

## **PSYC-3303-125-Educational Psychology**

**Spring 2021**

Texas A&M University-Central Texas

### **COURSE DATES, MODALITY, AND LOCATION**

March 22 – May 14

*This is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com/>].*

### **INSTRUCTOR AND CONTACT INFORMATION**

**Instructor:** Jennifer Price

**Office:** WebEx, linked on the left menu bar of the course

**Phone:** by appointment via WebEx

**Email:** preferred through Canvas Inbox for course-related information. Correspondence not related to the course can be sent to [jennifer.price@tamuct.edu](mailto:jennifer.price@tamuct.edu).

#### **Office Hours**

The professor is available to meet with students via WebEx by appointment. Students should email the professor through Canvas to schedule a time. If you are unable to access the Canvas email system you can email the professor directly. Appointment times are very flexible, and frequent interaction with the instructor is highly encouraged. Email will be checked twice daily in the morning and late afternoon.

### **WARRIOR SHIELD**

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

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

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

### **COVID-19 SAFETY MEASURES**

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, Texas A&M University-Central Texas has adopted policies and practices to minimize virus transmission. All members of the university community are expected to adhere to these measures to ensure their own safety and the safety of others. Students must observe the following practices while participating in face-to-face courses, course-related activities (office hours, help sessions, transitioning to and between classes, study spaces, academic services, etc.) and co-curricular programs:

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

## COURSE INFORMATION

### **Course Overview and description**

An application of psychological theories and principles to teaching and learning. Topics will include theories of human development, learning, and motivation, and how they impact the processes of teaching and learning.

The course will also include the impact of cultural diversity on the learning process and standardized testing. Students seeking teacher certification must be admitted to the Teacher Education Program. Prerequisite(s): PSYC 2301 or approval of the Department Chair.

#### *Course Objective*

#### *Student Learning Outcomes (SLO):*

- *SLO 1: Demonstrate factual knowledge (terminology, classifications, methods, trends).* Content-specific knowledge about the models, research studies, and history of educational
- *SLO 2: Apply course material (to improve thinking, problem-solving, and decisions).* Students should learn to apply principles of educational psychology to their own learning and/or Students should also learn how these principles and theories can apply to current educational practice (such as standardized testing procedures).
- *SLO 3: Develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.* Students should gain understanding regarding the impact of cultural diversity on the learning process.

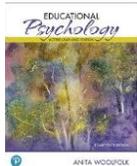
### *Competency Goals Statements (certification or standards)*

#### *Student Mastery:*

1. Students will use critical thinking to evaluate interpersonal perspectives of education and the learning process
2. Students will research various stages of human development and the cognitive process and use social statistics to analyze similarities and differences among various groups.
3. Students will build comprehensive dialogs with their peers through class projects, PowerPoint presentations a writing assignment on education and psychology.
4. Students will develop online dialogs through weekly discussion questions and interactions utilizing Canvas as a virtual classroom setting.

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

Woolfolk, A. (2014). Educational Psychology (14th ed.). Boston, MA: Pearson. (ISBN-13: 978-0-13-520650-8)



### **COURSE REQUIREMENTS**

#### *Course Requirements:*

Reading assignments and weekly online discussions: Readings from the textbooks are listed in the course schedule below. Please complete the weekly readings before you attempt to take a quiz or reply to a discussion posting.

**Initial Introduction Post (1.0% of Overall Course Grade) (10 points each, 1 due).** Introduce yourself to the class.

**Introduction Post Replies (1.0% of Overall Course Grade) (5 points each, 2 responses due).** Reply to 2 of your classmates' introduction post.

**Primary Discussion Post (15.0% of Overall Course Grade) (30 points each, 5 assignments due).** Initial discussion response is due Fridays at Noon.

Students are expected to read the assigned materials *prior* to responding to threaded discussions, typically at the beginning of each week (Sun/Mon/Tues). You should review the Course Calendar and see readings assigned for that week. **Please devote the first part of the week to reading and understanding the assigned topic. Note taking and outlining is recommended. You should then be ready toward the middle (Wed/Thurs) of the week to post your initial response.** The discussion question will be made available on Sunday.

The *initial response* must reflect familiarity with the text from your book and it must also answer the question completely. Responses must have substance beyond agreement with a statement or the mere expression of opinions. Students must support responses with references to the assigned reading. **Under no circumstances should a student block quote or closely paraphrase from the textbook.**

**Additional Secondary Responses (10.0% of Overall Course Grade) (10 points each, 10 assignments due).** Responses due by Sunday at Noon. After initial responses, you **must** make *secondary responses to two classmates' posts*. The secondary response must entail a substantive comparison or contrast to the post to which the response is given. This secondary response must also support the readings. *Your response is primarily to enrich the conversation using your classmates' responses to substantiate my original post.* Simply stating that you agree with someone is unacceptable: you must provide some reasons for this agreement. Also remember that *your primary task is not to agree but to analyze response to the topic with constructive and critical thinking.*

After posting three discussions for the week, you have complied with the requirements of the course. However, you may continue to post responses to other students.

