

**EDUC 4304 – 120, 80537, Professional Development III  
Fall 2020**

Texas A&M University-Central Texas

**COURSE DATES, MODALITY, AND LOCATION**

This course is 100% online and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>]. The course meets synchronously through WebEx on Thursdays from 12:30 pm – 3:15 pm. Each class day you will login to Canvas to access the WebEx link.

**INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Chelsea Herndon

**Office:** Warrior Hall 322E

**Phone:** 205-447-0653

**Email:** [Chelsea.Herndon@tamuct.edu](mailto:Chelsea.Herndon@tamuct.edu)- Please contact me by email instead of Canvas messages

**Office Hours**

I will be holding virtual office hours on Tuesdays and Thursdays from 10:00-12:00. Because they are virtual, we can meet through WebEx or talk on the phone. You may email me anytime to make an appointment outside of office hours.

**Student-instructor interaction**

I am usually very quick to respond to emails. However, I still reserve the right to respond within 24 hours during weekdays. Many times, it is easier for me to clarify questions over the phone. If you prefer to contact me via phone, you may call or text my cell phone between 8:00am-5:00pm Monday-Friday. When leaving a message, please leave your name and question.

**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.

**COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office

hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

- Self-monitoring—Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction. Students required to quarantine must participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities.
- Face Coverings— Face coverings must be worn inside of buildings and within 50 feet of building entrances on the A&M-Central Texas Campus. This includes lobbies, restrooms, hallways, elevators, classrooms, laboratories, conference rooms, break rooms, non-private office spaces, and other shared spaces. Face coverings are also required in outdoor spaces where physical distancing is not maintained. The university will evaluate exceptions to this requirement on a case by case basis. Students can request an exception through the Office of Access and Inclusion in Student Affairs.
  - o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day’s class remotely for all students.
- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.
- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

## **COURSE INFORMATION**

### **Course Overview and description**

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

## **Course Objectives**

The student will demonstrate effective practices in a field-based setting, including implementing classroom discipline management plans and reflect on his/her role as a professional educator as he/she moves forward on the continuum from pre-service to in-service educator. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions including decisions about implementing a classroom discipline management plan that supports the creation of dynamic learning environments appropriate for diverse students' needs.

## **Student Learning Outcomes**

Overall, course outcomes include three components:

1) Content Outcomes, 2) Professional/Ethical Outcomes, and 3) Technology Outcomes.

### *Content Student Learning Outcomes*

1. The pre-service teacher demonstrates knowledge of the state accountability system in selecting content for lesson plans (TEKS & ELPS).
2. The pre-service teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The pre-service teacher demonstrates knowledge of effective learning environments that makes use of effective management techniques.
4. The pre-service teacher demonstrates knowledge of effective instructional strategies that actively engage students in the learning process and high-quality assessment and feedback.
5. The pre-service teacher utilizes technology ethically and legally.
6. The pre-service teacher recognizes the value of reflective practice to facilitate growth as a professional educator.

### *Professional/Ethical Student Learning Outcomes*

All teacher candidates have had the opportunity to review and discuss the Educator's Code of Ethics. Professional/Ethical Outcomes include acknowledgement and adherence to the Educator's Code of Ethics as documented by student signature. In addition, all education students are expected to meet professional/ethical outcomes that meet TAMUCT Professional Expectations.

1. The pre-service teacher fulfills the professional roles and responsibilities of a teacher and adheres to legal and ethical requirements of the profession.
2. The pre-service teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

### *Technology Student Learning Outcomes*

The following Technology Outcomes are infused into the learning opportunities throughout the course. Students do not need to be an expert in technology but are expected to develop the following skills meeting TEA and ISTE Standards for Educators.

1. The pre-service teacher facilitates and inspires student learning and creativity.
2. The pre-service teacher designs and develops digital age learning experiences and assessments.
3. The pre-service teacher models digital age work and learning.
4. The pre-service teacher promotes and models digital citizenship and responsibility.
5. The pre-service teacher engages in professional growth and leadership.

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

#### ***PPR Standard 11***

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

Evertson, C. M. & Emmer, E. T. (2017). *Classroom Management for Elementary Teachers*. Boston, MA: Pearson.

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

### **COURSE REQUIREMENTS**

#### **Field Experiences log and Reflection SLO (Certification) 150 points**

Each student will complete a minimum of 30 hours of documented student/child centered service during this semester. To document these field experiences, please use the Field Experiences Record in TK20. In addition to documentation of the 30 hours, you will write a weekly reflection using the 5R Model for Reflection. You will receive reflection prompts that align with your teaching experience. Use the rubric and resources provided on Canvas to guide your thinking.

