EDUC 5345, CRN 60182, Advanced Instructional Strategies  
Summer 2019  
Texas A&M University-Central Texas  
Tuesday 2:30 pm – 5:15 pm, Warrior Hall #306  

This is a blended course which meets 50% online. Week 1, students will meet face-to-face Tuesday June 4 and Thursday June 6. For Weeks 2-8, students will meet for class only on Tuesdays. Please refer to the course calendar provided in this syllabus.

INSTRUCTOR AND CONTACT INFORMATION  
Instructor: Dr. Shelley Harris  
Office: 322D  
Phone: 254-519-5797  
Email: dr2008@tamuct.edu

Office Hours:  
Mondays  2:00-5:00 pm  
Tuesdays  10:00 – 2:00 pm  
By appointment

Student-instructor interaction:  
As your professor, my role is to facilitate in your learning and help assist you in your college journey. Please take advantage of the office hours provided – they are your time to visit. You can expect me to reply to your emails within 48 hours. In return, I ask that all emails maintain a level of professionalism that begin with a proper greeting, a question or comment, followed by a salutation. In the subject line, please state your class name and section number for reference. I will do my best to help you in any way.

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: Study appropriate methods and techniques from basic principles of learning. Develop working skills needed in cooperative planning, selecting, and organizing teaching materials, utilization of the environment, individual and group guidance, and evaluation activities.
Course Objective: This course is designed to enhance teaching practices and strategies in the areas of planning, selecting, and organizing teaching materials based on existing classroom environments and “best practice” research. Students will develop a solid knowledge base of learning and instruction theories designed to meet the needs of diverse learners that compose today’s classrooms.

Student Learning Outcomes:
This course is developed around five broad categories: planning effective instruction, appropriate assessment, effective communication, managing the environment and student achievement. These categories provide a comprehensive introduction to effective instructional strategies and classroom management.

1. The student will demonstrate effective communication techniques in class:
   a) Discussing/Dialogue - formal and informal presentations, discussion leading and participation, discussion board/chat conversations, mini-lessons.
   b) Listening – team planning and action, chapter and article discussions, online chats, class presentations, and case discussions.
   c) Visualizing – team representations, presentation and teaching tools such as PowerPoint, overheads, charts, handouts, multi-media applications, and case studies.

2. The student will investigate various ways of learning, temperament types, cultural and ethnic diversity, as well as gender differences in order to gain an understanding of the individual differences that exist among teachers and students.

3. The student will effectively demonstrate knowledge of learning styles and temperament types by planning for accommodation within instructional strategies, curriculum, and communication tools.

4. The student will engage in interdisciplinary team planning and action throughout the course as well as during the creation of multiple lesson plans.

5. The student will read about, discuss, and plan various instructional techniques for the classroom, including the accommodation of diverse learners and the use of technology as a teaching/learning tool.

Required Reading and Textbook(s):


COMPETENCY STANDARDS
This course is aligned to the Texas Education Agency’s TExES standards. Students are expected to know these standards in order to be successful on the TExES exam. Based on certification sought, the standards that apply to this course are as follows:

RULE §235.21 Pedagogy and Professional Responsibilities Standards, EC-Grade 6
(b) Instructional Planning and Delivery. Early Childhood-Grade 6 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Early Childhood-Grade 6 classroom teachers must:

1. develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
2. effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
3. connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
4. plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
5. use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
6. differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
7. plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning;
8. integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts;
9. ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
10. encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals;
11. set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
12. provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
13. monitor and assess students' progress to ensure that their lessons meet students' needs;
14. provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
15. adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

RULE §235.41 Pedagogy and Professional Responsibilities Standards, Grades 4-8
(b) Instructional Planning and Delivery. Grades 4-8 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Grades 4-8 classroom teachers must:

1. develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
(2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
(3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
(4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
(5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
(7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction;
(8) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
(9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
(10) monitor and assess students' progress to ensure that their lessons meet students' needs;
(11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
(12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

RULE §235.61 Pedagogy and Professional Responsibilities Standards, Grades 7-12
(b) Instructional Planning and Delivery. Grades 7-12 classroom teachers demonstrate understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students and makes learning relevant for today's learners. Grades 7-12 classroom teachers must:
(1) develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes;
(2) effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement;
(3) connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities;
(4) plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn;
(5) use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students;
(6) differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans;
(7) ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as
leading direct instruction;
(8) set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems;
(9) provide opportunities for students to engage in individual and collaborative critical thinking and problem solving;
(10) monitor and assess students' progress to ensure that their lessons meet students' needs;
(11) provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts; and
(12) adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.

Chapter 235: Pedagogy and Professional Responsibilities Standards, All-Level EC-12

