EDUC 5314-115, CRN 60070, Creating and Managing the Learning Environment  
Summer 2019: June 3-July 28  
T/Th 11:00-1:45 a.m.  
Texas A&M University-Central Texas

INSTRUCTOR AND CONTACT INFORMATION  
Instructor: J. Elizabeth Casey, Ph.D.  
Office: Warrior Hall  
Phone: 254.  
Cell: 864.247.6542  
Email: j.casey@tamuct.edu

Office Hours:  
Tuesday-2:00-4:00  
Online via Big Blue Button in Canvas. Please schedule an appointment. For immediate assistance, a text to my cell phone will receive a response typically within 30 minutes.

COURSE DATES, MODALITY, AND LOCATION  
Course dates: June 4-July 28  
Location: Warrior Room  
Modality: Hybrid Course

This course is a hybrid course utilizing web-enhanced instruction. This course will meet face-to-face 51% of the time. Students will engage in on-line activities for 49% of instruction. During face-to-face learning, course activities will take place in classroom WH ???. The first week of classes, students will meet in WH ???. on both Tuesday and Thursday. Thereafter, students will attend class on Tuesdays and engage in online learning activities on Thursdays. The first class meeting is Tuesday, June 4 and the last class meeting will be July ??, 2019. This course utilizes TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com].

Universal Design for Learning (UDL). Universal Design principles can be applied to many products and environments. UDL can be defined as the design of instruction of products and environments to be usable by all students, to the greatest extent possible, without the need for adaptation or specialized design. Universal design principles can be applied to the overall design of instruction as well as to specific instructional materials, facilities, and strategies (such as lectures, classroom discussions, group work, web-based instruction, labs, field work, and demonstrations). Universally designed curriculum provides students with a wide range of abilities, disabilities, ethnic backgrounds, language skills, and learning styles multiple means of representation, action and expression, and engagement (called Universal Design for Learning by the Center for Applied Special Technology (CAST), www.cast.org [2]).

Student-instructor interaction:  
An online discussion board through canvas will be utilized to engage all learners in assisting each other if difficulties arise. I will participate in this discussion to clarify assignments, respond to concerns, and/or provide feedback to the entire class. Often, multiple students have the same
questions and will send an email. I typically respond through canvas in an announcement or on the discussion board to clarify concerns for the entire class. I will get back to emails within 24 hours. I will respond to text messages of phone calls immediately, or within 30 minutes.

**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) 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:** An examination of students and teachers in learner centered schools. Topics will include classroom management, cooperative learning, learning styles, strengths of diverse learners, formal and informal assessment and learner centered instruction.

**Course Objective:** Upon completion of this course students will understand and be able to implement cooperative learning and multiple intelligences in their classrooms. They will be able to manage a classroom containing various categories of students.

**Student Learning Outcomes (SLOs).**

By the end of this course, students will be able to:
1. create mind maps in class
2. understand how to manage a classroom;
3. understand how to manage a multicultural classroom;
4. implement practice teaching using lesson plans;
5. integrate learning styles in lesson plans;
6. integrate multiple intelligences in lesson plans;
7. know how to implement Kagan cooperative learning.
8. know how to be a reflective practitioner

**Competency Goals Statements (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. Pre-service 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 beginning 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 beginning 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 beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

**Standard 4.** All beginning teachers communicate information in different formats and for diverse audiences.

**Standard 5.** All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

**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.

In TASC 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.

Required Textbooks:

Recommended Text

COURSE REQUIREMENTS
1. Quizzes. Five quizzes composed of ten questions each, will be administered on Thursday via canvas. (4 points each for a total of 20 pts.). Outcomes 2, 3, 4, 7 & 8.
2. Lesson Plans/Reflections. There are three required LPs and three required reflections based on assigned readings, tutoring, and teaching. Each should be 1.25 pages in length. These will be assigned on Tuesdays, and due in canvas the following Sunday at 11:59 pm. Each LP will focus on a target skill—i.e., management techniques, differentiation, etc. A rubric will be provided. (5 points each for a total of 30 points). Outcomes 2 & 8.
3. Practice Teaching. Students will identify one to four children/adolescents to teach/tutor in the summer. Students can be family/friends (20 Pts.). On Thursdays, students will complete activities in online learning modules. Outcome 4.
4. Class Participation. Students will participate in all course content activities. (20 Pts.). Outcomes 1, 2, 3, & 7
5. Professional Grade. This includes the following: Attendance. Absences and being tardy.
6. Appropriate behavior in Class. Active and meaningful participation. Assignments turned in on time. Papers typed. Ability to follow instructions (10 Pts.).

Grading Criteria Rubric and Conversion
A---90 to 100
B---80 to 89
C---70 to 79
D---60 to 69
F---0 to 59

Posting of Grades: Grades will be posted in canvas no later than four days after the due date.
**Attendance Policy:**
Class discussions and participation are keys to becoming professional educators; therefore class attendance is vital to your success. Students who miss 10% of their classes (more than 3) will have their grade lowered one letter. If students miss more than 6 absences they will lose credit for the course.

