EDUC 5384.110 TEACHING INTERNSHIP  
Fall, 2020  
Texas A&M University-Central Texas

Catalogue Course Description: A supervised field-based experience in classroom teaching, interns must demonstrate proficiency in applying effective teaching practices and classroom management strategies in a school classroom. Prerequisite: admission to a teacher certification program at Texas A&M Central Texas; satisfactory performance in the professional development courses preceding the internship. **Completion of the field experience is required in order to pass this course. No Grade lower than a C+ will be accepted.**

***Admitted to MAT program and have a teaching position.***

COURSE DATES, MODALITY, AND LOCATION  
This course is an internship course involving some online instruction. However, the majority of your learning will take place during your yearlong internship. The Internship Orientation is August 24, 2020 and the last class date will be December 11, 2020. This course uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com]. The instructional time outside of the internship is 100% online, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION  
Instructor: J. Elizabeth Casey, Ph.D.

Office: WH 322N  
Phone: 254.519.5491  
Cell: 864.247.6542  
Email: j.casey@tamuct.edu

Office Hours  
Monday: 1:00-3:00

Student-instructor interaction  
You can meet with me during scheduled office hours or by appointment (either in-person or virtually). Often, multiple students ask the same questions via email. In these instances, I typically respond through canvas in an announcement to clarify concerns for the entire class. I will get back to emails within 24 hours. I will usually respond to text messages or phone calls immediately. If I am in a meeting or engaged, I will respond the same day. Whether texting or leaving a voice mail, please tell me your name (text) and which class you are taking. Please do not hesitate to text my cell number if you are stressed about an assignment or if anything is unclear. Just begin the text with your name and the class.

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.

**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.

  - 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 Objective:**
The student will demonstrate effective teaching practices in a field-based setting and reflect on his/her role as a professional educator as he/she moves forward on the continuum from preservice to in-service educator.

Student Learning Outcomes:

1. The teacher intern demonstrates knowledge of the state accountability system in selecting content for lesson plans.
2. The teacher intern designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
3. The teacher intern 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.
4. The teacher intern utilizes technology ethically and legally.
5. The teacher intern recognizes the value of reflective practice to facilitate growth as a professional educator.

Competency Goals Statements (certification or standards):

PPR STANDARDS:
The State of Texas has developed the following standards for all Texas Teachers: Teacher Standards, Professional Roles & Responsibilities Standards, and Technology Standards. These standards were utilized to define what the clinical teacher will know or be able to do upon successful completion of this course. The student learning outcomes are categorized into four domains: Domain 1 Planning, Domain 2 Instruction, Domain 3 Learning Environment, and Domain 4 Professional Practices & Responsibilities.

Domain 1 Planning.
Dimension 1.1 Standards & Alignment. The clinical teacher designs clear, well organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners. The clinical teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
Dimension 1.2 Data & Assessment. The clinical teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Dimension 1.3 Knowledge of Students. Through knowledge of students and proven practices, the clinical teacher ensures high levels of learning, social-emotional development and achievement for all students.
Dimension 1.4 Activities. The clinical teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Domain 2 Instruction.
Dimension 2.1 Achieving Expectations. The clinical teacher supports all learners in their pursuit of high levels of academic and social-emotional success.
Dimension 2.2 Content Knowledge & Expertise. The clinical teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.
Dimension 2.3 Communication. The clinical teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Dimension 2.4 Differentiation. The clinical teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Dimension 2.5 Monitor & Adjust. The clinical teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Domain 3 Learning Environment.

Dimension 3.1 Classroom Environment, Routines, & Procedures. The clinical teacher organizes a safe, accessible and efficient classroom.

Dimension 3.2 Managing Student Behavior. The clinical teacher establishes, communicates and maintains clear expectations for student behavior.

Dimension 3.3 Classroom Culture. The clinical teacher leads a mutually respectful and collaborative class of actively engaged learners.

Domain 4 Professional Practices & Responsibilities.

Dimension 4.1 Professional Demeanor & Ethics. The clinical teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Dimension 4.2 Goal Setting. The clinical teacher reflects on his/her practice.

Dimension 4.3 Professional Development. The clinical teacher enhances the professional community.

Dimension 4.4 School Community Involvement. The clinical teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Texas Technology Application Standards:

Standard 1. All 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 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 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 teachers communicate information in different formats and for diverse audiences. Standard 5: 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. 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 Texas Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Required Reading and Textbooks:

No textbooks are required for this course. (Course assigned reading will be provided.)

Teacher candidates will collect evidence throughout this course to demonstrate mastery of the standards which will be organized and stored in the Internship in Teaching Notebook (MED students) or the Electronic TK20 Binder (MAT students).
Teacher candidates will participate in an internship in Teaching Orientation to outline the practicum experience and expectations. Additionally, teacher candidates will receive a copy of the Handbook for Teacher Certification which outlines policies and procedures.

