

**READ 4305 Classroom Reading Instruction**  
**3 Credit Hours.**  
**Fall 2019**

Texas A&M University-Central Texas

**Catalogue Course Description: READ 4305 Classroom Reading Instruction**  
**3 Credit Hours.**

A survey of approaches to teaching reading, procedures for organizing the elementary classroom for reading instruction, research on effective reading-writing instruction, and roles of school personnel and parents in the school reading program.

**Prerequisite:** Admission into the Teacher Education Program

**\*\*\* Field experience required**

**COURSE DATES, MODALITY, AND LOCATION:**

Thursdays 8:00-10:45 am face-to-face  
WH Room 305

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor: J. Elizabeth Casey, Ph.D.**

**Office: WH 322N**

**Phone: 254.519.5491**

**Cell: 864.247.6542**

**Email: [j.casey@tamuct.edu](mailto:j.casey@tamuct.edu)**

**Office Hours**

Monday: 12:00-2:00 and 4:45-5:45

Tuesday: 10:45-12:45

Thursday: 10:45-1:45 and 4:00--6:00

**Student-instructor interaction**

You can meet with me during scheduled office hours or by appointment. Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class.

I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond the same day. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking.

**WARRIOR SHIELD**

**Emergency Warning System for Texas A&M University-Central Texas**

Warrior Shield 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 Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield,

university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

### **Course Overview and description**

Students in this course will participate in classroom instruction on campus for the first half of the semester prior to working in elementary reading classrooms to apply knowledge from class in real-time application. Students will be required to work in pairs and complete a course portfolio. Some of the elements in the portfolio will be an assignment that requires collaboration, while other criteria, such as reflections on teaching, will be individual assignments.

### **Course Objective**

Upon successful completion of this course, the preservice teacher will understand and apply knowledge of the stages of literacy learning, the reading and writing processes, and the use of formal and informal assessment in literacy in elementary classrooms.

### **Student Learning Outcomes (SLOs)**

1. Review and use Texas Essential Knowledge and Skills (TEKS) in lessons as they relate to components of this course and apply concepts and strategies learned in previous reading courses.
2. Identify current state and national initiatives in reading and develop strategies for addressing the Reading STAAR and Reading/Language Arts TEKS in the classroom.
3. Apply strategies for teaching decoding skills, reading strategies, and phonemic awareness.
4. Characterize, analyze, and apply a variety of approaches to teaching reading using basal readers, reading workshop, and guided reading.
5. Develop a plan for implementing reading instruction through effective approaches that include: (a) appropriate materials; (b) awareness of the needs of Culturally and Linguistically Diverse (CLD) students; (c) classroom organization and schedule; (d) using assessment to address students' needs; and, (e) integration of current reading programs.
6. Define, and demonstrate through instruction, adaptations to meet the needs of English language learner (ELL) students.
7. Assess students in reading and writing and use assessment to drive instruction.
8. Analyze and clarify personal beliefs about the reading process and how these beliefs are reflected in teaching/learning practices.
9. Maintain a professional attitude throughout the semester.
10. Students in a Capstone course will apply their integrated understandings and competencies in authentic teaching/learning environments with public school age students and will:
  - a) assess students in reading and use the assessment to drive instruction,
  - b) develop a plan for implementing reading instruction using the workshop format (approaches, materials, classroom organization, schedule, assessment, integration of current reading programs), and
  - c) reflect upon daily practice and adjust future teaching to accommodate next learning steps

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

- A. ENGLISH LANGUAGE ARTS AND READING GENERALIST EC-6 STANDARDS:  
**Standard II. Phonological and Phonemic Awareness:** Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

**Standard III. Alphabetic Principle:** Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

**Standard IV. Literacy Development and Practice:** Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students' literacy.

**Standard V. Word Analysis and Decoding:** Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

**Standard VI. Reading Fluency:** Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

**Standard VII. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

**Standard X. Assessment and Instruction of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

B. ENGLISH LANGUAGE ARTS AND READING GENERALIST 4-8:

**Standard II. Foundations of Reading:** Teachers of students in grades 4-8 understand the foundations of reading and early literacy development.

**Standard III. Word Analysis Skills and Reading Fluency:** Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

**Standard IV. Reading Comprehension:** Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

**Standard VII. Viewing and Representing:** Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

**Standard VIII. Assessment of Developing Literacy:** Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

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

Tompkins, G.E. (2015). *Literacy for the 21<sup>st</sup> Century: A balanced approach (7<sup>th</sup> ed)*. New York, New York: Pearson.

\*\*\*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.

**Other Required Materials:**

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/)

Texas Essential Knowledge and Skills (TEKS), Chapter 110: ELAR grades K-8

<http://www.tea.state.tx.us/index2.aspx?id=6148>

**COURSE REQUIREMENTS**

1. **Guided Reading Lesson Analysis:** (50 points) You will observe a guided reading lesson and use a guided observation tool to record your observations. You will then write a narrative report

(1 page maximum) correlating the observed elements of the guided reading lesson with observed student need. You are thinking in terms of “Why did the teacher do what she did when she did it?” “What student behaviors provided evidence for specific decisions made by the teacher?”