**There are no makeups for discussions** from previous weeks.

Please avoid procrastinating on your posts. Post as early as possible. If your post is inadequate, I or someone else may tell you, and you should have time to revise your post for credit before the deadline. If you wait until the last minute to post and your post is inadequate, you may not have time to resubmit your post. **You will not receive credit for deficient posts.**

This type of interaction should foster a critical evaluation and understanding of concepts. In conjunction with classroom discussions, this type of activity will provide a forum for the expression of ongoing ideas among students.

Points are awarded to students, based on the quality and content of their participation in these threaded discussions. Quality participation pertains to students responding in relevant, meaningful ways, based upon the assigned readings for that week.

**Chapter Quizzes: (35.0% of Overall Course Grade) (50 points each, 7 assignments due).** There will be 7 quizzes worth 50 points each. Each quiz will be multiple choice, timed, and open book. The lowest quiz grade will be dropped and the average from the other six quiz grades substituted in its place.

**Research Article Summaries (18.0% of Overall Course Grade) (60 points each, 3 assignments due).** Students will read first-hand reports of empirical research focused on topics related to Educational Psychology that are published in peer-reviewed journals. Students will submit summaries of these articles that include a critical analysis of the content. Students should upload a copy of the original research article with each article summary assignment. Each Research Article Analysis will be grading using the following rubric.

#### Introductory Paragraph of Article Summary

Thesis statement for article summary explains the purpose of the research

0 = none present, or thesis statement does not explain purpose of research summarized

1 = thesis statement explains the purpose of the research without referring to the summary assignment itself; thesis statement focuses on importance of variables not on fact of writing a summary

Explanation of the variables in the research [i.e., independent variable (IV) being manipulated and dependent variable (DV) being measured]

0 = none present, or variables are not correctly identified

2 = at least one variable is accurately identified and explained

3 = all variables (independent and dependent) are correctly identified and explained

#### Statement of Research Questions/Hypotheses

0 = no description of research questions/hypotheses addressed in the summary

1 = description of research questions/hypotheses addressed in the summary

#### Summary of Introduction

0 = no description of background research is addressed in the summary

2 = description of background research includes some relevant information to justify study but omits important information

3 = description of background research includes necessary information to justify study (e.g., rationale explains how research contributes new information to the area, rationale clarifies why replication is important)

#### Summary of Method

Description of participants

0 = no description of research participants

1 = description of participants omits relevant characteristics (e.g., n, age, experience)

2 = description of participants includes all relevant characteristics

#### Description of procedure

0 = no description of procedure or research design

- 1 = description of procedure omits relevant characteristics (e.g., missing measure or step)
- 2 = description of procedure includes all relevant characteristics

#### Description of assessments

- 0 = no description of assessments or how data was recorded to use for analysis
- 1 = description of assessments includes all relevant characteristics

#### Summary of Results

##### Description of how the data were used to test hypotheses

- 0 = no description of analyses, or names of statistical tests replace description of analyses
- 2 = description of analyses includes some relevant information but omits relevant characteristics (e.g., tests of group means are not related to study manipulations/groups)
- 3 = description of analyses includes all relevant information

##### Explanation of how the observed data relates to the research questions/hypotheses

- 0 = no explanation of outcomes, or output of statistical tests replace explanation of outcomes
- 2 = description of observed outcomes includes some relevant information but omits relevant characteristics (e.g., statistically significant results are not distinguished from nonsignificant ones)
- 3 = description of observed outcomes includes all relevant information

#### Summary of Discussion/Explanation of conclusions

- 0 = no description of conclusions/generalizations of research
- 2 = description of conclusions includes some relevant information but omits relevant characteristics or makes overstated claims
- 3 = description of conclusions includes all relevant information

#### Limitations of study

- 0 = no description of limitations regarding research design or generalizability
- 1 = description of limitations includes some relevant information but omits relevant characteristics (e.g., important cautions are ignored)
- 2 = description of limitations includes all relevant information

#### Independent Critical Analysis of Research

- 0 = no independent suggestions, or description restates authors' analysis
- 2 = novel description of study flaws or design improvements are present but are simplistic (e.g., suggests replication on a different sample) but suggestions do not address a documented gap in knowledge
- 3 = novel suggestions extend beyond the authors' analysis and contribute to increasing knowledge in the area (e.g., identification of flaws, suggestions for improvement that are linked to theory)