**Recommended Text to study for PPR:**
https://www.240tutoring.com/

**COURSE REQUIREMENTS**
Assignments, Due Dates, Grading Criteria

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Standards</th>
<th>Due Dates</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educator’s Code of Ethics</td>
<td>PPR Standards: 4 TAC: 228.30 (c)(1), 228.50, 247</td>
<td>August 30, 2020</td>
<td>0</td>
</tr>
<tr>
<td>Weekly Schedule</td>
<td></td>
<td>August 30, 2020</td>
<td>0</td>
</tr>
<tr>
<td>Classroom Management Plan</td>
<td>PPR Standard 3</td>
<td>September 6, 2020</td>
<td>25</td>
</tr>
<tr>
<td>4 Lesson Plans (Danielson, Madeline Hunter OR 5E Lesson Plan Formats) Must include the ELPS and social/emotional learning outcomes</td>
<td>PPR Standards 1, 2</td>
<td>September 13, 2020 October 4, 2020 November 1, 2020 December 6, 2020</td>
<td>15 pts each x 4</td>
</tr>
<tr>
<td>4 Formal Lesson Evaluations (minimum of 45 minutes each)</td>
<td>PPR Standards 1,2,3,4</td>
<td>Field Supervisor will conduct these quarterly along with the pre-conference and interactive post conference</td>
<td>0</td>
</tr>
<tr>
<td>Assignment</td>
<td>Standards</td>
<td>Due Dates</td>
<td>Points</td>
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</tr>
<tr>
<td>First Weeks of School Reflection Paper</td>
<td>PPR Standards 1,2,3,4</td>
<td>September 13, 2020</td>
<td>25</td>
</tr>
<tr>
<td>2 Reflections – each reflection will have a specific prompt</td>
<td>PPR Standards 1,2,3,4</td>
<td>October 11, 2020 - December 6, 2020</td>
<td>25 each x 2</td>
</tr>
<tr>
<td>Observation of mentor – September October November</td>
<td>PPR Standards 1,2,3,4</td>
<td>September 30, 2020 - October 25, 2020 - November 22, 2020</td>
<td>10 each x 3</td>
</tr>
<tr>
<td>Student Assessment and Remediation Assignment</td>
<td>PPR Standard 3</td>
<td>November 15, 2020</td>
<td>50</td>
</tr>
<tr>
<td>Professional Opportunities Documentation (Required - Attend an ARD / 504 mtg, PLC)</td>
<td>PPR Standard 4</td>
<td>December 10, 2020</td>
<td>0</td>
</tr>
<tr>
<td>Observation of Another Teacher - Fall</td>
<td>PPR Standards 1,2,3,4</td>
<td>December 6, 2020</td>
<td>10</td>
</tr>
<tr>
<td>Fall Action Plan</td>
<td>PPR 1,2,3, and 4</td>
<td>December 6, 2020</td>
<td>50</td>
</tr>
<tr>
<td>T-TESS Evaluation Goal Setting</td>
<td>PPR Standards 1,2,3,4</td>
<td>December 6, 2020</td>
<td>0</td>
</tr>
<tr>
<td>T-TESS Evaluation Walkthroughs Log/TTESS Evaluation (if applicable)</td>
<td>PPR Standards 1,2,3,4</td>
<td>December 6, 2020</td>
<td>0</td>
</tr>
<tr>
<td>T-TESS Growth Plan (if applicable) NOTE: May result in an unsatisfactory grade and require repeating the course.</td>
<td>PPR Standards 1,2,3,4</td>
<td>December 6, 2020</td>
<td>N/A</td>
</tr>
</tbody>
</table>
PPR Exam – Students must take both the representative and PPR exam.  
PPR Standards 1,2,3,4  
December 13, 2020  
N/A

Note: All assignments must be completed by the required due date. The course outline and calendar list all assignment and assessment requirements with due dates. Changes of those dates are at the discretion of the professor. Late assignments will not be accepted. Failure to submit documentation on time will result in failure for this course. Professionalism regarding communication and quality of work is expected at all times.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Points</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>270-300</td>
<td>exceptional demonstration and deep coherent understanding</td>
</tr>
<tr>
<td>B</td>
<td>240-269</td>
<td>proficient understanding</td>
</tr>
<tr>
<td>C</td>
<td>210-239</td>
<td>acceptable understanding in most areas</td>
</tr>
<tr>
<td>D</td>
<td>180-209</td>
<td>developing understanding with some critical deficiencies</td>
</tr>
<tr>
<td>F</td>
<td>Below 180</td>
<td>unsatisfactory understanding with significant deficiencies</td>
</tr>
</tbody>
</table>

**Posting of Grades:**

Final grades will be posted by December 13, 2020. A student must successfully complete Internship I to pass this course. Regardless of grade in course, students who do not successfully complete internship I cannot pass the course.

