READ 5370.115, CRN 60074, LITERACY DEVELOPMENT
Summer 2020: June 1-July 3
Online Course Delivery
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION
Course dates: June 1-July 3
Location: Online
Modality: Modules, Videos, quizzes, Peer Discussion,

Students will engage in on-line activities for 100% of instruction. The first class meeting is Monday, June 1 and the course will end on July 3. This course utilizes TAMUCT Canvas Learning Management System: [https://tamuct.instructure.com]. All course materials will be found online in course modules.

INSTRUCTOR AND CONTACT INFORMATION
Instructor: J. Elizabeth Casey, Ph.D.
Office: Warrior Hall
Phone: 254-519-5491
Cell: 864-247-6542
Email: j.casey@tamuct.edu

Office Hours:
Online Via Webex by appointment in Canvas. Please schedule an appointment. For immediate/emergency assistance, a text to my cell phone will receive a response typically within 30 minutes.

Student-instructor interaction:
An online discussion board through canvas will be utilized to engage all learners in discussing course content and/or assisting each other if difficulties arise. Often, multiple students have the same questions and I will send an email to all students to clarify information. I typically respond through canvas in an announcement or on the discussion board to clarify concerns for the entire class. I will get back to emails within 24 hours. I will respond to text messages or phone calls immediately, or within 30 minutes. For general questions or clarification, please contact me via j.casey@tamuct.edu. For emergencies, please text or call my cell phone.

Warrior Shield:
Emergency Warning System for Texas A&M University-Central Texas
Warrior Shield is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in Warrior Shield through their myCT email account.

Connect to Warrior Shield by 911Cellular [https://portal.publicsafetycloud.net/Account/Login] to change where you receive your alerts or to opt out. By staying enrolled in Warrior Shield, university officials can quickly pass on safety-related information, regardless of your location.
COURSE INFORMATION
Course Overview and description:
Catalogue description: Models of the reading and writing processes. Includes characteristics of emergent, early, transitional and fluent literacy; instructional strategies in reading and writing; phonics instruction and strategies for teaching English language learners; the essential knowledge and skills in the language arts curriculum.

Prerequisite: admission to the teacher certification program

Student Learning Outcomes:
1. Students will identify and describe the five pillars of reading.
2. Students will compare stages of literacy among typically developing readers and struggling readers from early childhood through 12th grade.
3. Students will analyze and synthesize emergent literacy development and best practices for supporting literacy among all students.
4. Students will identify components of literacy development and articulate effective literacy environments that support student learning at all EC-12 levels.

Texas Educator Standards and Student Learning Outcomes: English Language Arts and Reading Generalist EC-6:
STANDARD I  Oral Language: Teachers of young students understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for young students to develop listening and speaking skills.

STANDARD II  Phonological and Phonemic Awareness: Teachers of young students understand the components of phonological and phonemic awareness and utilize a variety of approaches to help young students develop this awareness and its relationship to written language.

STANDARD III  Alphabetic Principle: Teachers of young students understand the importance of the alphabetic principle to reading English, know the elements of the alphabetic principle, and provide instruction that helps students understand that printed words consist of graphic representations that relate to the sounds of spoken language in conventional and intentional ways.

STANDARD IV  Literacy Development and Practice: Teachers of young students understand that literacy develops over time and progresses from emergent to proficient stages. Teachers use a variety of contexts to support the development of young students’ literacy.

STANDARD V  Word Analysis and Decoding: Teachers understand the importance of word analysis and decoding to reading and provide many opportunities for students to improve word analysis and decoding abilities.

Standard VI  Reading Fluency: Teachers understand the importance of fluency to reading comprehension and provide many opportunities for students to improve reading fluency.

STANDARD VII  Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach young students strategies for improving comprehension.

STANDARD VIII  Development of Written Communication: Teachers understand that writing to communicate is a developmental process and provide instruction that helps young students develop competence in written communication.
STANDARD IX  Writing Conventions: Teachers understand how young students use writing conventions and how to help students develop those conventions.