2. **Guided Reading Micro-Teach:** (50 points) This assignment is to demonstrate your understanding of teaching literacy development. You will present a guided reading lesson through a whole class micro-teach.

3. **Book Analysis Project:** (100 points) Choose three pieces of children’s literature, including one from a basal reader; level each piece using your knowledge of supports and challenges. Summarize the story attending to plot, setting, character, and theme. Include how the book might be used with children of diverse reading ability. Finally, justify your decision-making regarding the level in a one-page report. The total assignment will be three pages in length.

4. **Chapter Quizzes:** (7 @ 10 pts each) and Final Exam (50 pts) : (120 points total) Chapter quizzes will be given online. Questions will vary and may include M/C, T/F, and/or Matching. A cumulative final will be given at the end of the semester.

5. **Capstone Project/Portfolio:** (150 points) This assignment will consist of a collection of implemented guided reading lesson plans, reflections, and instructor observations. A packet with specific expectations and rubrics will be provided.

6. **Professionalism:** (5 points) Attendance, punctuality, preparedness, and active participation are expected. You are expected to practice demonstrating the attitudes and dispositions of a capable, competent, and caring professional educator. Please represent yourself, the COE Educator Preparation Program, and TAMUCT in the best light possible.

### Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade
Guided Reading Lesson Analysis	50	A = 426-475 pts
Guided Reading Micro-Teach	50	B = 378-425 pts
Book Analysis Project	100	C = 331-377 pts
Quizzes (7 @ 10 pts each)	70	D = 283-330 pts
Exam	50	F = 282 pts or less
Capstone Project	150	
Professionalism	5	
<b>Total Points Possible</b>	<b>475</b>	

### Posting of Grades

- All assignments will be graded and grades posted in a timely manner, typically within three days of due date except for larger assignments such as the capstone/portfolio.

### COURSE OUTLINE AND CALENDAR

Complete Course Calendar-all assignments are subject to change based on students’ needs in relation to progress toward SLOs. No additional assignments will be added.

Date	Topic	Class Activity	Assignments/ Reading assignments
------	-------	----------------	----------------------------------

Week 1 8/26	Introductions Syllabus, Course overview Chapter 1-Becoming an effective literacy teacher	Allington Article-read, group, discuss, unpack Group Activity-Five Pillars	Read Chapter 1 prior to class. Watch videos in module after class. Read Chapters 2 & 3 before our next class meeting.
Week 2 9/3	Chapter 2-The Reading and Writing Policy Chapter 3-Assessing Literacy Development	Behaviorism, constructivism, sociolinguistics Assessing literacy-PPVT, QRI, Gray's Oral Reading, others In class practice	Before class-Chapters 2 & 3  During Class-Guided Reading-micro-teach demonstration  Outside of class: Online Quiz 1 (Canvas) Due 9/8 by 11:59
Week 3 9/9	Chapter 4-Youngest Readers and Writers Chapter 5-Cracking the Alphabetic Code	Demonstration of expectations for guided reading micro-teach ELLs Group Activity-Instructional Practices (Jigsaw) Phonemic Awareness, Phonics, and Spelling	Before class-Chapters 4 & 5  Online Quiz 2 (Canvas) Due 9/15 by 11:59
Week 4 9/16	Chapter 6-Developing Fluent Readers and Writers Chapter 7-Expanding Academic Vocabulary	Fluency in reading and writing Group Activity/Discussion Dysfluent Students Academic Vocabulary- word sorts Unlocking word meaning-explicit instruction and incidental learning	Before class-Chapters 6 & 7  Micro-teach (8 students)  Outside of class: Online Quiz 3 (Canvas) Due 9/22 by 11:59
Week 5 9/23	Chapter 8-Promoting Comprehension: Reading Factors Chapter 9- Promoting Comprehension: Text Factors	Comprehension Strategies Motivation and motivation theory  Text features, genres, and assisting students in approaching texts	Before class-Chapters 8 & 9  During Class-Guided Reading Micro-teach (8 students)  Outside of class: Online Quiz 4 (Canvas) Due 9/29 by 11:59
Week 6 9/30	In the field	Observe and assess-collect student data	Capstone-First Week Reflection
Week 7 10/7	In the field	Observe and assess-collect student data	Outside of class: Online Quiz 5 (Canvas) Due 10/13 by 11:59
Week 8 10/14	In the field	Observe a guided reading lesson Conduct a small	

