

**EDUC 3330-120, 80115,
PROFESSIONAL DEVELOPMENT II: EFFECTIVE INSTRUCTION
Spring 2020
Texas A&M University-Central Texas**

Catalogue Course Description: Examine the relationship between the state-adopted curriculum, learner-centered proficiencies, and best practices. Study lesson cycles, models of learning, instruction, uses of technology, assessment, classroom management, micro-teaching and field experience. Classroom management lab and documentation of field experiences are required.
3 Credit Hours.

You will be required to complete 20 hours of field experience to successfully pass this course.

*****Prerequisite(s): EDUC 3320 and admission to the Teacher Education Program.**

Levels: Undergraduate

Schedule Types: Laboratory, Lecture

COURSE DATES, MODALITY, AND LOCATION

Tuesdays: 2:00 a.m. – 4:45 p.m.

Warrior Hall: 306

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: 10:00-1:00

Tuesday: 4:45-5:45

Thursday: 10:00-1:00 & 5:00-6:00

Student-instructor interaction

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

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

WARRIOR SHIELD

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

Warrior Shield is an emergency notification service that gives Texas A&M University-Central

Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by [911Cellular](https://portal.publicsafetycloud.net/Account/Login) [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.

Course Objective: The student will demonstrate effective 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. Upon completion of this course, the student will be a reflective professional educator who makes effective educational decisions that support the creation of dynamic learning environments appropriate for diverse students' needs.

Student Learning Outcomes (SLOs): Overall, course outcomes include three components.

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):

Teacher Standards

Standard 1 - Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

Standard 2 - Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

Standard 3 - Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4 - Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5 - Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Standard 6- Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Pedagogy and Professional Responsibility Standards

Standard 1 - The teacher designs instruction appropriate for all students that reflects an understanding of content and is based on continuous and appropriate assessment.

Standard 2 - The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

Standard 3 - The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Standard 4 - The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

Technology Application Standards

Standard 1 - All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard 2 - All teachers collaborate and communicate both locally and globally to reinforce and

promote learning

Standard 3 - All teachers acquire, analyze, and manage content from digital resources.

Standard 4 - All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard 5 - All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

Standard 6 - All teachers demonstrate a thorough understanding of technology concepts, systems, and operations.

Standard 7 - All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

TExES Competencies

TExES Competency 001: The beginning teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and is responsive to their developmental characteristics and needs.

TExES Competency 002: The beginning teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

TExES Competency 003: The beginning teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

TExES Competency 004: The beginning teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

TExES Competency 005: The beginning teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

TExES Competency 006: The beginning teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

TExES Competency 007: The beginning teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

TExES Competency 008: The beginning teacher provides appropriate instruction that actively engages student in the learning process.

TExES Competency 009: The beginning teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

TExES Competency 010: The beginning teacher is a reflective practitioner who knows how to promote his or her own professional growth and can work cooperatively with other professionals in the system to create a school culture that enhances learning and encourages positive change.

TExES Competency 011: The beginning teacher understands the importance of family involvement in children's education and knows how to interact and communicate effectively with families.

TExES Competency 012: The beginning teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

TExES Competency 013: The beginning teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

Required Reading and Textbook(s) and Materials:

TK-20: <https://www.tamuct.edu/educator-preparation-services/Tk20.html>

Popham, W.J. (2020). *Classroom Assessment: What Teachers Need to Know, 9th Edition*. New York,

New York: Pearson.

<https://www.pearson.com/us/higher-education/program/Popham-My-Lab-Education-with-Enhanced-Pearson-e-Text-Access-Card-for-Classroom-Assessment-What-Teachers-Need-to-Know-9th-Edition/PGM2827076.html?tab=resources>

N.B. A student of this institution is not under any obligation to purchase a textbook from a university affiliated bookstore. The same textbook may be available from an independent retailer, including an online retailer

Texas A&M University - Central Texas Department of Curriculum and Instruction. (2017-2018). Handbook for teacher certification.