**Late Work:**
You must turn your work in by 12:00 midnight on the day for which it is due. After the due date you will lose 10% per day.

**COURSE OUTLINE AND CALENDAR**

**Tentative Schedule**
Summer 2019

***The instructor reserves the right to change the schedule due to emerging needs identified within the class.

<table>
<thead>
<tr>
<th>Day</th>
<th>Chapters</th>
<th>Assignments</th>
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<tbody>
<tr>
<td>June 4</td>
<td>Chapter 1-Kagan, Marzano, &amp; Shepherd</td>
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<tr>
<td>June 6</td>
<td>Chapter 2-Kagan, Marzano, &amp; Shepherd</td>
<td>Quiz 1 (5 pts)</td>
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<tr>
<td>June 11</td>
<td>Chapter 3-Kagan, Marzano, &amp; Shepherd</td>
<td></td>
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<tr>
<td>June 13</td>
<td>Chapter 4-Kagan, Marzano, &amp; Shepherd</td>
<td>Quiz 2 (5 pts)</td>
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<tr>
<td>June 18</td>
<td>Chapter 5-Kagan, Marzano, &amp; Shepherd</td>
<td>Summer Camp Teaching</td>
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<tr>
<td>June 20</td>
<td>Chapter 6-Kagan, Marzano, &amp; Shepherd</td>
<td>Summer Camp Teaching. Quiz 3 (5 Pts.). Lesson Plan 1, Due Sunday, June 23. (5 Pts).</td>
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<tr>
<td>June 27</td>
<td>Chapter 8-Kagan, Marzano, &amp; Shepherd</td>
<td>Summer Camp Teaching. Quiz 4 (5 Pts.). Reflection 1, Due Sunday, June 30. (5 Pts).</td>
</tr>
<tr>
<td>July 2</td>
<td>Chapter 9-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching. Lesson Plan 2, Due Sunday, July 7, (5 Pts.).</td>
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<tr>
<td>July 4</td>
<td>HOLIDAY-no class</td>
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<tr>
<td>July 9</td>
<td>Chapter 10-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching.</td>
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<tr>
<td>July 11</td>
<td>Chapter 11-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching. Quiz 5 (5 Pts.). Reflection 2, Due Sunday, July 14, (5 Pts.).</td>
</tr>
<tr>
<td>July 16</td>
<td>Chapter 12-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching.</td>
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<tr>
<td>July 18</td>
<td>Chapter 13-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching. Quiz 6 (5 Pts.). Lesson Plan 3, Due Sunday, July 21, (5 Pts.).</td>
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<tr>
<td>July 23</td>
<td>Chapter 14-Kagan &amp; Marzano</td>
<td>Summer Camp Teaching.</td>
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<tr>
<td>July 25</td>
<td>Case Study; Online discussion</td>
<td>Summer Camp Teaching Reflection 3, Due Sunday, July 28. (5 Pts.).</td>
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Important University Dates: SUMMER 2019

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>June 3, 2019</td>
<td>Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants.</td>
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<tr>
<td>June 3, 2019</td>
<td>Classes Begin for First 5-, 10-, and 8-Week Session</td>
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<tr>
<td>June 10, 2019</td>
<td>Deadline to Drop 8-Week Classes with No Record</td>
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<tr>
<td>July 1, 2019</td>
<td>Deadline for Teacher Education and Professional Certification Applications (i.e. Principal, Reading Specialist, etc.)</td>
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<td>July 4, 2019</td>
<td>Independence Day (<em>University Closed</em>)</td>
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<td>July 5, 2019</td>
<td>Deadline for Graduation Application for Summer Ceremony Participation</td>
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<tr>
<td>July 12, 2019</td>
<td>Deadline to Drop 8-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 12, 2019</td>
<td>Deadline for Final Committee-Edited Theses with Committee Approval Signatures to Office of Graduate Studies for Summer Semester</td>
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<tr>
<td>July 12, 2019</td>
<td>Student End of Course Survey Opens (8-Week Classes)</td>
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<td>July 26, 2019</td>
<td>Classes End for 8-Week Session</td>
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<tr>
<td>July 26, 2019</td>
<td>Deadline to Withdraw from the University for 8-Week Classes</td>
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<tr>
<td>July 29, 2019</td>
<td>Student End of Course Survey Closes (8-Week Classes)</td>
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<tr>
<td>July 30, 2019</td>
<td>Deadline for Faculty Submission of 8-Week Final Class Grades (due by 3pm)</td>
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TECHNOLOGY REQUIREMENTS AND SUPPORT

This course is a hybrid course. You will need access to canvas to complete class activities each Thursday. Online learning modules will have links to resources, so access to a computer and an adequate internet connection is vital.

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
   Phone: (254) 519-5466
   Web Chat: [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].

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]. 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].

**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 the Student Affairs 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, 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 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.-4:00 p.m. Monday thru Thursday with online only hours Monday thru Thursday from 6:00-9:00 p.m.

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 WCOnline. 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].

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].

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.
Late work will be accepted. Depending on circumstances, i.e. illness, family emergency, work, late points may be deducted.

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