

EDUC 5314-410, CRN 60285
Creating and Managing the Learning Environment

Summer 2021: July 12-August 13

Online

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

Course dates: July 12-August 13

Location: Online/Canvas

Modality: Online Canvas Learning Management System (LMS): <https://tamuct.instructure.com>

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Linda J. Black, Ph.D.

Office: Warrior Hall

Phone: 254.519.5795 (not available during the summer)

Cell: 832.372.7640

Email: linda.black@tamuct.edu

Office Hours:

Via tamuct email from 9am-8 pm M-TH, 9am-5pm Friday, and by appointment on Saturday/Sunday. For immediate assistance, a text to my cell phone will receive a response typically within the hour.

The course is divided into modules. All course materials and directions are located in the modules and the textbook.

Student-instructor interaction: PLEASE check the Announcements page on a daily basis. It is on that page where I will post information about this course, particularly if there are any changes.

Often, multiple students have the same questions, and I will post an announcement or send an email to all students to clarify information. I typically respond through Canvas in an announcement to clarify concerns for the entire class. I will get back to emails within 24 hours. I will respond to text messages or phone calls within the hour unless I am out of town for a conference. For general questions or clarification, please contact me via linda.black@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) [<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: This course introduces various classroom organizational strategies, offers ideas to pre-service teachers for effective classroom management, and develops an understanding of the value of collaborating within the school community. The course addresses the creation of safe and supportive learning environments that foster high levels of student engagement and maximize student learning. Topics will include classroom management, the classroom environment, teacher-student relationships, behavior management strategies, working with families, student motivation, student motivation, time management, preventing and responding to violence, and cooperative learning. The Code of Ethics and Standard Practices for Texas Educators will also be discussed.

Course Objective: Upon completion of this course, the student will be a reflective professional educator who makes effective research-based educational decisions, including decisions about implementing an effective classroom discipline management plan that supports the creation of dynamic learning environments appropriate for diverse students' needs.

Student Learning Outcomes (SLOs).

By the end of this course, students will be able to:

1. Develop visual representation of classroom organization. (plan a flexible physical environment to accommodate different needs and facilitate groupings that maximize collaboration, engagement, critical thinking, and problem solving.)
2. Demonstrate an understanding how to manage a classroom through incorporating behavioral principles, multiple intelligences, learning styles, and cooperative learning into instruction; (identify behavior management systems that support an environment where all students can learn.)
3. Describe practices that support managing **diverse** classrooms;(communicate goals and objectives with high expectations for the community of learners, identify routines that maximize instructional time and create a culture that fosters respectful, supportive, positive and productive interactions for a diverse student population, to allow for a wide variety of backgrounds and experiences.)
8. Provide evidence of reflective practice.

Competency Goals Statements (standards):

Texas Teacher Standards:

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

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

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

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

Texas Pedagogy and Professional Responsibilities (PPR) Standards:

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

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

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

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

Texas Technology Application Standards:

Standard 1. All beginning teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard 2. All beginning teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard 3. All beginning teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard 4. All beginning teachers communicate information in different formats and for diverse audiences.

Standard 5. All beginning teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

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

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

In TASC Core Teaching Standards

Standard 1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard 2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard 3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard 4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

Standard 5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to

authentic local and global issues.

Standard 6: Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard 7: Planning for Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard 8: Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard 9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard 10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

ISTE Standards

Standard 1: Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.

Standard 2: Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.

Standard 3: Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.

Standard 4: Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

Standard 5: Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

Standard 6: Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Standard 7: Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Required Textbook:

Romano, M., & Weinstein, C. S. (2019). *Elementary Classroom Management: Lessons from Research and Practice (7th ed.)*. New York, New York: McGraw Hill Ed.

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)

Suggested Readings (Not required)

Charles, C.M. & Cole, K.M. (20XX). *Building classroom management: Methods and models*. 12th ed. Pearson Education: Boston, MA.

Evertson, C. M. & Emmer, E. T. (2017). *Classroom management for elementary school teachers*. 9th ed. Pearson Education: Boston, MA.

Wong, H. K. (2009). *The first days of school: How to be an effective teacher*. Harry K. Wong Publications: Mountain View, CA.

COURSE REQUIREMENTS

a. Formative Assessment Assignments, including student reflections 100 pts.- Students will complete various types of formative assignments to process and reflect on learning gained from class assignments, textbook readings, and classroom instruction. All formative assignments have the opportunity for revision based upon teacher/student communication and feedback. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and SLOs #1-3, 8.**

b. Summative Assessment Quiz over Legal and Ethical Requirements for Texas Teachers (100 pts.)- Students will complete a quiz over the legal and ethical requirements for Texas teachers including the *Code of Ethics and Standard Practices for Texas Educators*. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and SLOs #1-3.**

c. Summative Assessment Quiz (100 pts.)- Students will complete 1 quiz over course information and skills, Ch. 1-5 in text. ****Supports the Dept. of C&I goals #2, 6, 9, 10. and SLOs #1-3.**

d. Authentic Formative Assessment- Parts of the Classroom Management Plan (250 pts.) Each student will create the following parts of their future classroom management plan to be assessed separately: ways to care & respect for students, classroom procedures, rules, rewards, consequences, plan for the first day of school, and communicating with parents through creation of a parent letter. All formative assignments have the opportunity for revision based upon teacher/student communication and feedback. ****Supports the Dept. of C&I goals #2, 6, 9, 10 and SLOs #1-3.**