**Posting of Grades**

- All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Longer assignments, such as the papers and projects, will be graded and grades posted in approximately five to seven days.

**CALENDARS**

- Teaching Interns are expected to follow the School District Calendar where they are employed to include the school’s scheduled beginning and ending times.
- **Texas A&M Central Texas Internship Calendar Fall 2020**
- Clinical Teachers are expected to follow the school district calendar where they are placed. This includes the campus’ daily scheduled beginning and ending times. All assignments are submitted to Canvas or TK20 and most are due before 11:59 p.m. on the deadline date.

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Assignment/Assessment and deadline dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Assignment/Assessment and <strong>deadline</strong> dates</td>
</tr>
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<tr>
<td>8/30</td>
<td>TBD</td>
<td>TBD</td>
<td>Internship Orientation; EDUC 5384.110 Submit Educator Code of Ethics <strong>The following should be complete</strong> and turn in to <strong>Educator Preparation Services: Intern Profile Pre-Internship Checklist/Beginning of School Year Checklist</strong></td>
</tr>
<tr>
<td>8/30</td>
<td>11:59 p.m.</td>
<td>Canvas or TK20 and Field Supervisor</td>
<td>Deadline to Submit Weekly Schedule <strong>MED</strong> – Submit in Canvas and send a copy to Field Supervisor <strong>MAT</strong> – Complete in TK20 and send a copy to Field Supervisor</td>
</tr>
<tr>
<td>8/17</td>
<td>Campus Hours Online Learning</td>
<td>Campus</td>
<td>Start of School Year (KISD) Week 2 (TISD)</td>
</tr>
<tr>
<td>9/6</td>
<td>11:59 p.m.</td>
<td>Canvas and Notebook or TK20</td>
<td>Deadline: Classroom Management Plan Assignment <strong>MED</strong> – Submit in Canvas and put a copy in your Notebook <strong>MAT</strong> – Complete in TK20</td>
</tr>
</tbody>
</table>

**Sept. 7 – First Observation Round Begins**  
**Sept. 18 – First Observation Round Ends**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13</td>
<td>11:59 p.m.</td>
<td>Notebook Or TK20</td>
<td><strong>First Observation Round Complete: Paperwork due</strong>  <strong>MED</strong> – the Field Supervisor will submit the evaluation. Put a copy of the lesson plan and the evaluation in your Notebook. <strong>MAT</strong> - Complete Lesson Plan #1 with post conference notes Complete Observation and Conference Feedback Ack. #1 (in TK20)</td>
</tr>
<tr>
<td>9/13</td>
<td>11:59 p.m.</td>
<td>Canvas and Notebook or TK20</td>
<td>Deadline to submit First Weeks of School Reflection Paper Rubric in Canvas Modules <strong>MED</strong> – Submit in Canvas and put a copy in your Notebook <strong>MAT</strong> – Complete in TK20</td>
</tr>
</tbody>
</table>

