EDUC 3370, Instructional Strategies

Spring 2021
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

-- January 19th – May 14th

-- This is a 16-week course

-- This is a synchronous online course, and uses the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

-- Weekly meetings on Tuesday from: 8:00 – 9:15am

INSTRUCTOR AND CONTACT INFORMATION

Professor: Jason Miller, Ph.D.
Office: TBD
Phone: TBD
Email: j.miller@tamuct.edu

Office Hours

-- Office hours will be held on an appointment basis. Please contact me to schedule dates and times.

Student-instructor interaction

-- Normally, I will be checking my email from between 7:00am – 5:00pm, Monday – Friday. These hours may be extended at varies times during the semester.

-- I am available for check-in meetings anytime 7:00am – 5:00pm, Monday – Friday at the request of the student.

-- We will have weekly class meetings from 8:00 – 9:15am on Tuesdays. Student-instructor interaction will also take place here.

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.

    o If a student refuses to wear a face covering, the instructor should ask the student to leave and join the class remotely. If the student does not leave the class, the faculty member should report that student to the Office of Student Conduct. Additionally, the faculty member may choose to teach that day's class remotely for all students.

- Physical Distancing—Physical distancing must be maintained between students, instructors, and others in the course and course-related activities.

- Classroom Ingress/Egress—Students must follow marked pathways for entering and exiting classrooms and other teaching spaces. Leave classrooms promptly after course activities have concluded. Do not congregate in hallways and maintain 6-foot physical distancing when waiting to enter classrooms and other instructional spaces.
- The university will notify students in the event that the COVID-19 situation necessitates changes to the course schedule or modality.

COURSE INFORMATION

Course Overview and description

This course addresses understanding, demonstrating knowledge of, and implementing effective instructional strategies. Students will learn how to communicate effective instructional strategies; how to create student engagement in the classroom through instructional strategies; how to select appropriate materials and resources to design and develop effective instructional strategies; and, promote students' use of feedback, grouping techniques, and other effective instructional strategies.

Prerequisite: Admission to teacher education program.

Overview: Topics include the effective instructional strategies, including use of feedback, grouping techniques, and other effective instructional strategies.

Course Objective or Goal

Upon completion of this course students will understand and be able to implement effective instructional strategies in the classroom. These include: use of feedback, grouping techniques, and other effective instructional strategies.
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Upon successful completion of this course, the pre-service teacher will:
- Know how to use instructional strategies to promote student engagement
- Know how to effectively communicate instructional strategies
- Know how to implement effective instructional strategies, such as leading discussions
- Know how to implement effective feedback strategies
- Know how to use resources and materials to create effective instructional strategies

Student Learning Outcomes

The learner will be able to:
1. use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions
2. apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge.
3. create activities and assignments that are appropriate for students and that actively engage them in the learning process
4. select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively.
5. encourage students' self-motivation and active engagement in learning.
6. promote students' ability to use feedback to guide and enhance their learning and base feedback on high expectations for student learning.
7. use effective approaches to address varied student learning needs and preferences
8. use a variety of pedagogical techniques to convey information and teach skills
9. select instructional resources that support instructional goals, enhance student achievement, and engage students in learning
10. use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives

Competency Goals Statements (certification or standards)

-- Please see the PPR EC-12 Standards at the following website:
https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf

Required Reading and Textbook(s)

This is a Writing Instructive (WI) course so writing will be an integral part of my instruction and our interactions. Writing will also be a fundamental way that I measure student mastery of course content. WI means that you will have several opportunities to work on improving your writing skills.

Here are the six requirements for WI courses:

1. A range of writing assignments
2. Syllabus indicates writing is integral part of course mastery
3. Explains nature of WI courses

4. Ties writing to SLOs
5. Expected turnaround time for feedback (be explicit)
6. Includes at least one assignment involving revision; OR all assignments are sequenced in such a way that students can improve quality of submissions

Writing Instructive courses vary across programs, just as writing adopts diverse forms and functions across different disciplines. In a WI course, writing facilitates learning; as such, a number of written assignments have been incorporated to allow students to learn both the subject matter of the course and discipline-specific ways of reasoning and writing.

WI Course Requirements
• This course has a range of writing assignments worth a significant part of the final grade.
• Writing assignments are an integral part of measuring the mastery of the content in a course.
• All written assignments are tied to specific course objectives and outcomes.
• You will receive feedback on submitted writing assignments.
• You will be required to revise four assignments (unit plan outline, lesson plan, assessment items/rubrics, and micro-teach) to improve your understanding of what it means to be a reflective practitioner and to gain an understanding of the foundational principles of classroom instruction.