#### Independent Synthesis of Research with Existing Literature

- 0 = no integration, or summary is not correctly placed in broader context of the field
- 2 = novel suggestions link the summary to the broader research context in the field but are not fully described
- 3 = novel suggestions extend beyond the author(s)' integration and contribute to improving

knowledge in the area

#### APA Style Citation

0 = none present or does not conform to APA style

1 = citation is present and includes all information in proper APA style

**Comprehensive Final Examination (20.0% of Overall Course Grade) (200 points each, 1 assignment due).** A comprehensive final examination that includes all content discussed in the course will be given during final exam week. Students may use textbooks, notes, and other resources they have created when completing the exam. However, all exams must be completed independently. Direct all questions to the professor of the course. **Students should use a hard-wired internet connection when taking any exam in Canvas.** Wireless connections “blink,” and when they do, students will be logged out of the exam and not permitted to resume. If using a laptop, turn off the wireless switch. Computers should be physically plugged into the internet port on the wall with an internet cable for exams.

#### Grading Criteria Rubric and Conversion

Table 1 Assignments and Point Values

Assignment	Number Due	Points Each	Points Total	Percentages
Intro Discussion Post	1	10	10	1%
Intro Discussion Post Reply	2	5	10	1%
Discussion Post	5	30	150	15%
Discussion Post Replies	10	10	100	10%
Chapter Quizzes	7	50	350	35%
Research Article Review	3	60	180	18%
Comprehensive Final Exam	1	200	200	20%
			1000	100%

**\*The lowest quiz grade will be dropped and in its place the average of the other 6 quizzes will be substituted.**

#### Posting of Grades

##### Grading Scale:

Grades are not ‘given’ in this course; they are earned. Students earn grades by actively utilizing course content to learn the material and by demonstrating their grasp of subject-matter content on written assignments and exams. Grades are determined based on the percentage of points earned on each assignment and the assignment’s weight toward the overall course grade.

Table 2 Grades

Grade	University Definition	Percentage
A	Excellent	90-100

B	Good	80-89
C	Fair	70-79
D	Not Passing	60-69
F	Failing	59 or below

### **Grading Policy**

All students' grades will be posted in the Canvas Grade Center after the assignment due date has passed. On the writing assignments, the professor will begin reading, grading, and recording grades on day they are due and will have all grades posted within one week. Students should regularly monitor their grades in the Canvas Grade Center, and *students should not hesitate to ask the professor about any grade or concern*. However, late submissions and unforeseen events can cause delay. I will do my best to always communicate with you about your progress.

### **Important University Dates**

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

### **TECHNOLOGY REQUIREMENTS AND SUPPORT**

Students must be able to perform basic computer skills such as access the internet; log on to websites that require usernames and passwords; navigate tabs and links on web pages; open and send emails; create and send attachments; download and view attachments including Microsoft Word documents and PowerPoint slideshows; open and view streaming video; input and save information entered into online questionnaires; create, save, and upload files in widely-accessible formats (e.g., .rtf, .pdf, or .docx); copy, paste, and insert textboxes onto documents, and create folders on personal computers to organize and save completed work. Students will need reliable and frequent access to a computer and to the Internet. Students will also need a headset with a microphone (or speakers and a microphone) to listen to online resources and conduct other activities in the course.

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](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

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

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

### **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.

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

### **Drop Policy**

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

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

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

### **Academic Integrity**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, working with others in an unauthorized manner, cheating on an examination or other academic work,

plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be referred to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

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

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

### **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://tamuct.instructure.com/courses/717) Canvas page (log-in required)  
[https://tamuct.instructure.com/courses/717]

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

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and related guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. Students should seek out assistance as early in the pregnancy as possible. For more information, please visit [Student Affairs](https://www.tamuct.edu/student-affairs/index.html) [https://www.tamuct.edu/student-affairs/index.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

## **Tutoring**

Tutoring is available to all A&M-Central Texas students, on a remote online basis. Visit the Academic Support Community in Canvas to view schedules and contact information. Subjects tutored on campus include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Student success coaching is available online upon request.

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

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

## **University Writing Center**

The University Writing Center (UWC) at Texas A&M University–Central Texas (TAMUCT) is a free service open to all TAMUCT students. For the Spring 2021 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 Monday thru Thursday from 6:00-9:00 p.m. The UWC is also offering hours from 12:00-3:00 p.m. on Saturdays.

Tutors are prepared to help writers of all levels and abilities at any stage of the writing process. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the UWC is here to help!