TEKS:

https://tea.texas.gov/Academics/Curriculum_Standards/TEKS_Texas_Essential_Knowledge_and_Skills

Texas Educator Standards

http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/

TEGES Core Subjects test information

<http://cms.texas-ets.org/texas/core-subjectsgeneralisttests/>

You are required to bring your textbook to class.

COURSE REQUIREMENTS

Participation and attendance in this course is required. There will be a sign in sheet each week. If you are late, and or leave early, it will be recorded and may affect your grade.

Course Requirements: (include point values for each- not just a percentage)

1. **TK-20** (30 pts each) student will purchase TK-20 (follow steps in link above or here: <https://www.tamuct.edu/educator-preparation-services/Tk20.html>) Create account and complete Clinical Teaching Application in TK-20.
2. **Learner Centered Project** (50 pts.) Students will work in groups of two (different than LP and Unit plan groups) to research and create an ORIGINAL class presentation on learner-centered strategies. See: <http://www.spencerauthor.com/student-ownership-projects/> (SLOs PPR 1, 2, & 3)
3. **Research Paper on Research Based Strategies** (50 pts.) Students will research and write an original paper about an approved research-based instructional strategy. APA Paper will be 1000 words (about 4 pages) on an approved research-based strategy for learning. (SLOs PPR 1, 2, & 3)
4. **Assessment Development Project** (75 pts.) Each student will develop 25 ORIGINAL multiple question types (10 T/F, 10 M/C, 2 Matching, 2 SA, and 1 Essay) for assigned objectives/TEKS (50 pts). Students will design instruction for diverse students based on relevant assessment (15 pts). Students will differentiate instruction based on assessment (10 pts). (SLOs PPR 1, 2, & 3)
5. **Lesson Plans** (50 pts.-5@10 pts each) Each student will develop five lesson plans using a template of his/her choice (i.e., Danielson, Hunter, 5E, etc.). Students will identify TEKS

for their major content area (i.e., secondary math, English, history, etc.) or identify a TEK in each area for EC-6. EC-6 majors will write LPs for 4th grade-6th grade. Students will describe the pre, during, and after instructional methods, identify a research-based strategy, and identify informal and formal assessment to determine student learning. **(TS SLOs 1-5)**

6. **Instructional Strategies/Models of Learning Demonstration** (50 pts.-2@25 pts each) Students, in pairs, will demonstrate multiple instructional strategies during two class mini-lessons. Students will be paired and teach two lessons on separate days. Students will teach from their developed LP and use technology during one of the demonstrations. Students are not required to develop a PowerPoint, but they can create one to enhance learning. Teaching demonstration will be approximately 30 minutes in length and will contain: (a) correct content information (15 minutes) beginning with activating prior knowledge (5 minutes); (b) a research-based instructional method (throughout); (c) a reading/writing component (embedded into content instruction); (d) assessment plan (described in LP); and, (e) materials for peers. *Of importance, peers will be reading and writing during the lesson, so plan accordingly.* **(TS SLOs 1-5)**
7. **Technology Activity** (30 pts.) Each student will select a technology tool to incorporate in one lesson plan and teach the class with this technology tool during one of their two teaching demonstrations. (i.e., when you co-teach with your peer, there should be ONE technology during each of your TWO demonstrations. **(TS SLO 5 and all tech standards)**
8. **Identification and Remediation of Struggling Student** (100 pts.) This will consist of two parts. With your cooperating teacher, identify and work with a student who is struggling. Remediation should focus on student needs, differentiation of instruction, and either 1:1 or small group teaching. Lessons should incorporate interdisciplinary learning if possible, engaging arts activities, technology, literacy, and writing. Develop lessons to engage learner in an environment that supports/enhances student's self-efficacy and covers multiple TEKS across an extended period of time. Select literature (narrative or expository) that ties to content and incorporates writing and embedded arts instruction. Be prepared to present your remediation lessons to peers. You will document student growth over time. **(SLOs PPR 1, 2, & 3)**
9. **Quizzes** (5@10 pts each) (50 pts) Students will complete quizzes online. Quizzes will consist of T/F, M/C, Matching, and/or Short Answer. Students will have thirty minutes to complete. ***On quiz 1 ONLY***, students will have two opportunities and the higher grade will be used for grading.
10. **Final Exam** (50 pts)-online and consisting of T/F, M/C, Matching, and/or Short Answer. Students will have three hours to complete exam during a 48 hour window. **(SLOs 1-6)**
11. **Signed Field Experience Form** (50 pts). Teacher candidates are responsible for maintaining an accurate log of field-based experiences for their candidate Certification File. Students are required to complete **20 hours** of field-based observations. Failure to maintain field log and updating Tk20 with required hours will result in a failing grade in this course. **(SLO PPR 4)**