Required Readings

Marzano, R. J. (2017). *The New Art and Science of Teaching*. Solution Tree Press: Bloomington, IN.

Selected chapters from: Borich, G. D. (2017). *Effective Teaching Methods: Research-Based Practice*, 9th Ed. Pearson. (These chapters will be supplied electronically if students' need them).

Texas Essential Knowledge and Skills (TEKS):

https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills

College and Career Readiness Standards (CCRS):
http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/

COURSE REQUIREMENTS

* See assignment handouts for specific rubric and conversion details.

Assessment	Percentage	SLO
1. Exit-Slips	10%	1, 2, 3, 5, 6, 7
2. Discussion Posts	10%	1, 2, 3, 5, 6, 7
3. Strategy Assignments / 240 tutoring	50%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10
4. Micro-Teach	15%	1, 3, 4, 5, 7, 8, 9, 10
5. Analysis Paper	15%	3, 4, 5, 7, 8, 9, 10
Total	100%	

Grading Criteria Rubric and Conversion

See assignment handouts for specific rubric and conversion details.

Grade	Percentage
A	90% – 100%
B	80% – 89%
C	70% – 79%
D	60% – 69%
F	< 60%

Posting of Grades

All grades will be posted within one week of the due date.

Grading Policies

-- All assignments are due by 11:59 pm on the Sunday at the end of the week.

-- All discussion posts will be due on the Friday of the week in question.

-- The student will lose 10% of the total grade for the assignment for each week the assignment is late.

COURSE OUTLINE AND CALENDAR

Week	Date/Due	Content
1	1/19-1/24 **Readings Due: Tuesday Before Class: 1/19** **Discussion Due: Friday 1/22 by 11:59 pm** **Assignments Due: Sunday 1/24 by 11:59 pm**	**Topic** -- Course Introduction **Activity:** -- Introductions -- Go over course syllabus -- Go over course structure **Discussion:** -- Post three questions or comments you have regarding the course and the syllabus. You must respond to at least one post from another person in the course. **Readings Due:** -- No readings due **Assignments Due:** -- Please, bring the unit plans and lesson plans you created last semester to the next class.

2	1/25-1/31	**Topic:**
		-- Providing and Communicating Clear Learning Goals
	Readings Due: Tuesday Before Class: 1/26	**Activity:**
		-- Scales and Rubrics
		Discussion:
		-- Post 3 questions regarding chapter 1 and comment on one peer's question.
	Discussion Due: Friday 1/29 by 11:59 pm	**Readings Due:**
		Marzano (2017). Chapter 1 pp. 11 – 20.
	Assignments Due: Sunday 1/31 by 11:59 pm	**Assignments Due:**
		-- Exit-Slip
		-- Strategy Assignment for feedback
3	2/1-2/7	**Topic:**
		-- Using Assessments
	Readings Due: Tuesday Before Class: 2/2	**Activity:**
		-- Assessments
		Discussion:
		-- Post 3 questions regarding chapter 2 and comment on one peer's question.
	Discussion Due: Friday 2/5 by 11:59 pm	**Readings:**
		Marzano (2017). Chapter 2 pp. 21 – 28.
		Assignments Due:
	Assignments Due: Sunday 2/7 by 11:59 pm	-- Exit-Slip
		-- Strategy Assignment for feedback
		-- Strategy Assignment for a grade
4	2/8-2/14	**Topic:**
		-- Using Strategies that Appear in all Types of Lessons
		Activity:

	Readings Due: Tuesday Before Class: 2/9 **Discussion Due: Friday 2/12 by 11:59 pm** **Assignments Due: Sunday 2/14 by 11:59 pm**	-- Using Strategies that Appear in all Types of Lessons **Discussion:** -- Post 3 questions regarding chapter 7 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 7 pp. 65 – 78. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade
5	2/15-2/21 **Readings Due: Tuesday Before Class: 2/16** **Discussion Due: Friday 2/19 by 11:59 pm** **Assignments Due: Sunday 2/21 by 11:59 pm**	**Topic:** -- Conducting Direct Instruction Lessons **Activity:** -- Conducting Direct Instruction Lessons **Discussion:** -- Post 3 questions regarding chapter 3 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 3 pp. 29 – 36. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade
6	2/22-2/28 **Readings Due: Tuesday Before Class: 2/23**	**Topic:** -- Conducting Practicing and Deepening Lessons **Activity:** -- Conducting Practicing and Deepening Lessons **Discussion:** -- Post 3 questions regarding chapter 4 and comment on one peer's question. **Readings:**