Standard I. The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
  1.1k the intellectual, social, physical, and emotional developmental characteristics
  1.2k the implications of students’ developmental characteristics for planning
  1.3k characteristics and instructional needs of students with varied backgrounds,
  1.4k different approaches to learning that students may exhibit and what motivates
  1.5k cultural and socioeconomic differences and the significance of these students when planning instruction. differences for instructional planning; and
  1.6k appropriate strategies for instructing English language learners.
  1.7k the importance of the state content and performance standards as outlined in
  1.8k relevant content of the discipline being taught, including concepts, principles,
  1.9k the significance of the vertical alignment of content, including prerequisite
  1.10k how lesson content and skills connect with other disciplines and within the
  1.11k current research on best pedagogical practices.
  1.12k the importance of developing instructional goals and objectives that are clear,
  1.13k the importance of developing instructional goals and objectives that can be
  1.14k the importance of developing instructional goals and objectives that are mental
  1.15k the importance of aligning instructional goals with campus and district goals.
  1.16k the use of appropriate materials and resources for preparing instruction,
  1.17k the importance of knowing when to integrate technology into instruction and
  1.18k the use of resources beyond the campus to help students meet academic and
  1.19k the importance of designing instruction that reflects the TEKS;
  1.20k features of instruction that maximize students’ thinking skills;
  1.21k the importance of planning lessons and structuring units so that activities
  achievement, and engage students in learning; progress in a logical sequence;
1.22k how materials, technology, and other resources may be used to support instructional content and meet instructional goals and objectives; instructional goals and objectives and engage students in meaningful learning;
1.23k the benefits of designing instruction that integrates content across disciplines; adequate opportunities for students to engage in reflection and closure; and
1.24k the importance of engaging in continuous monitoring and self-assessment of perspectives. instructional effectiveness.
1.25k the role of assessment in guiding instructional planning;
1.26k the importance of creating assessments that are congruent with instructional objectives; goals and objectives;
1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;
1.28k the role of technology in assessing student learning;
1.29k the benefits of and strategies for promoting student self-assessment;
1.30k the connection between the Texas statewide assessment program, the TEKS, needs, and instruction; and
1.31k how to analyze data from local, state, and other assessments using common individual’s statistical measures.

**COURSE REQUIREMENTS**

**Mini-Lesson (Direct Instruction)** Based on certification being sought, students will create a mini-lesson on a topic of choice and present the lesson in class. Students will follow the mini-lesson template but use a direct instruction approach to teaching. The lesson and presentation will be graded using a rubric. (SLO 3, 4, 5)

**Mini-Lesson (Indirect Instruction)** Based on certification being sought, students will create a mini-lesson on a topic of choice and present the lesson in class. Students will follow the mini-lesson template but use an indirect instruction approach to teaching. The lesson and presentation will be graded using a rubric. (SLO 3, 4, 5)

**Strategy Presentation.** Instructional strategies include all approaches that a teacher may take to engage students in the learning process actively. These strategies drive a teacher's instruction as they work to meet specific learning objectives and ensure that their students are equipped with the tools they need to be successful. Students will choose an instructional strategy to present in-class from a list provided. Presentations will be graded on a rubric. (SLO 3, 4, 5)

**Final Exam:** On the last day of class, students will take a final exam consisting of the key components outlined in this course as well as questions related to the TExES standards. A review will be given. (SLO 1-5)

**Article Critique:** Students will research three (3) journal articles and write a critical analysis of the article. The article may be quantitative or qualitative and should be about topics relevant to our course materials. Rubrics will be provided. APA style must be adhered to. (SLO 2)
Grading Criteria Rubric and Conversion
Grades will be assigned at the end of the semester on the following basis:
- A = 100-90 points
- B = 89-80 points
- C = 79-70 points
- D = 69-60 points
- F = 59-0 points

Evaluation and Assessments
Mini-Lesson: Direct Instruction (10) points
Mini-Lesson: Indirect Instruction (10) points
Strategy Presentation (10 points)
Article Critique (10 points).
Final Exam: TExES Standards (10 points)

Posting of Grades
- Grades will be posted on the Canvas Grade Book where students can monitor their status.
- Turn-around time for grades to be posted are within 1-week. Larger projects may take more time. If you have any questions or concerns, please do not hesitate to email me or come by my office.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

<table>
<thead>
<tr>
<th>Dates</th>
<th>Topic</th>
<th>Assignments Due Date</th>
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<tbody>
<tr>
<td>June 4</td>
<td>Ch. 1 The Effective Teacher &amp; 2 Understanding your students</td>
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<tr>
<td>June 6</td>
<td>Ch. 3 Establishing the learning climate &amp; 4 Promoting student engagement</td>
<td>Article Analysis 1 due by Friday, 6/7 by 11:59pm</td>
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<tr>
<td>June 11</td>
<td>Ch. 5 Goals, Standards, Objectives, Ch. 6 Unit and lesson planning, Ch. 13 Assessing learners</td>
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<td>June 13</td>
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<td>June 18</td>
<td>Ch. 7 Technology Integration</td>
<td>Strategy Presentation due</td>
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<td>June 20</td>
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<td>June 25</td>
<td>Ch. 8 Questioning Strategies</td>
<td>Article Analysis 2 due by Friday, 6/28 by 11:59pm</td>
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<td>June 27</td>
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<td>July 2</td>
<td>Ch. 9 Teaching Strategies for</td>
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DI; Ch. 10 Teaching Strategies for ID

July 4 Happy 4th of July! Holiday😊

July 9 Ch. 11 Self-Directed and Constructivist Learning Mini-Lesson Direct due

July 11

July 16 Ch. 12 Cooperative learning and the collaborative process Mini-Lesson Indirect due

July 18 Article Analysis 3 due by Friday July 19 by 11:59pm

July 23 Ch. 13

July 25 Final Exam Final Exam

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

**TECHNOLOGY REQUIREMENTS AND SUPPORT**
Technology requirements for this course include Canvas, Microsoft Office and email. If you have any questions about technology, please see items stated below. (a certain software through University site license).

**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,
If you know of potential honor violations by other students, you may submit a report.

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)

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].

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.

Our class is a safe, learning community where students are free to share ideas and have opportunities to work collaboratively and engage in their own learning. To maximize learning, students are asked to leave cell phones on “silent”. Students are expected to remain professional at all times. Should a situation arise, a private conversation will occur. I set high expectation for my students and will challenge you each day to learn something new. To maintain our calendar, all assignments will be submitted on time. No late assignments will be accepted. In addition, absences and tardies hinder the overall learning process. Students are allowed 2 tardies and 1 absence from class due to extenuating circumstances with proper documentation. If these become excessive, an official conference will take place to discuss overall program and
university dispositions. For severe or extreme circumstances, students may be counseled out of the program.

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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