- Student learning outcomes (SLOs) are listed above.
- Rubrics for all assignments will be available in Canvas.
- Grades for paper, project, and/or written assignments will be assigned based on student's

work and grade will align with rubric guidelines. Grades for presentations will also align with rubric guidelines. Grades for quizzes and finals will be assigned based on correct/incorrect student response. Partial credit may be given on short answer and essay questions.

Grading Criteria Rubric and Conversion

These items should always match the course requirements.

Grading Criteria Rubric and Conversion

Grading		
Assignment	Points	Final Grade Calculation
TK-20	30	
Instructional Strategies/Models of Learning Demonstration (2@25 each)	50	A = 524-585 pts
Research Paper – Research-based Strategy	50	B = 466-523 pts
Learner Centered Project	50	C = 407-465 pts
Assessment Development Project	75	D = 349-406 pts
Lesson Plans (5@10 pts each)	50	F = 348 pts or less
Identification and Remediation of Struggling Student	100	
Technology Activity	30	
Quizzes 5@10 points each)	50	
Final Exam	50	
Signed Field Experience Form (excel spread sheet upload)	50	
Total Points	585	

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

*****The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes. Assignments may be altered, but no additional assignments will be added.**

Date	In Class Topics and Corresponding Chapters (Please read prior to class)	Assignments/ Reading assignments (Unless otherwise specified, all assignments are due at the beginning of class.)
Week 1 1-14	Introductions Syllabus, Course overview Chapter 1: Why Do Teachers Need to Know About Assessment?	Class activity (L-G-L) WIN Speaker Share 1-2-3 with wait time
Week 2 1-21	<i>Class will not meet-Dr. Casey is in Austin for LETRS training.</i> Chapter 2: Deciding What to Assess <i>Work in On-line Module</i> -complete readings from chapter 2. Complete Discussion board 1 and Quiz 1 and begin/continue working on LPs.	***Students will turn in their signed copy of syllabus contract. Discussion 1 Due on 1/26 @ 11:59 pm in Canvas. Quiz 1 Due on 1/26 @ 11:59 pm in Canvas. (Quiz 1 covers chapters 1-2)

