 28, 2019	Deadline for Add, Drop, and Late Registration for 16- and First 8-week
September 2, 2019	Labor Day (University Closed)
September 3, 2019	Deadline to Drop First 8-week Classes with No Record
September 11, 2019	Deadline to drop 16-week Classes with No Record
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications
October 4, 2019	Deadline to Drop First 8-week Classes with a Quit (Q) or Withdraw (W)
October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 18, 2018	Classes End for First 8-week Session
October 18, 2019	Deadline to Withdraw from University for First 8-Week Classes (WF)
October 21, 2019	Add, Drop, and Late Registration Begins for Second 8-Week Classes \$25 Fee assessed for late registrants
October 21, 2019	Classes Begin for Second 8-Week Session
October 21, 2019	Class Schedule Published for Spring Semester
October 22, 2019	Deadline for Faculty Submission of First 8-Week Class Final Grades (due by 3pm)
October 23, 2019	Deadline for Add, Drop, and Late Registration for Second 8-Week Classes
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
October 28, 2019	Deadline to Drop Second 8-Week Classes with No Record
November 4, 2019	Registration Opens for Spring Semester
November 8, 2019	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
November 11, 2019	Veteran's Day (University Closed)
November 28-29, 2019	Thanksgiving (University Closed)
November 29, 2019	Deadline to Drop Second 8-Week Classes with a Quit (Q) or Withdraw (W)
December 13, 2019	Deadline for Applications for Tuition Rebate for Fall Graduation (5pm)
December 13, 2019	Deadline for Degree Conferral Applications to the Registrar's Office \$20 Late Application Fee
December 13, 2019	Deadline to Withdraw from University for 16- and Second 8-Week Classes
December 13, 2019	Fall Semester Ends
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of 16-Week and Second 8-Week Final Class Grades (due by 3pm)
December 23, 2019 - January	Winter Break (University Closed)

TECHNOLOGY REQUIREMENTS AND SUPPORT

This course will use the TAMUCT Blackboard Learn learning management system.

Logon to <https://tamuct.blackboard.com> to access the course.

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

Initial password: Your MyCT password

Check browser and computer compatibility by using the "Test Your Browser" button, found in the "Check Your Browser" module on your Blackboard dashboard, once you have logged in.

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.

For more [information regarding the Student Conduct process](https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel),
[https://tamuct.campuslabs.com/engage/organization/tamuct-student-conduct-panel].
If you know of potential honor violations by other students, you may [submit a report](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0),
[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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 Office 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 Office of Access and Inclusion at (254) 519-5797. 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].

Important information for Pregnant and/or Parenting Students.

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 Associate Dean in 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 Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free workspace open to all TAMUCT students from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours in the University Library Monday thru Thursday from 6:00-9:00 p.m. This semester, the UWC is also offering online only hours from 12:00-3:00 p.m. on Saturdays.

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 UWC is here to help!

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](#). In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

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>].

OPTIONAL POLICY STATEMENTS:

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors

we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [https://www.tamuct.edu/departments/compliance/titleix.php].

INSTRUCTOR POLICIES.

It is a great privilege to have the opportunity to work with you during this stage of your educational career. I want to ensure your experience in preparing you for the teaching profession is as successful as possible. It is my hope that when the time comes for you to have your own classroom, you will have the skills necessary to make a lasting impact in the lives of your students. As such, I am available to you at all times during this semester. This course has been designed to offer you support in many areas of successful teaching, including the most problematic areas beginning teachers face.

I will be a resource to you any time during your educational experience.

I will be available to discuss concerns or accomplishments during your field-based observations.

I will take writing, grammar, and spelling into consideration on all assignments.

I will treat each of you with the respect afforded a professional.

I will return e-mails and phone calls usually within 24 hours.

I will prepare you to be the best teacher you can be!

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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