

Course number, Course CRN, COURSE TITLE
EDUC 4484-120 Field Experience

Spring 2022

Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This course meets both in person at A&M Central Texas and at students' individual public school placement campuses.

Class meets face to face on selected Tuesday/Thursdays 8:30 a.m-10:30 a.m. Warrior Hall room 316. The course follows the A&M Central Texas Academic Calendar.

http://catalog.tamuct.edu/undergraduate_catalog/general-information/academic20calendars20and20final20exam20schedule/

The first class meeting is on January 18, 2022 and the last class meeting is on May 12, 2022. In-person meeting dates and campus placement dates are listed on the Course Calendar.

Supplemental materials will also be made available online through the A&M-Central Texas Canvas Learning Management System [https://tamuct.instructure.com/].

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Jamie M. Blassingame

Office: Warrior Hall 318N

Phone: (254) 519-5430

Email: jamie.blassingame@tamuct.edu

Office Hours

On campus class day Tuesday/Thursdays 11:00-12:00; other times by appointment

Student-instructor interaction

Part of my job responsibilities is visiting school campuses and observing in classrooms. Due to this my preferred method of communication is email [jamie.blassingame@tamuct.edu]. My email is checked daily and I will respond within 24-48 hours. If there is a time critical need, phone (254) 519-5430, calls will be forwarded to me.

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

SAFEZONE. SafeZone provides a public safety application that gives you the ability to call for help with the push of a button. It also provides Texas A&M University-Central Texas the ability to communicate emergency information quickly via push notifications, email, and text messages. All students automatically receive email and text messages via their myCT accounts.

Downloading SafeZone allows access to push notifications and enables you to connect directly for help through the app.

You can download SafeZone from the app store and use your myCT credentials to log in. If you

would like more information, you can visit the [SafeZone](http://www.safezoneapp.com) website [www.safezoneapp.com].

To register SafeZone on your phone, please follow these 3 easy steps:

1. Download the SafeZone App from your phone store using the link below:
 - o [iPhone/iPad](https://apps.apple.com/app/safezone/id533054756): [https://apps.apple.com/app/safezone/id533054756]
 - o [Android Phone / Tablet](https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp)
[https://play.google.com/store/apps/details?id=com.criticalarc.safezoneapp]
2. Launch the app and enter your myCT email address (e.g. {name}@tamuct.edu)
3. Complete your profile and accept the terms of service

COURSE INFORMATION

Course Overview and description

Course Description: Supervised field-based experiences in public school classrooms. Major emphasis is placed on the identification and exploration of instructional strategies, the learning environment, and professional practices designed to prepare for clinical teaching. This course should be taken in the third block of the teacher education program.

Prerequisite: Admission to teacher education program.

Course Objective or Goal

Students will engage in a continuous cycle of learn/apply/reflect/refine related to instructional planning, instructional delivery, creating a learner/learning centered classroom environment, professional growth and dispositions, and developing cultural efficacy in the classroom.

Student Learning Outcomes

The learner will

- SLO 1: communicate consistently, clearly, and respectfully with all members of the campus community, administrators, and staff.
- SLO 2: adhere to the Code of Ethics for Texas Educators, including policies and procedures at the specific placement school/campus/district.
- SLO 3: reflect on instructional planning and delivery in the context of the learning environment.
- SLO 4: develop an action plan for professional development.

Required Reading and Textbook(s)

Yardsticks: Child and Adolescent Development Age 4-14, Chip Wood ISBN 978-1-892989-89-5

The New Art and Science of Teaching, Robert J. Marzano ISBN 9781943874965

Textbooks are available in the Hanik Bookstore

Pre-Practicum and Clinical Teaching Manual (provided electronically from course instructor)
Texas Essential Knowledge and Skills [TEKS] that corresponds to your public school campus placement. The TEKS can be accessed at

COURSE REQUIREMENTS

This course is a combination of class work and field work. Assignments may be modified and timelines adjusted at the discretion of the course instructor in order to maximize the course/field experience.

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Assignments are graded on a scale of 1-5. Reference the Grading Rubric for detailed explanations of expectations, points and point conversion to percent for grading purposes.