		Proof of TK-20 Due on 1-26 @ 11:59 pm in Canvas. (I will check-you might upload a screen shot)
Week 3 1-28	Chapter 3: Reliability of Assessment	What is reliable assessment: Rubric activity.
Week 4 2-4	Chapter 4: Validity	
Week 5 2-11	<i>Class will not meet-Dr. Casey is in Austin for LETRS training.</i> <i>Work in On-line Module</i> -complete readings from chapter 5. Complete Discussion 2 and Quiz 2 and begin/continue working on LPs.	Discussion 2 Due on 2/16 @ 11:59 pm in Canvas. Quiz 2 Due on 2/16 @ 11:59 pm in Canvas. (Quiz 2 covers chapters 3-5)
Week 6 2-18	Chapter 6: Selected-Response Tests	Learner Centered projects Due in Class. All groups will present.
Week 7 2-25	Chapter 7: Constructed-Response Tests	Class activities-sign up for teaching demonstrations. Dr. Casey will assign a research-based strategy for paper.
Week 8 3-3	Review Chapters 6 & 7 Chapter 8: Performance Assessment	Go over unit presentation expectations.
3-10	SPRING BREAK_NO CLASSES	
Week 9 3-17	Chapter 9: Portfolio Assessment	
Week 10 3-24	Chapter 10: Affective Assessment Chapter 11: Improving Teacher-Developed Assessments	Rubric Activity for Portfolio assessment Quiz 3 Due on 3/29 @ 11:59 pm in Canvas. (Quiz 2 covers chapters 6-9) Paper on Research-based strategies due on 3-29 @ 11:59.
Week 11 3-31	Chapter 12: Formative Assessment	Quiz 4 Due on 4/5 @ 11:59 pm in Canvas. (Quiz 4 covers chapters 10-12)
Week 12 4-7	Chapter 13: Making Sense Out of Standardized Test Scores	Micro-teaches uploaded. Use a you-tube link.
Week 13 4-14	Chapter 14: Appropriate and Inappropriate Test-Preparation Practices	Assessment Projects Due in Canvas on 4/19 @ 11:59 pm.

Week 14 4-21	Chapter 15 The Evaluation of Instruction Chapter 16 Assessment-Based Grading	Quiz 5 Due on 4/26 @ 11:59 pm in Canvas. (Quiz 5 covers chapters 13-16)
Week 15 4-28	Review and complete all outstanding items.	Lesson Plans Due
Week 16 Final Exam Week 5-5	Final Exam-Exam will be open from 5-5 through 5-7. You will have three hours to complete the exam.	Cumulative Final Exam (online) due on 05/07 @ 11:59 pm.

Posting of Grades

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

Important University Dates

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

Important Dates	Description
January 13, 2020	Add, Drop and Late Registration Begins for 16- and First 8-Week Classes
January 13, 2020	Classes Begin for Spring Semester
January 20, 2020	Martin Luther King, Jr Day (University Closed)
January 29, 2020	Deadline to Drop 16-Week Classes with No Record
March 1, 2020	Deadline for Teacher Education and Professional Certification Applications
March 9-12, 2020	Spring Break (No Classes - Administrative Offices Open)
March 15, 2020	Deadline for Clinical Teaching/Practicum Applications
March 16, 2020	Class Schedule Published for Summer Semester
March 27, 2020	Deadline for Graduation Application for Ceremony Participation
March 30, 2020	Registration Opens for Seniors, Post-Bacc, and Graduate Students for Summer Semester
April 3, 2020	Deadline to Drop 16-Week Classes with a Quit (Q) or Withdraw (W)
April 6, 2020	Registration opens for all students for the Summer and Fall Semesters
May 8, 2020	Deadline for Applications for Tuition Rebate for Spring Graduation (5pm)
May 8, 2020	Deadline for Degree Conferral Applications to the Registrar's Office. \$20 Late Application Fee.
May 8, 2020	Deadline to Withdraw from the University for 16- and Second 8-Week Classes
May 8, 2020	Spring Semester Ends
May 9, 2020	Spring Commencement Ceremony

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, access Canvas to complete quizzes and final exam.

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): [<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) [https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf].

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

Academic Integrity

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student’s academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student’s work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university’s Office of Student Conduct. Ignorance of the

university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

For more [information regarding the Student Conduct process](https://www.tamuct.edu/student-affairs/student-conduct.html), [<https://www.tamuct.edu/student-affairs/student-conduct.html>].