#### **Classroom Map SLO (Content) 25 points**

The purpose of this assignment is for you to create a diagram of an effective classroom. This includes the arrangement of student desks and learning materials. Use the rubric and resources provided on Canvas to guide your thinking.

#### **Classroom Management Plan SLO (Content/Prof) 100 points**

The purpose of this assignment is for you to develop a classroom management plan to be able to communicate effective models of classroom management to be implemented in your classroom. Use the rubric and resources provided on Canvas to develop your plan and guide your thinking. You must include the following components:

- Personal Teaching Theory of Classroom Management
- Classroom Environment
- Behavior Management
- Rules, Routines, and Procedures
- Instructional Strategies
- Integration of Educational Technology

- Reflection

**Discipline Model Research SLO (All) 100 points**

The purpose of this assignment is to expand your knowledge on discipline theories. You may choose the method of delivery from an approved list on Canvas. Use the rubric and resources provided on Canvas to guide your thinking.

**EdTech Tool Box eBook SLO (Content) 100 points**

The purpose of this assignment is for you to create an eBook of all the EdTech tools you discuss in class this semester that will be useful to you moving forward. You will keep a running list of website links by using Padlet. Use the rubric and resources provided on Canvas to develop your eBook and guide your thinking. You must include the following components:

1. Cover page
2. Table of Contents
3. Math Tools
4. Science Tools
5. ELA Tools
6. Social Studies Tools
7. Classroom Management Tools
8. Your Top Three

**Extra Credit SLO (Content/Prof)**

Extra credit is educationally beneficial when designed as opportunities of enrichment. To obtain 10 extra credit points, you may read either of the listed books. To obtain 5 extra credit points, you may watch either of the listed documentaries. You must then submit a reflective essay to Canvas. Your reflection must include information about what you learned, how you relate to what was mentioned, and how what you have learned has impacted your journey as a future educator. Use the provided rubric on Canvas to guide your thinking. All extra credit assignments must be submitted before the last day of finals week. SLO (Content/Prof)

- Books (10 points)
  - Esquith, R. (2007). *Teach like your hair's on fire: The methods and madness inside room 56*. New York: Viking.
  - Burgess, D. (2012) *Teach like a pirate: Increase student engagement, boost your creativity, and transform your life as an educator*. San Diego, CA: Dave Burgess Consulting, Inc.
- Documentaries (5 points)
  - *American Teacher* (2011) co-directed by Vanessa Roth and Brian McGinn
  - *Waiting for "Superman"* (2010) directed by Davis Guggenheim

**Grading Criteria Rubric and Conversion**

Grading		
Assignments	Points	Student Learning Outcomes

Field Experience Log and Reflections	150	SLO (Certification)
Classroom Map	25	SLO (Content)
Classroom Management Plan	100	SLO (Content/Prof)
Discipline Model Research	100	SLO (All)
EdTech Tool Box eBook	100	SLO (Content)
<b>Total Points</b>	<b>475</b>	

Final Grade Calculation	
Letter Grade	Points
A	475-430
B	429-380
C	379-333
D	332-285
F	284-below

### Posting of Grades

All assignments will be graded on Canvas. I usually grade assignments very quickly. However, some assignments will take me much longer to grade and provide adequate constructive feedback. Rest assured that I am viewing your assignments in a longer and more thoughtful manner. If you have a question about a graded assignment, do make a comment on the grade on the Canvas assignment but please also email me

# PD III

## Fall Semester 2020 Calendar.


Readings are to be completed before the class for which they are assigned. Assignments and due dates are subject to change.