1. **Campus Placement Schedule** SLO 1
 - a. Due January 27
 - b. Form: Schedule Template
 - c. Schedule of hours you will be on your placement campus
2. **First Days of School** SLO 1, 2, 4
 - a. Due February 8
 - b. Written paper and artifacts. Assignment outline provided
 - c. Assesses your understanding and experience related to preparation and campus processes necessary to successfully launch the school year
3. **Professional Opportunities** SLO 1,2,4
 - a. Due March 8 (checkpoint) May 5 (complete)
 - b. Template provided (WORD format), save/submit as pdf.
 - c. A record of experiences as part of a campus team that takes place outside of the classroom routines
4. **Weekly Reflection Journal** SLO 1,2,3,4
 - a. Due February 11, March 4, April 7, May 5
 - b. Outline, instructions and prompts provided
 - c. Note: The Reflection Journal assesses the students' understanding of the C-TESS rubrics, required placement campus focuses, text readings and synthesis of the learning/doing/reflecting/refining cycle of teaching
5. **Teacher Toolbox E-Portfolio** SLO 2,3,4
 - a. Due May 5
 - b. Assignment outline and instructions provided
 - c. An electronic collection of idea, tips, tricks and other cool stuff that you will use as a classroom teacher
6. **Action Plan for Professional Development** SLO 1,2,3,4
 - a. Due March 5 (checkpoint) and May 10 (complete)
 - b. Template provided
 - c. Assesses your experiences and growth as you take on the role of classroom teacher. Reflects your understanding of reinforcements/refinements, goals setting and action steps for continued professional growth
7. **Classroom Management Plan** 1,4
 - a. Due April 28

- b. Template provided
 - c. You will explore your own philosophy of managing a classroom, collect artifacts/ideas, and create a document that will be useful to you as you begin full time teaching
- 8. 2+2 Targeted Observations** SLO 1,3,4
- a. Due April 21
 - b. Observation checklist/form provided
 - c. As part of your professional growth plan, you will observe your mentor twice, and two other teachers at your placement campus. The observations will be tied to your growth goals
- 9. Plan for Learning Lesson Plan** SLO 3
- a. Due 3 days prior to summative observation/May 5
 - b. Template provided
 - c. This document will be used as a learning tool and it is the lesson plan template you will use when planning your summative observation and evaluation
- 10. Post Conference Reflection** SLO 3,4
- a. Due 48 hours after the formal observation/May 5
 - b. Template provided
 - c. You will reflect on the outcome of your formally observed lesson, post conference and observer input and identify reinforcements/refinements based on that feedback
- 11. Mini-Quizzes (5)** SLO 1,2,3,4
- a. Dates TBD in advance
 - b. Assesses course topics/Confidentiality/FERPA/Copyright & Acceptable Use and other topics assessed on the PPR test
- 12. Formal Observation with Written Feedback** SLO 2,3,4
- a. Scheduled between April 13-May 5
 - b. Your summative lesson presentation will be formally observed and evaluated using the Clinical Teacher Evaluation & Support System (C-TESS) rubric
 - c. You will receive written feedback via the observation document
- Mock lessons and Teaching Video Clip analyses will be done in the round table “Reflect, React, Reboot” sessions at the beginning of each at-university class beginning Sept. 2 SLO 1,2,3,4

Attendance

Placement Campus: Students are expected to arrive promptly at their placement campuses on each scheduled field placement day. If you are going to be absent from your field placement you **must notify your mentor and your course instructor at your earliest opportunity!** If you are absent on a scheduled field placement day you must arrange make up days/times with your campus mentor. You will maintain a **Record of Hours for Field Experience for Undergraduate** log which will be signed by you and your mentor on each field experience day. It is your responsibility to keep up with your field experience log. This is an official record and is part of your documentation for certification.

Class Meetings: You are expected to be on time and present for each class meeting. An essential part of this course is peer collaboration and peer critique which cannot be replicated virtually.

If you must be absent on a class meeting day, you are required to notify your instructor at your first opportunity. The course meetings are recorded and posted in the CANVAS modules. If you must be absent you will be required to view the class meeting video in its entirety and write a two (2) page synopsis of your reflection on the course lecture and discussion via email to the course instructor.

Grading Criteria Rubric and Conversion

EDUC 4484 is a pass/fail course. All assignments must be completed with a rubric rating of 3 or greater. Assignments that score less than 3 must be corrected and resubmitted.