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

Academic Accommodations

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier-free education. The Office of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the university's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Office of Access and Inclusion, WH-212; or call (254) 501-5836. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/compliance/titleix.html) 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) [<https://www.tamuct.edu/student-affairs/index.html>]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender—including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Associate Dean in the Division of Student Affairs at (254) 501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

Tutoring

Tutoring is available to all A&M-Central Texas students, both on-campus and online. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111. Tutor.com tutoring **will not** offer writing support beginning August 1, 2019.

If you have a question regarding tutor schedules, need to schedule a tutoring session,

are interested in becoming a tutor, or have any other question, contact Academic Support Programs at (254) 519-5796, or by emailing Dr. DeEadra Albert-Green at deeadra.albertgreen@tamuct.edu.

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

University Writing Center

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

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WOnline](https://tamuct.mywconline.com/) [https://tamuct.mywconline.com/]. In addition, you can email Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu if you have any questions about the UWC and/or need any assistance with scheduling.

University Library

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available 24 hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how

to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index].

OPTIONAL POLICY STATEMENTS

A Note about Sexual Violence at A&M-Central Texas

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Counseling (254-501-5955) located on the second floor of Warrior Hall (207L).

Sexual violence can occur on our campus because predators often feel emboldened, and victims often feel silenced or shamed. It is incumbent on ALL of us to find ways to actively create environments that tell predators we don't agree with their behaviors and tell survivors we will support them. Your actions matter. Don't be a bystander; be an agent of change. For additional information on campus policy and resources visit the [Title IX webpage](https://www.tamuct.edu/departments/compliance/titleix.php) [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](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [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.

INSTRUCTOR POLICIES

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

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

Copyright Notice

Students should assume that all course material is copyrighted by the respective author(s). Reproduction of course material is prohibited without consent by the author and/or course instructor. Violation of copyright is against the law and Texas A&M University-Central Texas' Code of Academic Honesty. All alleged violations will be reported to the Office of Student Conduct.

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

Syllabus Signature Page
Texas A&M Central Texas

Instructor: Dr. Casey
Course: EDUC 4320
Semester: Spring 2020

I, _____, received a copy of the course syllabus for the class mentioned above and agree to the following course policies:

COURSE ABSENCE POLICY

Regular attendance is an important part of this course. Successful performance in this class requires that you attend class and be punctual. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content. After one absence, 4 points will be deducted from the student's final points, two absences will result in 8 points deducted, etc. Excessive absences (>4) will result in student's final grade being lowered by one letter grade. This class meets once a week and has online components, both which are required. An absence on a presentation due-date will result in a 0% for that assignment unless there are extenuating circumstances.

ASSIGNMENT POLICY

All assignments must be submitted on time to receive full credit. Any late assignment submitted will have an automatic 10% deduction in grade per day or not accepted per the instructor's decision. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation. If you are having technology difficulties, email the assignment to yourself and print in the library. Paper copies and/or Canvas copies of assignments are necessary to receive a grade.

CLASS PARTICIPATION

Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required readings. All participants are expected to welcome open expression of opinions, attitudes and beliefs.

EXPECTED QUALITY OF WORK

1. Papers: please use TNR 12 pt font and follow APA citation style (<http://owl.english.purdue.edu/owl/resource/560/01/>)
2. Proofread paper for grammatical, mechanical, and spelling errors

3. Both content and quality of the student's work for all assignments will be considered. Quality of writing includes clarity of expression, appropriate use of references, and correct grammar, spelling, and punctuation.

CELL PHONES & LAPTOPS

Please refrain from laptop and cell phone use during class unless the instructor has requested that they be used. In the case of an emergency, please step into hall to conduct personal business.

RESPONSIBILITY

As a teacher candidate, you are expected to maintain a high level of responsibility. Therefore, you must be responsible for verifying dates, expectations, and quality of work. If there is something you don't understand, please ask. Assigned readings and tasks should be completed before class for discussion, reflection and evaluation.

E-MAIL

If you have questions or need to send a document for review, please send through my TAMUCT account j.casey@tamuct.edu.

Print Full Name: _____

Signature: _____

Date: _____