

EDUC 3370-110, 80238, Foundations
Fall, 2023
Texas A&M University-Central Texas

COURSE DATES, MODALITY, AND LOCATION

This 100% Online Course will run from August 28, 2023 – December 12, 2023, with synchronous meetings each Monday. Meetings will be recorded and posted to Canvas.

This class meets Synchronously for class meetings on Monday from 3:30-4:45

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Heather Calwell, Ph.D.

Office: Warrior Hall 322 P

Phone: 254-300-7822

Email: hcalldwell@tamuct.edu - preferred way to communicate

OFFICE HOURS

Online & In Person Office Hours - please email to set up an appointment to make sure I am in my office to meet you!

In person: Tuesdays 1-4pm in WH 322P on 8/28, 9/5, 9/19, 10/3, 10/17, 11/7, 11/28, 12/5

In person: Wednesdays 9am-12pm WH 322P 8/29, 9/6, 9/20, 10/4, 10/18, 11/8, 11/29, 12/6

Virtual by Appointment - Monday 9am- 330pm & Tues -Thursday 9am-5pm

Student-instructor interaction

I am here to support you during this course. You can meet with me by appointment (either in-person or virtually). I do stay online after class to meet with students individually as needed to ensure students have an opportunity to express concerns, get clarification on assignments/requirements, etc. I typically respond to emails within 24 hours. Please do not hesitate to reach out if you are stressed about an assignment or if anything is unclear. I generally do not check emails on weekends so please check assignments before the weekend and ask questions.

Key Requirements - This course has Block 1 and Block 2 students enrolled so your requirements may be different. The big difference is Block 2 MUST pass their content exam soon - Block 1 has a bit more time but the sooner the better!

There will be some key milestones that need to be achieved during EDUC 3370. First, you will apply to the Educator Preparation Program (EPP) during this course by September 1st. Information will be provided during class. You will be required to come to campus to take the representative exam after acceptance to the EPP. You will also complete 30 hours of **observation** in an elementary or middle school to meet Texas certification requirements. Ms. Blassingame will provide information about contacting schools and completing background checks during class.

The primary milestone this semester will be passing the TExES content exam in your area (EC-6, ALSE, 4-8 mathematics, 4-8 ELAR/SS). This is required to move forward into Block III coursework. ** there are students in block 1 and 2 in this course so depending on your block your expectations may be different - we will discuss this in class**

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

For updates on COVID information, please monitor the University [website](https://www.tamuct.edu/covid19/)
[https://www.tamuct.edu/covid19/]

COURSE INFORMATION

Course Overview and description

(WI) This course is designed to develop advanced strategies to identify readiness for learning; and to understand when and how to adjust content, process, or product in order to differentiate responsive instruction effectively. This course should be taken in the second block of the teacher education program but you may be enrolled in this class during block 1 - requirements will vary depending on your block. Certification Fee - \$150. Prerequisite(s): Completion of teacher education block 1 with a minimum 2.75 GPA.

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

Course Objective or Goal

Upon completion of this course students will understand and be able to implement effective instructional strategies in the classroom. These include use of feedback, grouping techniques, and other effective instructional strategies.

Upon successful completion of this course, the pre-service teacher will:

- Know how to use instructional strategies to promote student engagement
- Know how to effectively communicate instructional strategies
- Know how to implement effective instructional strategies, such as leading discussions
- Know how to implement effective feedback strategies
- Know how to use resources and materials to create effective instructional strategies

This course will focus on a **High Leverage Practice**, with the intention of **expanding** preservice teacher candidates' use and awareness of the strategy:

Leading a group discussion: In a group discussion, the teacher and all of the students work on specific content together, using one another's ideas as resources. The purposes of a discussion are to build collective knowledge and capability in relation to specific instructional goals and to allow students to practice listening, speaking, and interpreting, agreeing and disagreeing. The teacher and a wide range of students contribute orally, listen actively, and respond to and learn from others' contributions. Teachers work to ensure students are positioned as competent among their peers, that patterns of interaction are respectful, and that the collective work of the group uses the strengths of and benefits each student.

Student Learning Outcomes (SLOs)

The learner will be able to:

1. use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
2. differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
3. adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
4. actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
5. design instruction, change strategies, and differentiate teaching practices to improve student learning based on assessment outcomes.
6. explore current developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
7. become conversant with basic assumptions, concepts, and principles of major learning theories.
8. distinguish key concepts, models, and strategies related to different theories of learning.

Competency Goals Statements (certification or standards)

-- Please see the PPR EC-12 Standards at the following website:

<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

Required Reading and Textbook(s)

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

Texas Essential Knowledge and Skills (TEKS):

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

College and Career Readiness Standards (CCRS):

<http://www.highered.texas.gov/institutional-resources-programs/public-community-technical-state-colleges/texas-college-and-career-readiness-standards/>

*****WI Course (Writing Instructive Course)**

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

WI Course Requirements

- This course has a range of writing assignments worth a significant part of the final grade.
- Writing assignments are an integral part of measuring the mastery of the content in a course.
- All written assignments are tied to specific course objectives and outcomes.
- You will receive feedback on submitted writing assignments.
- You will be required to revise two assignments (Theorist Paper and Reflection) to improve your understanding of what it means to be a reflective practitioner and to gain deep understanding of educational theories/theorists.