Basic Grading Rubric for Written Work and Course Assignments

5=100	4.5=95	4=90	3.5=85	3=80	2.5=75	2=70	1=60	0=50
Exceeds expectations, work is exemplary in its content, supporting evidence and elaboration that is novel/thought-provoking or contains elements that exceed the requirements of the assignment.		Meets all expectations, work is adequate and contains succinct elaboration. Evidence is factual. All requirements of the assignment are addressed.		Meets most expectations, elaboration is minimal or excessive/off topic. Evidence is factual.		Meets basic expectations but elaboration was insufficient and/or supporting evidence was insufficient/off topic/inaccurate. Assignment had missing requirements.	Incomplete. The topic or assignment was minimally addressed, but supporting evidence was missing or inaccurate. Some components of the assignment were not addressed/missing.	Incomplete. The requirements of the assignment were not addressed or significant components of the assignment were missing.
NO mechanical or convention of language errors.		Minor mechanical and/or convention of language errors 0-1		Some mechanical and/or convention of language errors 2-3		Some mechanical and/or convention of language errors 4-5	Significant mechanical and/or Conventions of language errors 6-8	Significant mechanical and/or conventions of language errors 8+

Basic Rubric for Class Participation

5=100	4.5=95	4=90	3.5=85	3=80	2.5=75	2=70	1=60	0=50
Excellent preparation, additional research, elaboration supported reflection and/or added new information. Exemplary group dynamics		Well prepared, participation evident throughout, thoughtful elaboration. Conventions of group etiquette evident, courteous and respectful		Adequate preparation, some participation, answers more than yes/no but lacked sufficient elaboration. Met the conventions of group etiquette		Preparation minimally evident, minimal participation, minimal elaboration. Some violations of group etiquette (monopolizing, speaking out of turn, discourteous)	Preparation not evident, yes/no answers, no elaboration. Violation of group dynamics (inappropriate comments, rude, disrespectful)	Was not prepared, did not participate. Any group dynamic that violates the rights of others, is offensive or socially inappropriate.

Posting of Grades

Grades will be posted in the Canvas Grade Book. Assignments will be graded and posted within 5 days being received by the course instructor.

Grading Policies

Unless approved by the course instructor, late assignments will have .5 point [on a 5-point scale] deducted for each day the assignment is past due. As stated above, to receive credit the assignment must have a score of 3 or greater. Late assignments scoring less than 3 will require additional work or research in order to be accepted for credit.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

Tasks and Topics may be adjusted at the discretion of the course instructor in order to maximize the course experience and align with field work.

<p>Week 1 January 17-21</p>	<p>January 18 *Orientation: Campus Etiquette & Expectation *Read/sign the Code of Conduct for Texas Educators *Review the syllabus *Discuss the campus schedule *Discuss the Basic Grading Rubric *Discuss the First Days of School Assignment *Lecture: FERPA and Confidentiality SLO 1, 2</p>	<p>January 19 Placement Campuses (by invitation)</p> <p>Plan to make contact with your assigned mentors(s) at a time of their choosing.</p> <p>This meeting can be in person (preferred) or virtual.</p> <p>The purpose will be to welcome you and prepare you for your first day in placement.</p> <p>Plan to discuss your placement schedule with both mentors if possible.</p> <p>Placement Schedule is due to course instructor Thursday, January 27</p>	<p>January 20 9:00 Testing and Certification Requirements (K.Kuklies) *The role of the teachers outside of the classroom *Building Relationships and Making Connections in the Classroom [Marzano Ch.9] HLP Building respectful relationships with students in ways that advance justice and disrupt racism. * Becoming a Reflective Practitioner and the Weekly Reflection Journal</p> <p>SLO 1,2,3,4</p>	<p>Yardsticks. Read the section that corresponds to your placement grade level. SLO 2,3 The Art & Science of Teaching. Chapter 9: Building Relationships SLO 1,2,4 Written Assignment: The First Days of School/Semester Return (outline/expectations provided) <i>Due Feb. 8</i> SLO 1,2 Campus Schedule due <i>Thursday, January 27</i> SLO 1 Begin planning for Professional Opportunities <i>Checkpoint Mar. 8</i> <i>Due May 5</i> SLO 1, 2, 4 Begin Weekly Reflections Journal Four Submissions: <i>Feb. 11, Mar. 4, Apr. 7, May 5</i> SLO 1,2,3,4</p>
<p>Week 2 January 24-28</p>	<p>January 25 *Discussion: CTESS Rubrics and the C-TESS Protocol Focus: C-TESS</p>	<p>January 26 First Day in Placement</p>	<p>January 27 *Round Table Reflect, React, Reboot Focus: C-TESS 3</p>	<p>Action Plan for Professional Development <i>Due Mar. 5, May 10</i> SLO 4</p>