e. Authentic Summative Assessment- Classroom Management Plan Final Project (200 pts.) Each student will REVISE all parts of the classroom management plan and submit a fully articulated classroom management plan for a final grade. ****Supports the Dept. of C&I goals #2, 6, 9, 10. and SLOs #1-3, 8.**

f. Professional Dispositions Evaluation (Program Requirement- Pass/Fail) At this point in each student's professional development, the College of Education and Human Development expects pre-service candidates to demonstrate a wide range of professional dispositions, to include: attendance, class participation, adherence to professional ethics, collaboration, commitment to diversity, initiative, responsibility, responsiveness to professional feedback, self-reflection, and student focus. Each student is required to participate in class through discussion and collaboration. Based upon interaction and observation of each student during the semester, the course instructor will calculate the disposition grade. ****Supports the Dept. of C&I goals #1, 2, 4, 6, 9, 10.**

Formative Assignments	100 pts.
Legal & Ethical Quiz	100 pts.
Summative Course Quiz	100 pts.
Parts of a Classroom Management Plan	250 pts.
Final Classroom Management Plan	200 pts.

Grading Criteria Rubric and Conversion

To determine your grade, take your points earned and divide by the number of points possible. Letter grades for the course will be determined as follows:

- 90-100% = A
- 80-89% = B
- 70-79% = C
- 60-69% = D
- Below 60% = F

Posting of Grades: Grades will be posted in canvas. Written assignments will be graded as soon as possible. Final grades will be posted to the Canvas Learning Management System after completion of course requirement.

Attendance Policy:

Assignment deadlines are Thursdays and Sundays 11:59 pm each week unless specified differently on the Assignments page of Canvas. If you run into issues, difficulties or emergencies, please contact me so that we can make arrangements.

Late Work: Please complete all assignments by deadline. If you run into issues, difficulties or emergencies, please contact me so that we can make arrangements. Late work will be accepted, depending on circumstances, i.e. illness, family emergency, work, etc., but your instructor must be notified. All assignments will be due the last day of the summer 2 session.

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.

Date Week	Topics- Reading Assignments are in each Module *Research has shown that taking notes over assigned readings is quite beneficial and will serve as the basis for all quizzes and exams . I will NOT assign entire chapters to read, only parts, so PLEASE take notes so you will have material to study for quizzes and exams.	Assignments- Detailed descriptions & directions for each assignment are in each Module. They are due at 11:59 pm on Thursdays & Sundays as specified in each module. Please contact instructor if directions are unclear.
July 12	Module I 1. Characteristics of Effective Classroom Management 2. Designing the Physical Environment 3. Developing Positive Teacher-Student Relationships	Assignments 1-4

July 19	Module II 1. Fostering Positive Relationships between Students 2. Establishing Behavior Expectations: Class Rules and Consequences	Assignments 1-4
July 26	Quiz over Ch. 1-5, July 26, 7 pm online Module III 1. Responding to Inappropriate Behavior 2. Student Motivation & Rewards 3. Time Management	Assignments 1-4
Aug. 2	Module IV 1. Grouping & Cooperative Learning 2. Working with Families 3. Legal & Ethical Responsibilities of Texas Teachers	Assignments 1-4
Aug. 9	True/False- Quiz over the Legal & Ethical Responsibilities of Texas Teachers, Monday Aug. 9, 7 pm Online Module V 1. Knowing Your Students & Their Special Needs 2. Preventing and Responding to Violence FINAL EXAM Friday August 13, Time to be decided	Quiz, Final Exam, & Classroom Management Plan Assignment
Aug. 15	Submit FINAL Classroom Management Plan	Due August 15 @ 11:59 pm.

Important University Dates

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

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, a camera, and an adequate internet connection is vital.

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.

Other Technology Support

For log-in problems, students should contact Help Desk Central

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

Drop Policy

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

[[https://dynamicforms.ngwebsolutions.com/casAuthentication.ashx?InstID=eaed95b9-f2be-45f3-a37d-](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)

[46928168bc10&targetUrl=https%3A%2F%2Fdynamicforms.ngwebsolutions.com%2Fsubmit%2FForm%2Fstart%2F53b8369e-0502-4f36-be43-f02a4202f612](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 an online remote 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.

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

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.-4:00 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 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 400,000 eBooks and 82,000 journals, in addition to the 96,000 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 virtually through WebEx, Microsoft Teams or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

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

OPTIONAL POLICY STATEMENTS

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

Sexual violence is a serious safety, social justice, and public health issue. The university offers support for anyone struggling with these issues. University faculty are mandated reporters, so if someone discloses that they were sexually assaulted (or a victim of Domestic/Dating Violence or Stalking) while a student at TAMUCT, faculty members are required to inform the Title IX Office. If you want to discuss any of these issues confidentially, you can do so through Student Wellness and 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](https://www.tamuct.edu/student-affairs/bat.html) website for more information [https://www.tamuct.edu/student-affairs/bat.html]. If a person's behavior

poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5800.

OTHER POLICIES

Copyright Notice.

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

Copyright. (2021) by (*Linda J. Black*) at Texas A&M University-Central Texas, (*College of Education*); 1001 Leadership Place, Killeen, TX 76549; 254-519-5795.
(*linda.black@tamuct.edu*)