STANDARD X  Assessment and Instruction of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement literacy instruction for young students.

English Language Arts and Reading Generalist 4-8:
STANDARD I  Oral Language: Teachers of students in grades 4–8 understand the importance of oral language, know the developmental processes of oral language, and provide a variety of instructional opportunities for students to develop listening and speaking skills.

STANDARD II  Foundations of Reading: Teachers of students in grades 4–8 understand the foundations of reading and early literacy development.

STANDARD III  Word Analysis Skills and Reading Fluency: Teachers understand the importance of word analysis skills (including decoding, blending, structural analysis, sight word vocabulary) and reading fluency and provide many opportunities for students to practice and improve their word analysis skills and reading fluency.

STANDARD IV  Reading Comprehension: Teachers understand the importance of reading for understanding, know the components of comprehension, and teach students strategies for improving their comprehension.

STANDARD V  Written Language: Teachers understand that writing is a developmental process and provide instruction that helps students develop competence in written communication.

STANDARD VI  Study and Inquiry Skills: Teachers understand the importance of study and inquiry skills as tools for learning and promote students’ development in applying study and inquiry skills. STANDARD VII  Viewing and Representing: Teachers understand how to interpret, analyze, evaluate, and produce visual images and messages in various media and to provide students with opportunities to develop skills in this area.

STANDARD VIII  Assessment of Developing Literacy: Teachers understand the basic principles of assessment and use a variety of literacy assessment practices to plan and implement instruction.

Required Textbook:

Recommended Text:

Other Required Materials:
Texas Educator Standards: http://www.tea.state.tx.us/index2.aspx?id=6148
http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/Texas_Essential_Knowledge_and_Skills (TEKS)

COURSE REQUIREMENTS
A. Early/Emergent Literacy Report (120 points-each section is 10 pts) EC-6 Standards I-X;
4-8 Standards I-VIII. The field experience report will include two major components, with subsections, all developed from information found in chapters four and five:

(1) After reading chapter four (70 pts):
   a. Write a minimum one-page summary of emergent literacy and ways that you might foster emergent literacy (pp. 116-124).
   b. Write a minimum one-page summary and discuss why reading informational texts to emergent literacy students is important. Describe how teachers can best use informational texts with early childhood students (pp. 124-128).
   c. Write a minimum one-page summary of the purpose of emergent story-book reading, shared book experiences, and successive readings (pp. 128-131).
   d. Write a minimum one-page summary on developing writing literacy using language experience stories and shared writing. Include forms of emergent writing and ways to encourage children to write (pp. 131-138).
   e. Write a minimum one-page summary on speech sound formation and the impact on writing. Include information on nasalization, syllabic consonants, affrication, aspiration, vowel-blending, pre-alphabetic/alphabetic/consolidated alphabetic principles, and invented spelling (pp. 138-144).
   f. Write a minimum one-page summary on developing students’ alphabetic knowledge and phonological awareness. Be sure to include rhyme, alliteration, segmenting, Elkonin Phonemic Segmentation Technique, and blending (pp. 145-161).
   g. Using the Emergent Literacy Observation Guide on pps 169-170 (Figure 4.5) assess a young child (using videos in modules) and write a summary of the findings, including information from your observational checklists.

(2) After reading chapter five (50 pts):
   a. Write a minimum one-page summary on preparing to provide phonics instruction. Be sure to include information on pre/partial/full/consolidated alphabetic stages, stage theory for phonics, dialect variation, and integrated approach (pp. 177-182).
   b. Write a minimum one-page summary on the elements of phonics, including onsets and rimes and approaches to teaching phonics (182-185).
   c. Write a minimum one-page summary on the elements of consonants, including initial consonant sounds, literacy to reinforce consonants, word sorts, final consonants, approaches to teaching phonics, and consonant blends (pp. 186-194).
   d. Write a minimum one-page summary on teaching vowels, including word-building approach, short/long vowels, vowel patterns, onsets, rimes, blending, final-e, digraph, split-digraph, and reinforcing vowel patterns through reading (pp. 195-214).
   e. Write a minimum one-page summary on phonics strategy instruction. Be sure to include analogy, context, advanced decoding, miscue, decodable texts, predictable texts, text selection based on phonics, and syllabic analysis (pp. 215-236).