	<p>Domain 4 Professional Development & Disposition Reinforcements, Refinements and the Action Plan for Professional Development</p> <p>*A culturally responsive classroom Focus: C-TESS Domain 5 Cultural Efficacy; HLP Building respectful relationships with students in ways that advance justice and disrupt racism.</p> <p>SLO 1,2,3,4</p>		<p>*Presentation: Copyright & Acceptable Use</p> <p>*Discuss Teacher Toolbox e-portfolio</p> <p>*Lecture: The Direct Coaching Model</p> <p>*Mock Lesson</p> <p>Setting the stage for the next field placement round [Feb. 1,2,3; Feb. 8,9, 10]</p> <p>SLO 1, 2, 3, 4</p>	<p>Teacher Toolbox e-portfolio May 5 SLO 2,3</p> <p>Selected Readings from <u>The Art & Science of Teaching</u>, Robert Marzano</p> <p>SLO 3</p>
<p>Week 3 Jan. 31-Feb.4</p>	<p>February 1 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p>February 2 Placement Observe</p> <p>Focus: Schoolwide processes and building relationships</p> <p>SLO 1,2</p>	<p>February 3 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p> <p>Ongoing development of Action Plan SLO 4</p>	<p><i>Continue to observe school wide interactions and how building relationships with students supports academic success. Focus on lesson development/lesson cycle, Begin working one-on one, assisting, tutoring students in the classroom. SLO 1,2</i></p>
<p>Week 4 February 7-11</p>	<p>February 8 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p>	<p>February 9 Placement Observe and begin working with individual students as appropriate</p> <p>Focus: Schoolwide processes and building</p>	<p>February 10 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i></p>	<p><i>Identify effective instructional strategies, learning targets and the correlation between the targets and the student activities</i></p> <p>Weekly Reflection Journal</p>

	Ongoing development of Action Plan SLO 4	relationships Focus: Learning Targets; how are the written and communicated to students SLO 1,2	Ongoing development of Action Plan SLO 4	First submission due February 11 SLO 4 First Days of School Paper Due Feb. 8 SLO 1,2,3
Week 5 February 14-18	February 15 Round Table Reflect, React, Reboot Focus: C-TESS 1&2 Lecture and Video Analysis-High Leverage Practice: Eliciting Student Responses/interpreting student thinking/leading a group discussion Progress check on the Action Plan & Weekly Reflection Journal Discuss 2+2 Targeted Observations Mock Lesson Practice Mini Lesson Topics selected/leading a group discussion SLO 3,4	February 16 Placement Observe, work one-to-one, tutor or assist with instruction as directed by your mentor Focus: Identifying questioning techniques, how are students called on to respond, how are student responses used to enhance and deepen the learning	February 17 Round Table Reflect, React, Reboot Engagement Strategies, HLP Eliciting Student Responses/interpreting student thinking/leading a group discussion Focus: C-TESS 1&2 Introduce the Plan For Learning Lesson Plan Yardsticks: How does student age/development affect student responses? Continue work on Action Plan SLO 3,4	2+2 Targeted Observations (mentor & other teachers) Focus: the HLP <i>Due April 21</i> Small Group Teaching & Mini Lesson: Leading a Group Discussion <i>Due March 8 & 10</i> SLO 3,4 Selected Readings from <u>The Art & Science of Teaching</u> , Robert Marzano And <u>Yardsticks</u> , Chip Wood SLO 3,4
Week 6 February 21-25	February 22 <i>Course Instructor conducting Field Observations (reinforcements/refinements communicated and written feedback)</i> Focus: Leading a	February 23 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3	February 24 <i>Focus on lesson cycle and engagement strategies, HLP Eliciting Student Responses; questioning and interpreting</i>	Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder *Reflection Journal *2+2 Observations SLO 1,2,3,4