**Sept. 21 – Second Observation Round Begins**

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Assignment/Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thursday, 9/24</td>
<td>6:00 – 8:00 p.m.</td>
<td>Webex</td>
<td><strong>Seminar for EDUC 5384</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Location</td>
<td>Assignment/Assessment and deadline dates</td>
</tr>
<tr>
<td>---------</td>
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<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 9/30    | 11:59 p.m. | Canvas and Notebook or TK20 | **Deadline to submit September Observation of Mentor Teacher**  
**MED**- Submit in Canvas AND put a copy in your Notebook  
**MAT**- Complete in TK20                                                                 |
| Oct. 2 – Second Observation Round Ends                                                                 |
| 10/25   | 11:59 p.m. | Notebook or TK20 | **Second Observation Round Complete: Paperwork due**  
**MED** – the Field Supervisor will submit the evaluation. Put a copy of the lesson plan and the evaluation in your Notebook.  
**MAT** - Complete Lesson Plan #1 with post conference notes  
Complete Observation and Conference Feedback Ack. # (in TK20) |
| 10/15   | 6-8 | Webex | **Seminar day for EDUC 3284**  
Deadline for Fall Action Plan for Professional Growth, part 2, page 1 – *bring a list of your goals and actions to class* |
| 10/11   | 11:59 p.m. | TK20 | **Deadline to submit Internship Reflective Practice #1**  
Rubric in Canvas Modules  
**MED** – Submit in Canvas and put a copy in your Notebook  
**MAT** – Complete in TK20 |
| Oct. 19 – Third Observation Round Begins                                                                 |
| 10/25   | 11:59 p.m. | Canvas and Notebook or TK20 | **Deadline to submit October Observation of Mentor Teacher**  
**MED**- Submit in Canvas AND put a copy in your Notebook  
**MAT**- Complete in TK20 |
| Nov. 6 – Third Observation Round Ends                                                                 |
| 11/1    | 11:59 p.m. | Notebook or TK20 | **Third Observation Round Complete: Paperwork due**  
**MED** – the Field Supervisor will submit the evaluation. Put a copy of the lesson plan and the evaluation in your Notebook.  
**MAT** - Complete Lesson Plan #1 with post conference notes  
Complete Observation and Conference Feedback Ack. #1 (in TK20) |
<p>| Nov. 9 – Fourth Observation Round Begins                                                                 |
| 11/12   | 6-8 | Webex | <strong>Seminar day for EDUC 5384</strong> |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Location</th>
<th>Assignment/Assessment and deadline dates</th>
</tr>
</thead>
</table>
| 11/15  | 11:59 p.m. | Canvas or TK20                  | Deadline to submit Assessment and Remediation Plan Assignment  
Rubric in Canvas Modules  
**MED** – Submit in Canvas and put a copy in your Notebook  
**MAT** – Complete in TK20 |
| Friday, Nov. 25 – Fourth Observation Round Ends |
| 11/22  | 11:59 p.m. | Notebook or TK20                | **Fourth Observation Round Complete: Paperwork due MED**  
the Field Supervisor will submit the evaluation. Put a copy of the lesson plan and the evaluation in your Notebook.  
**MAT** - Complete Lesson Plan #1 with post conference notes  
Complete Observation and Conference Feedback Ack. #1 (in TK20) |
| 11/22  | 11:59 p.m. | Canvas and Notebook Or TK20     | Deadline to submit November Observation of Mentor Teacher  
**MED**- Submit in Canvas AND put a copy in your Notebook  
**MAT**- Complete in TK20 |
| 12/6   | 11:59 p.m. | Canvas and Notebook Or TK20     | Deadline to submit Internship Reflective Practice #2  
Rubric in Canvas Modules  
**MED** – Submit in Canvas and put a copy in your Notebook  
**MAT** – Complete in TK20 |
| 12/7   | 11:59 p.m. | Canvas and Notebook Or TK20     | Deadline to submit the following:  
Professional Opportunities documentation  
Fall Action Plan for Professional Growth, parts 1 and 2  
**MED** – Submit in Canvas and put a copy in your Notebook  
**MAT** – Complete in TK20 |
| 12/7   | 11:59 p.m. | Notebook Or TK20                | Deadline to submit the following:  
T-TESS Evaluation Goal Setting  
T-TESS Evaluation Walkthrough Log/T-TESS Evaluation  
T-TESS Growth Plan (if applicable)  
**MED** – Submit in your Notebook  
**MAT** – Complete in TK20 |

- **MED NOTE:** All documents identified on the Internship I Certification Documentation form  
  MUST be clipped together (without staples) and submitted to Dr. Hooten no later Tuesday, Dec. 10 at 6:00 p.m. You MUST contact and make arrangements for delivery of your Notebook to Dr. Hooten.  
- **MAT NOTE:** You must ensure that all documents in your TK20 digital folder are completed. Once you verify all is completed, you will SUBMIT your files.
• Observation Windows Fall 2020
  • First Observation: September 7-September 18
  • Second Observation: September 21, October 2
  • Third Observation: October 19-November 6
  • Fourth Observation: November 9-November 25

Important University Dates (including add/drop/holiday etc.)
https://www.tamuct.edu/registrar/docs/2020-2021-academic-calendars-and-final-exam-schedule.pdf

TECHNOLOGY REQUIREMENTS AND SUPPORT
You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed.

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
Professors cannot drop students; this is always the responsibility of the student. The Registrar’s Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar’s Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar’s Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

Academic Integrity
Texas A&M University-Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the university’s standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.
For more information regarding the Student Conduct process, [https://www.tamuct.edu/student-affairs/student-conduct.html].

If you know of potential honor violations by other students, you may submit a report, [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=0].

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://www.tamuct.edu/compliance/titleix.html]

Important information for Pregnant and/or Parenting Students
Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s
Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit Student Affairs [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. Tutor.com tutoring will not offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

Chat live with a tutor 24/7 for almost any subject from on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log in and receive online tutoring support at no additional cost. This tool provides tutoring in over 40 subject areas. Access Tutor.com through Canvas.

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

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students’ ideas and writing, our tutors highlight the ways in which they read and interpret students’ texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an
appointment via WCOnline [https://tamuct.mywconline.com/]. 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].

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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/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 assignments are not accepted unless there is a legitimate and documented emergency.

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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