B. Guided Reading (pp. 501-504, 557), Read Alouds (p. 537), and Self-Critique: (20 pts)
EC-6 Standards I, II, VI & VII; 4-8 Standards I, II, IV & VI For this assignment, you will videotape yourself presenting a read-aloud or guided reading lesson using a narrative text (grade level is up to you and can be based on your desired certification grade level and content or area). After viewing the recording and receiving feedback from professor, you will submit a written report documenting your understanding of the goals and purposes of read alouds and providing a
critique for your performance. The critique should address both areas of strength and improvement.

C. Literature Circle: (25 pts) EC-6 Standards I & VII; 4-8 Standards I & IV You will prepare materials for one literature circle that could be used in a 6-12 classroom. The literature circle will identify a theme (ex.-“Revolutionary War”, “The Holocaust”, etc.) and have four books that align with that theme. Students will have a choice in their book selection. For each book, develop one activity that will support student learning as they begin working with peers in their literature circle. The book(s) should be selected from award winning lists such as the Texas Bluebonnet Award Master List, Caldecott, etc., and/or contained in the English canon (this last is more geared toward students seeking certification in Sec. English). See rubric for more details.

D. Discussion Boards (3@10 pts each)

E. Chapter Quizzes and class assignments (4@30 pts each) EC-6 Standards I-X; 4-8 Standards I-VIII Quizzes will be given over weekly readings in modules. Quizzes are open notes and you may use resources as you work through the quizzes.

F. Exam/Project: (50 pts) EC-6 Standards I-X; 4-8 Standards I-VIII There will be one final comprehensive exam given at the end of the semester. The exam will cover material in chapters 1-14.

Grading Criteria Rubric and Conversion

<table>
<thead>
<tr>
<th>Points Earned out of 365 Possible</th>
<th>Letter Grade</th>
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<tbody>
<tr>
<td>327-365</td>
<td>A</td>
</tr>
<tr>
<td>291-326</td>
<td>B</td>
</tr>
<tr>
<td>254-290</td>
<td>C</td>
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<tr>
<td>218-253</td>
<td>D</td>
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Grading Criteria Rubric and Conversion
Rubrics will be provided for all assignments.

Posting of Grades
Grades will be posted in canvas. Quiz grades will be available immediately upon completion. Written assignments will be graded as soon as possible. Video-taped assignments will receive feedback within two days so that students may write a reflection. Final grades will be posted to the Canvas Learning Management System after completion of course requirement.
# COURSE OUTLINE AND CALENDAR