	Group Discussion/Eliciting Student Responses SLO 1,2,3 Development of the Action Plan (ongoing) SLO 4		<i>student thinking. Observe and reflect using the CTESS rubric. Small Group (independent) and/or co-teach with mentor</i> SLO 1,2,3,4	
Week 7 Feb. 28-Mar. 4	March 1 <i>Course Instructor conducting Field Observations</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3,4	March 2 Placement Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3	March 3 <i>Course Instructor conducting Field Observations</i> Focus: Leading a Group Discussion/Eliciting Student Responses SLO 1,2,3,4	Continue work on *Action Plan for Professional Development *Teacher Toolbox E-Binder *2+2 Observations Weekly Reflection Journal Second Submission March 4 SLO 1,2,3,4
Week 8 March 7-11	March 8 Round Table Reflect, React, Reboot Debrief + Deepen: Engagement Strategies; Novelty and Pneumonic Devices (Marzano) Mini-Lesson Presentations and Peer Discussion SLO 2,3,4	March 9 Make Up Wednesday Not a scheduled placement day	March 10 Midpoint Review & Reflect; Goal Setting: Placement 2 Mini-Lesson Presentations and Peer Discussion SLO 2,3,4	Read Ahead: Chapter 8 <u>The Art & Science of Teaching</u> , Robert Marzano Professional Opportunities Checkpoint March 8 Action Plan for Professional Development Checkpoint March 10
SPRING BREAK March 14-18				
Week 9 March 21-25	March 22 Round Table Reflect, React, Reboot Lesson Planning: C-TESS 1&2 Using the Plan for	March 23 Second Placement Begins Observation Focus: routine and relationship	March 24 Round Table Reflect, React, Reboot Lesson Planning: C-TESS 1 & 2	Classroom Management/Parental Involvement <i>(due April 28)</i> Begin planning the formal lesson Plan for Learning lesson

	<p>Learning; Formative Assessment, Differentiation, Monitor & Adjust</p> <p>Mock Lesson Practice SLO 3,4</p>		<p>Lecture: How Effective Classroom Management Affects the HLPs</p> <p>Planning for the Formal Observation & Assessment</p> <p>Mock Lesson Practice SLO 3,4</p>	<p>plan</p> <p>Selected Readings <i>Topic-The Classroom Environment and Classroom Management as part of the Learning Plan</i></p>
<p>Week 10 Mar. 28-Apr. 1</p>	<p>March 29 <i>Course Instructor conducting Field Observations (reinforcements/refin ements communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4</p>	<p>March 30 Placement Focus: Lesson Development, HLPs, Student Engagement & Procedural Directions</p>	<p>March 31 <i>Course Instructor conducting Field Observations (reinforcements/r efinements communicated and written feedback)</i> SLO 1,2,3,4</p>	<p><i>Focus on the lesson cycle, use of HLPs; use of CTESS rubric for observations. Continue to tutor, one-on-one and small group instruction) co-teach or teach part of a whole group lesson as appropriate</i> SLO 1,2,3,4</p>
<p>Week 11 April 4-8</p>	<p>April 5 <i>Course Instructor conducting Field Observations (reinforcements/refin ements communicated and written feedback)</i> Development of action plan (ongoing) SLO 1,2,3,4</p>	<p>April 6 Placement Focus: Lesson Development, HLPs, Student Engagement, Procedural Directions, Learning Environment SLO 1,2,3,4</p>	<p>April 7 <i>Course Instructor conducting Field Observations (reinforcements/r efinements communicated and written feedback)</i></p>	<p>Weekly Reflection Journal Third Submission Due April 7</p>
<p>Week 12 April 11-15</p>	<p>April 12 Round Table Reflect, React, Reboot</p> <p>Putting it Together: Building Relationships+Positive Classroom</p>	<p>April 13 Placement Continue small group/Co-Teach; collaborate with mentor regarding your formal lesson</p>	<p>April 14 <i>*day prior to Good Friday</i></p> <p>No Class Meeting Optional Formal</p>	<p>Formal Observation Scheduled; Plan for Learning Lesson Plan created & refined SLO 1,2,3,4</p>

	Climate+Effective Planning+Engaging Delivery+Ongoing Assessment=Student Success Formal Observation, Lesson & Assessment Plan The P>O>P Cycle SLO 2,3	Placement Focus: The Learning Environment/Classroom Management Planning for your formal lesson evaluation Formal Lesson Observation SLO 1,2,3,4	Lesson Observation Day SLO 1,2,3,4	Plan for Learning Lesson Plan for Formal Observation due 3 days prior to observation Post Conference Reflection due 2 days post observation
Week 13 April 18-22	April 19 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	April 20 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	April 21 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	<i>Focus on classroom management and how using it effectively supports HLP Engagement & Student Responses; Formal Lesson Observations will take place Apr. 13-May 5</i> SLO 1,2,3,4 2+2 Targeted Observations Complete April 21
Week 14 April 25-29	April 26 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	April 27 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	April 28 Placement: Formal Lesson Observations Continue working with small/whole groups SLO 1,2,3,4	Classroom Management Parental Involvement due April 28 Professional Opportunities & Teacher Toolbox E-Portfolio Due May 5
Week 15 May 2-6	May 3 TBD Reflections on Formal Lesson Observations Summative Debrief	May 4 Make Up Wednesday Formal Lesson Observations Make Up	May 5 TBD Reflections on Formal Lesson Observations Summative Debrief	Weekly Reflection Journal Final Submission May 5 Action Plan for Professional Development Due May 5