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

## **University Library**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 85,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at

A&M-Central Texas are available through our website to help students navigate these resources. On campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

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

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

**For Spring 2021, all reference service will be conducted virtually. Please go to our [Library website](http://tamuct.libguides.com/index) [http://tamuct.libguides.com/index] to access our virtual reference help and our current hours.**

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## **OPTIONAL POLICY STATEMENTS**

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

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

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

### **Behavioral Intervention**

Texas A&M University-Central Texas cares about the safety, health, and well-being of its students, faculty, staff, and community. If you are aware of individuals for whom you have a concern, please make a referral to the Behavioral Intervention Team. Referring your concern shows you care. You can complete the [referral](https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout_id=2) online [https://cm.maxient.com/reportingform.php?TAMUCentralTexas&layout\_id=2].

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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## OTHER POLICIES

### Makeup policy

This is a hyflex course, meaning you will have online assignments and online lecture components for successful learning. You are responsible for managing your time to make sure you complete all assignments on time.

**There are no makeups for discussion posts.** Students may make-up quizzes if illness or an injury occurs. Other excuses must be approved through a meeting with me and all excuses must be documented. If a quiz is missed due to illness, injury or something out of the student's control three contingencies must occur:

1. The student must provide documentation (doctor's note, police report, etc.),
2. The student must notify me as soon as possible of intent to take the make-up exam, and
3. The student must prepare to take the makeup exam within 1 week of the excused absence, if possible.

Students who miss a quiz with no excused absence will receive a zero on the exam. If circumstances dictate an inability to complete the course, the course should be dropped and only the student can initiate this action. Otherwise the posted grade must be accepted. Students should also realize that the professor will not be available on the weekends to answer questions. Therefore, students should not plan to complete and submit work on the weekend before it is due. Instead, students should begin each Module the first weekend it opens so that students can seek the professor's assistance during the week and submit accurate assignments well before the deadline.

### Recommended Academic Strategies:

1. Complete the 'Getting Started' tasks on the course calendar before the first day of class. Students should have two 'back-up' computers located before the course begins so they can concentrate on completing coursework even in the event of technical difficulties.
2. Be realistic about the time you must devote to the course. You should set aside a *minimum* of **9 hours each week for the next 8 weeks to devote to this course.**
3. According to the federal definition of a credit hour and our [accreditation requirements](#), students should spend "not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class...for one semester hour of credit" (<http://www.sacscoc.org/subchg/policy/CreditHours.pdf>). Because this is a 3-credit hour class, students should be spending at least 9 hours on coursework per week. Bear in mind that this guideline is for an average class.
4. We know from research that spaced practice is better than massed practice when learning new information. Thus, spending 2 hours a day for 5 days a week on coursework is better for your learning and your grade than 'pulling an all-nighter.' Adjust your schedule accordingly.

5. Begin each module the day it opens. The course requirements are too time-demanding and labor-intensive to wait until the last day assignments are due to begin work.
6. Follow the sequence of instruction. Gaining a full, independent understanding of the text is absolutely critical in an online course, and the sequence of instruction provides diverse activities based on sound educational practice to meet this goal.
7. Pay attention to the percentage of your grade each assignment is worth. Simply doing well on the exams will not allow you to pass the course. Students must submit all assignments every week to do well in the course.
8. Complete and submit course assignments on time. Extensions for coursework will only be granted for written excuses. Find at least two 'back-up' computers with internet access if your primary computer "crashes" or you have connection difficulties. Save your work often and on multiple media (e.g., hard drive, jump drive), so you do not lose your work.
9. Stay focused. Just as in a face-to-face class, reduce as many distractions as possible when working on course assignments. Turn off all electronic devices such as cell phones, music players, gaming equipment, etc. Postpone business not related to the course until you have completed your assignments for the day.
10. Keep me informed. At the first sign of confusion or difficulty, request assistance in Study Hall. Unless I hear from you, I will not know how to help you.
11. Be professional and use proper netiquette (i.e., internet etiquette).
  - a) Use standard English in all of your communications and write all correspondence in complete sentences. Do not abbreviate or use texting shortcuts (e.g., OMG! R U kidding. ROFL!). Spell check, proofread, and revise your messages before sending them.
  - b) Be polite and respectful of others. Do not use all UPPERCASE LETTERS, which is equivalent to shouting. Avoid sarcasm and irony because they are easily misinterpreted by the reader. Do not 'flame' others by sending negative or hurtful comments; though the reader cannot see you, you are not anonymous.
  - c) Remember that you are individually accountable for all your messages and online actions. Treat Study Hall and your interactions with others in class as you would in your professional career.

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