Symbol Key	
Assigned reading	📖 Quiz 🗑️
Written assignments	✍️ Podcast 🎧
Watch	📺
Evertson & Emmer Textbook	
Article/Scanned chapter	

### August 2020

Week	Monday	Tue	Wed	Thursday	Fri	Sat	Sun
Week 1	24	25	26	27 First day of class	28	29	30
Week 2	31 🗑️ Qualtrics						

### September 2020




Week	Monday	Tue	Wed	Thursday	Fri	Sat	Sun
Week 2		1	2	3 🎧 <a href="#">Andy Jados Adventures in Classroom Management</a> 📖 Opening Minds/Choice Words	4	5	6
Week 3	7 	8	9	10 📖 Chapter 1: Introduction to Classroom Management 📖 Chapter 2: Building Supportive and Healthy Classroom Relationships 🎧 <a href="#">Is This Working?</a>	11	12	13
Week 4	14 ✍️ Reflection 1	15	16	17 📖 Chapter 3: Organizing your Classroom Materials 📖 Chapter 14: How to Arrange and Assign Seating 🎧 <a href="#">Classroom Culture vs. Behavior Management</a>	18	19	20
Week 5	21 ✍️ Reflection 2 ✍️ Classroom Map	22	23	24 📖 Chapter 4: Establishing Rules and Classroom Behaviors 📖 Chapter 6: Getting Off to a Good Start	25	26	27
Week 6	28 ✍️ Reflection 3	29	30				

### October 2020



Week	Monday	Tue	Wed	Thursday	Fri	Sat	Sun
Week 6				1 📖 Chapter 18: How to Have an Effective Discipline Plan 📖 Chapter 1: Recognition Without Rewards 🎧 <a href="#">A Guide to Teaching Classroom Expectations</a>	2	3	4
Week 7	5 ✍️ Reflection 4	6	7	8 📖 Chapter 7: Planning and Conducting Instruction 📖 Chapter 8: Managing Cooperative Learning Groups	9	10	11
Week 8	12 ✍️ Reflection 5	13	14	15 📖 Chapter 5: Procedures for Managing Students Work 📖 Chapter 17: How to Maintain an Effective Grade Record System	16	17	18
Week 9	19 ✍️ Reflection 6	20	21	22 📖 Chapter 9: Maintaining Appropriate Student Behavior 📖 Chapter 10: Communication Skills for Teaching	23	24	25
Week 10	26 ✍️ Reflection 7	27	28	29 📖 Chapter 11: Managing Problem Behaviors 🎧 <a href="#">Best Behavior: Classroom Strategies for Students with ADHD</a>	30	31	

### November 2020

Week	Monday	Tue	Wed	Thursday	Fri	Sat	Sun
Week 11	2 ✍️ Reflection 8	3	4	5 🎧 <a href="#">Skills Needed for Teaching in Diverse Classrooms</a> 📖 Chapter 12: Managing Special Groups	6	7	8
Week 12	9 ✍️ Reflection 9	10	11	12 📖 Discipline Theories-see Canvas PDF	13	14	15

				 Extreme student behavior: 7 traps to avoid when NOTHING seems to work				
Week 13	16		17	18	19  Technology-see Canvas PDF <a href="#">What is the role of technology in education?</a>	20	21	22
Week 14	23		24	25	26			
Week 15	30							

**December 2020**

Week	<b>Monday</b>	Tue	Wed	<b>Thursday</b>	Fri	Sat	Sun
Week 16		1	2	3  Classroom Management Plan	4	5	6
Week 17	7	8	9	10  Bonus Assignments	11	12	13



## **Important University Dates**

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

## **TECHNOLOGY REQUIREMENTS AND SUPPORT**

You will need access to Canvas and WebEx to meet each scheduled class time and complete in class activities. You will also need access to Canvas to complete quizzes, the final exam, and submit assignments.

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central TexasCanvas [<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.

### **Online Proctored Testing**

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

### **Other Technology Support**

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

24 hours a day, 7 days a week

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

Phone: (254) 519-5466

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

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

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## **UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES**

### **Drop Policy**

If you discover that you need to drop this class, you must complete the [Drop Request](#) Dynamic Form through Warrior Web.

[<https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612>].

Faculty 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. Once you submit the completed 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, working with others in an unauthorized manner, 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 referred 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), [<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](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, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors will return at the Tutoring Center in Warrior Hall, Suite 111 in the Fall 2020. Student success coaching is available online upon request.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, success coaching, or have any other question, contact Academic Support Programs at (254) 501-5836, visit the Office of Student Success at 212F Warrior Hall, or by emailing [studentsuccess@tamuct.edu](mailto:studentsuccess@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 except writing support. Access Tutor.com through Canvas.

### **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free

service open to all TAMUCT students. For the Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering 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. 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. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. 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 making an appointment via [WCOonline](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].

**For Fall 2020, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## 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/compliance/titleix.html) [<https://www.tamuct.edu/compliance/titleix.html>].

### 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, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) 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](https://www.tamuct.edu/student-affairs/bat.html) 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.

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### Copyright Notice

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