Week 16 May 9-13	May 10 PPR Test Given	May 11 Make Up Wednesday	May 12 PPR Review	
	16 hours	60 hours	16 hours	92 TOTAL HOURS IN PLACEMENT

Standards:

Texas Teacher Evaluation and Support System (T-TESS) + Domain 5 Clinical Teacher Evaluation and Support System Cultural Efficacy

T-TESS Standards: https://teachfortexas.org/Resource_Files/Guides/T-TESS_Rubric.pdf

C-TESS Domain 5: 5.1 Diversity: Develop Consciousness of Differences, 5.2 Understand Cultural Ethno-Racial Identity Development 5.3 Social Interactions: Improve Interpersonal Relationships 5.4 Culturally Safe Classroom Content 5.5 Self-regulated Learning 5.6 Create Conditions for Academic Language Learning 5.7 Culturally Inclusive Content and Knowledge Acquisition 5.8 Culture of Caring Practices.

A detailed rubric of the T-TESS/C-TESS standards is posted in CANVAS, and will be provided as a hardcopy in class.

Important University Dates

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

Students will need access to a laptop computer, a device that has the capability to video record (cell phone, tablet, etc.) and a means to save documents such as a flash drive, external hard drive, cloud storage, etc.

Technology Requirements

This course will use the A&M-Central Texas Instructure Canvas learning management system.

We strongly recommend the latest versions of Chrome or Firefox browsers. Canvas no longer supports any version of Internet Explorer.

Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com/>] or access Canvas through the TAMUCT Online link in myCT [<https://tamuct.onecampus.com/>]. You will log in through our Microsoft portal.

Username: Your MyCT email address. Password: Your MyCT password

Canvas Support

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

For issues related to course content and requirements, contact your instructor.

Online Proctored Testing

A&M-Central Texas uses Proctorio for online identity verification and proctored testing. This

service is provided at no direct cost to students. If the course requires identity verification or proctored testing, the technology requirements are: Any computer meeting the minimum computing requirements, plus web camera, speaker, and microphone (or headset). Proctorio also requires the Chrome web browser with their custom plug in.

Other Technology Support

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

24 hours a day, 7 days a week

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

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

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

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. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. All academic misconduct concerns will be referred to the Office of Student Conduct. 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), [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 Warrior Center for Student Success, Equity 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/pregnant-and-parenting-students.html) [https://www.tamuct.edu/student-affairs/pregnant-and-parenting-students.html]. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf) online, please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

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

Tutoring

Tutoring is available to all A&M-Central Texas students, both virtually and in-person. Student success coaching is available online upon request.

If you have a question, are interested in becoming a tutor, or in need of success coaching contact the Warrior Center for Student Success, Equity and Inclusion at (254) 501-5836, visit the Warrior Center at 212 Warrior Hall, or by emailing WarriorCenter@tamuct.edu.

To schedule tutoring sessions and view tutor availability, please visit [Tutor Matching Services](https://tutormatchingservice.com/TAMUCT) [https://tutormatchingservice.com/TAMUCT] or visit the Tutoring Center in 111 Warrior Hall.

Chat live with a remote 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: Located in Warrior Hall 416, the University Writing Center (UWC) at Texas A&M University–Central Texas (A&M–Central Texas) is a free service open to all A&M–Central Texas students. For the Spring 2022 semester, the hours of operation are from 10:00 a.m.-5:00 p.m. Monday thru Thursday in Warrior Hall 416 (with online tutoring available every hour as well) with satellite hours available online only Monday thru Thursday from 6:00-9:00 p.m. and Saturday 12:00-3:00 p.m.

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

Students may arrange a one-to-one session with a trained and experienced writing tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor by making an appointment via WOnline at <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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

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. [Schedule an appointment here](https://tamuct.libcal.com/appointments/?g=6956) [https://tamuct.libcal.com/appointments/?g=6956]. 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/bit) website for more information [https://www.tamuct.edu/bit]. 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.

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