*The instructor reserves the right to modify the syllabus and assignments for this course. No additional assignments will be added, but an existing assignment may be modified to enhance student learning and/or student certification area.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments/ Reading assignments (Unless otherwise specified, all assignments are due at the beginning of class.)</th>
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</thead>
<tbody>
<tr>
<td>June 1</td>
<td>In Canvas</td>
<td>Complete Start Here Module and Module 1. Complete Syllabus quiz, Complete Quiz One over chapters 1-3 by June 7\textsuperscript{th} @11:59.</td>
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<tr>
<td></td>
<td>Begin with Start-Here Module</td>
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<tr>
<td></td>
<td>Review Syllabus-take Syllabus Quiz</td>
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<td></td>
<td>Read Chapters 1-3, using ppts to guide reading. Review resources, including videos, in Module 1.</td>
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<tr>
<td>June 8</td>
<td>Complete Module 2</td>
<td>Complete Quiz two over chapters 4-6 due June 14\textsuperscript{th} @11:59. Complete two summaries (1a and 1e) for the Emergent Literacy Project and upload into Canvas by July 14\textsuperscript{th} @ 11:59.</td>
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<tr>
<td></td>
<td>Read Chapters 4-6, using ppts to guide reading. Review resources, including videos, in Module 2.</td>
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<tr>
<td>June 15</td>
<td>Complete Module 3</td>
<td>Complete Quiz three over chapters 7-10 due June 21\textsuperscript{st} @11:59. Complete two summaries (2a and 2c) for the Emergent Literacy Project and upload into Canvas by July 21\textsuperscript{st} @ 11:59.</td>
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<tr>
<td></td>
<td>Read Chapters 7-10, using ppts to guide reading. Review resources, including videos, in Module 3.</td>
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<tr>
<td>June 22</td>
<td>Complete Module 4</td>
<td>Complete Quiz four over chapters 11-13 due June 28\textsuperscript{th} @11:59. Literature Circles Due in canvas by June 28\textsuperscript{th} 11:59 pm. See canvas for complete rubric.</td>
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<tr>
<td></td>
<td>Read Chapters 11-13, using ppts to guide reading. Review resources, including videos, in Module 4.</td>
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<tr>
<td>June 29th</td>
<td>Complete Module 5</td>
<td>Emergent Literacy Report due July 2\textsuperscript{nd} @ 11:59 in Canvas.</td>
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<tr>
<td></td>
<td>Read Chapters 14, using ppt to guide reading. Review resources, including videos, in Module 5. Complete Emergent Literacy Report. Be sure to read instructor feedback on four summaries.</td>
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<tr>
<td>July 1-3</td>
<td>Final Exam</td>
<td>Final Exam Online-exam will be open July 1-3. You will have three hours to complete the exam.</td>
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**Important University Dates: SUMMER 2020**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>June 1, 2020</td>
<td>Add, Drop, and Late Registration Begins for 10-, 8- and First 5-Week Classes. $25 fee assessed for late registrants</td>
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<tr>
<td>June 1, 2020</td>
<td>Classes Begin for First 5-, 10-, and 8-Week Session</td>
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<td>June 4, 2020</td>
<td>Deadline to Drop First 5-Week Classes with No Record</td>
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<tr>
<td>June 8, 2020</td>
<td>Deadline to Drop 8-week Classes with No Record</td>
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<tr>
<td>June 16, 2020</td>
<td>Deadline to Drop 10-Week Classes with No Record</td>
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<tr>
<td>June 19, 2020</td>
<td>Deadline to Drop First 5-Week Classes with a Quit (Q) or Withdraw (W)</td>
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<tr>
<td>July 3, 2020</td>
<td>Classes End for First 5-Week Session</td>
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<td>July 3, 2020</td>
<td>Deadline for Graduation Application</td>
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<tr>
<td>July 3, 2020</td>
<td>Deadline to Withdraw from the University for First 5-Week Classes</td>
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**TECHNOLOGY REQUIREMENTS AND SUPPORT**

This course is a fully online course. You will need access to canvas to complete all class activities. Online learning modules will have links to resources, so access to a computer and an adequate internet connection is vital. You will need to videotape yourself conducting a guided-reading lesson. I suggest using the Studio tap in canvas for ease of recording.

**Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

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.

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

**Academic Accommodations**

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

For more information please visit our Access & Inclusion Canvas page (log-in required) [https://tamuct.instructure.com/courses/717]

**Important information for Pregnant and/or Parenting Students**

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education’s Office of Civil Rights, the Dean of Student Affairs’ Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit 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, 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.

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 Summer 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.-4:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. This summer, the UWC is also offering hours from 12:00-3:00 p.m. on Saturdays starting June 27th and ending July 18th.

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 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/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, who are exhibiting concerning behaviors, or individuals causing a significant disruption to our community, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. 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](https://www.tamuct.edu/student-affairs/bat.html) website for more information. 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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**INSTRUCTOR POLICIES.**

Late work may be accepted, depending on circumstances, i.e. illness, family emergency, work, etc. Late points may be deducted.

**Copyright Notice.**

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