	Discussion Due: Friday 2/26 by 11:59 pm **Assignments Due: Sunday 2/28 by 11:59 pm**	Marzano (2017). Chapter 4 pp. 37 – 46. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade
7	3/1-3/7 **Readings Due: Tuesday Before Class: 3/2** **Discussion Due: Friday 3/5 by 11:59 pm** **Assignments Due: Sunday 3/7 by 11:59 pm**	**Topic:** -- Conducting Knowledge and Application Lessons **Activity:** -- Conducting Knowledge and Application Lessons **Discussion:** -- Post 3 questions regarding chapter 5 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 5 pp. 47 – 52. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade
8	3/8-3/14 **Readings Due: Tuesday Before Class: 3/9** **Discussion Due: Friday 3/12 by 11:59 pm**	**Topic:** -- Using Engagement Strategies **Activity:** -- Using Engagement Strategies **Discussion:** -- Post 3 questions regarding chapter 7 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 7 pp. 65 – 78. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback

	Assignments Due: Sunday 3/14 by 11:59 pm	-- Strategy Assignment for a grade -- Micro-Teach for feedback
9	3/15-3/21 Spring Break	**Spring Break**
10	3/22-3/28 **Readings Due: Tuesday Before Class: 3/23** **Discussion Due: Friday 3/19 by 11:59 pm** **Assignments Due: Sunday 3/21 by 11:59 pm**	**Topic:** -- Implementing Rules and Procedures **Activity:** -- Implementing Rules and Procedures **Discussion:** -- Post 3 questions regarding chapter 8 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 8 pp. 79 – 88. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade -- Micro-Teach for a grade
11	3/29-4/4 **Readings Due: Tuesday Before Class: 3/30** **Discussion Due: Friday 3/26 by 11:59 pm** **Assignments Due: Sunday**	**Topic:** -- Building Relationships **Activity:** -- Building Relationships **Discussion:** -- Post 3 questions regarding chapter 9 and comment on one peer's question. **Readings:** Marzano (2017). Chapter 9 pp. 89 – 96. **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade -- Micro-Teach for feedback

	3/28 by 11:59 pm	
12	4/5-4/11 **Readings Due: Tuesday Before Class: 4/6** **Discussion Due: Friday 4/2 by 11:59 pm** **Assignments Due: Sunday 4/4 by 11:59 pm**	**Topic:** -- Providing Effective Feedback **Activity:** -- Providing Effective Feedback **Discussion:** -- TBD **Readings:** -- TBD **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade -- Micro-Teach for a grade
13	4/12-4/18 **Readings Due: Tuesday Before Class: 4/13** **Discussion Due: Friday 4/9 by 11:59 pm** **Assignments Due: Sunday 4/11 by 11:59 pm**	**Topic:** -- Differentiation to students needs **Activity:** -- Differentiation to students needs **Discussion:** -- TBD **Readings:** -- TBD **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade
14	4/19-4/25	**Topic:** -- Technology Integration in Instruction

	Readings Due: Tuesday Before Class: 4/20 **Discussion Due: Friday 4/16 by 11:59 pm** **Assignments Due: Sunday 4/18 by 11.59 pm**	**Activity:** -- Technology Integration in Instruction **Discussion:** -- TBD **Readings:** -- TBD **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade -- Strategy Analysis Paper for feedback
15	4/26-5/2 **Readings Due: Tuesday Before Class: 4/27** **Discussion Due: Friday 4/23 by 11:59 pm** **Assignments Due: Sunday 4/25 by 11:59 pm**	**Topic:** -- Questioning Strategies **Activity:** -- Questioning Strategies **Discussion:** -- TBD **Readings:** -- TBD **Assignments Due:** -- Exit-Slip -- Strategy Assignment for feedback -- Strategy Assignment for a grade -- Micro-Teach for a grade -- Strategy Analysis Paper for a grade
16	5/3-5/9 Spring Semester Ends: 5/14	**Topic:** -- Final Class! -- Thanks for a great semester! **Activity:** -- TBD **Discussion:**

	Assignments Due: Sunday 5/9 by 11:59 pm	-- TBD **Readings:** -- TBD **Assignments Due:** – Course feedback

Important University Dates

See academic calendar for important university dates: https://www.tamuct.edu/registrar/academic-calendar.html

TECHNOLOGY REQUIREMENTS AND SUPPORT

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

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 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 Fall 2020 semester, all services will be online as a result of the COVID-19 pandemic. The hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday with satellite hours online Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.
Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay,

proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via 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].

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

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, 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 website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

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