		lesson with 1-2 students	
Week 9 10/21	In the field	Scheduled observations	Guided Reading Lesson Analysis due in Canvas-10-27 by 11:59 pm
Week 10 10/28	In the field		
Week 11 11/4	In the field		
Week 12 11/11	Last Day In the field		Outside of class: Online Quiz 6 (Canvas) Due 10/13 by 11:59
Week 13 11/18	Chapter 10-Organizing for Instruction	Content area reading Interdisciplinary literacy Thematic units Organizing and comparing instructional practices in a literacy classroom	Before class-Chapter 10  Capstone/Portfolio Project-Due 11/24-in class
Week 14 11/26	Chapter 11-Differentiation for Success	Differentiation, identifying and understanding students who may need an assessment for LD	Before class-Chapter 11 Outside of class: Book Analysis Project Due in Canvas on 12/2 by 11:59
Week 15 12/ 2	Chapter 12-Reading and Writing Across the Curriculum  Part 4-Compendium of procedures Review/Catch-up/Prepare	Class Activity-group, plan, prepare, teach/demonstrate (prepare before class)	Before class-read Chapter 12 and Part 4 in text; group preparation for class activity  Outside of class: Online Quiz 7 (Canvas) Due 12/6 by 11:59
Week 16 12/9	Final Exam		TBA

### Important University Dates

<https://www.tamuct.edu/registrar/academic-calendar.html>

Important Dates	Description
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 11, 2019	<b>Deadline to drop 16-week Classes with No Record</b>
October 1, 2019	Deadline for Teacher Education and Professional Certification Applications

October 15, 2019	Deadline for Clinical Teaching/Practicum Applications
October 21, 2019	Class Schedule Published for Spring Semester
October 25, 2019	Deadline for Graduation Application for Ceremony Participation
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)
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 Week Classes
December 13, 2019	<b>Fall Semester Ends</b>
December 13, 2019	Fall Commencement Ceremony
December 17, 2019	Deadline for Faculty Submission of Final Class Grades (due by 3pm)

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

Assignments, with the exception of the portfolio, will need to be completed or uploaded in Canvas. All announcements, including important due date reminders, will be made in canvas.

### **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/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select “Chat with Canvas Support,” submit a support request through “Report a Problem,” or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

Web Chat: [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

Fall is coming! And CPD is ready! ☺ I would really appreciate your help in sharing this information with you students and embedding as you see fit in your syllabus.  
Here is Career and Professional Development's fall 2019 calendar:

### **Fall 2019 CPD Semester at a Glance**

Date	Event	Time	Location
8/26/2019	1st Day of Class Pictures in the Lobby	9am-6pm	Founders Hall Lobby
8/27/2019	Breakfast in the Library sponsored by CPD	9am-11am	Library
9/10/2019	Valero Testing for Positions	TBD	Watch Facebook for More Details
9/18/2019	Work for the Fair Workshop	10am Resume Basics 11am Elevator Pitch 1pm Resume Advanced 2pm Networking/Interviewing Basics	Founders Hall Bernie Beck
9/25/2019	HireWarriors Internship & Career Fair	11am-2pm	Warrior Hall Bill Yowell Conference Center
10/11/2019	Teacher Mock Interviews	9am-2pm	Warrior Hall 3rd Floor
10/29/2019	LinkedIn Workshop	11am-12pm	Warrior Hall Bill Yowell Conference Center
11/5/2019	Federal Resume Workshop	11am-12pm	Founders Hall Bernie Beck
11/15/2019	Etiquette Lunch	11am-1pm	Founders Hall Bernie Beck
		<p>Lobby Resume Reviews available every Tuesday, 11-1 in Warrior Hall Lobby. Contact Career and Professional Development with questions!</p> <p>254-519-5496 • cpd@tamuct.edu • Warrior Hall, Suite 211</p>	

---

## 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://www.tamuct.edu/student-affairs/student-conduct.html>].

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, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion Canvas page (log-in required) [<https://tamuct.instructure.com/courses/717>]

### **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 [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [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](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 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. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

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](mailto: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 online tutoring support at no additional cost. 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-to-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](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) 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) [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>].

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, who are exhibiting behaviors that pose a threat to safety, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. You can complete the [referral](#) online

[[https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\\_id=2](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2)].

Anonymous referrals are accepted. Please see the [Behavioral Intervention Team](#) website for more information [<https://www.tamuct.edu/student-affairs/bat.html>]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

---

### **INSTRUCTOR POLICIES**

*If you have any instructor policies list them here – for example, your policy regarding late work.*

*If you have concerns about copyright protection of your syllabus or course materials, consider adding the following notice*

#### **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.

Copyright. (YEAR) by (FACULTY NAME) at Texas A&M University-Central Texas, (FACULTY COLLEGE); 1001 Leadership Place, Killeen, TX 76549; 254-(FACULTY COLLEGE PHONE); Fax 254-(FACULTY COLLEGE FAX); (FACULTY EMAIL)