COURSE REQUIREMENTS

1. Discussion Start Here (25pts) - First discussion you will submit in the first week

2. Syllabus Quiz and Contract (25pts)

3. 240 Tutoring (100 pts): Complete the 5 diagnostic modules (20pts each) - submit for a grade by 9/1

4. Certify Teacher Report (50pts) - submit report by Sunday after EPP deadline

5. Exit Slips-four @ 25 pts each (100 pts): Using information presented in class or in the text, you will respond to a prompt four times during the semester. Refer to the rubric in Canvas to determine all required components.

6. Discussion Posts-Four @ 25 pts each (100 pts): Using information in Canvas for each assignment, complete the assignment. Refer to the rubric in Canvas to determine all required components. You will write an initial post (8 pts) and then respond to two peer posts (2 pts).

7. Strategy Assignment: Lesson Plan (LP) Creation and Reflection (100 pts): You will create a lesson plan using the longer version that requires more detail. Use the assignment in canvas to complete this lesson.

8. Reflection 1(Leading Small Groups) (25 pts each) You will write a reflection on small group instruction after watching videos in the assignment module.

9. Reflection 2 on Observations (25 pts): You will write a reflection on your observations in K-12 schools. You will be given a prompt in Canvas to respond to. Rubric will be provided.

10. Timeline entries (50pts) - we will create a class timeline - each of you will submit 2 entries to our timeline - one of your theorist (tell us something unique about him/her that we didn't learn from your presentation) and one of an educational event (event, law, etc.) that made an impact. Your entry MUST be in chronological order so it will be your responsibility to check on your entries up to the due date to make sure you don't have to move them around. We will share in class.

11. Book/movie Review (100pts): Students will select their own education related book or movie, record a review of the book/movie, and post to blackboard. This book/movie review will be a video recording 3-5 minutes long. Post the Youtube link in the classroom in the discussion thread.

12. Theorist Paper & Presentation (150 pts): Students will write a paper that details significant contributions of one educational theorist. Students will be assigned one theorist from a list provided in canvas. The writing of this paper will be in three parts:

1. **The outline and research (25pts)**- you will submit an outline for your paper and give at least three sources you have found.
2. **First Draft & Peer Review (50pts)** - you will write your first draft of your paper and submit it for peer review. This draft will be 2 pages and include a title page, 2 pages of content, and references. Make sure and include an introduction and conclusion about how the learning theories have impacted K-12 education across the years and how your theorist made an impact. In total you will submit a 5 page document.
3. **Final Draft (25pts)** - you will submit your final draft for instructor feedback.
4. **Theorist presentation (50 pts):** Based on information from your theories and other education classes, you will prepare and present information about one major educational theorist. Choice will be first come, first served. The presentation can be up to 5 PPT slides. You will present during class.

13. Field Observation Log (50pts)- you must submit 30 hour field observation log - signed by mentor or principal

14. Participation (100pts).Each student is required to participate in class through discussion, collaboration, active listening, and teaching. Each *unexcused* absence will result in a major deduction in participation points plus if you are absent during a presentation that you are scheduled for you will receive a 0 on that presentation. ****Supports the Dept. of C&I Goals #1, 2, 4, 6, 9, 10 and Student Learning Outcomes #1, 3 & 6.**

Assessment	Total Points	SLO
1. Discussion - Start Here (25pts)	25 pts	
2. Syllabus Quiz/Contract (25pts)	25 pts	
3. 240 Tutoring Diagnostic report 5 modules @ 20pts each	100 pts	TexES
4. Certify Teacher Report	50 pt	TEXES

5. Exit-Slips 1-4 @ 25 pts each	100	1-6
6. Discussion Posts 1-4 @ 25 pts each	100	1-6
7. Strategy Assignment: Lesson Plan Creation and Reflection	100 pts	1-6
8. Reflections 1 (Leading Small Group)	25 pts	1-6
9. Reflection 2	25 pts	1-6
10. Timeline entries - 2 entries at 25 pts each	50 pts	1-7
11. Book/Movie Review	100 pts	7, 8
12. Theorist Paper (Outline/Research draft - 25pts, First Draft (peer reviewed) - 50pts, Final Draft - 25pts) & Presentation (50pts)	150 pts	7, 8
13. Field Experience Observation Log	50 pts	1-6
14. Participation	100 pts	
Total	1000 pts	

Grading Criteria Rubric and Conversion

See assignment handouts for specific rubric and conversion details.

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

Posting of Grades


All assignments will be graded, and grades posted, in a timely manner, typically within one to three days of due date. Longer assignments, such as the papers, will be graded and grades posted in approximately five to seven days. The student may lose 10% of the total grade for any assignment for *each week* the assignment is late.

COURSE OUTLINE AND CALENDAR

Complete Course Calendar

*****The instructor reserves the right to modify assignments and due dates to enhance student learning outcomes.**

Week(s) /Module/Dates	Topics
Weeks 1 & 2/Module 1 August 28-September 10	<p>Week 1 - Online 3:30pm-4:45pm - 8/28</p> <p>Getting to Know Each Other & Introduction to the Course Syllabus & Schedule</p> <p>Week 2 - Online 3:30pm-4:45pm - 9/4</p> <p>What it means to be a 21st Century Teacher</p> <p>What do we teach in Texas?</p>
Weeks 3 & 4/Module 2 September 11 - 24	<p>Week 3: Online 3:30pm-4:45pm - 9/11</p> <p>Learning Goals for our Students</p> <p>Using Assessments</p> <p>Week 4: Online 3:30pm-4:45pm 9/18</p>
Weeks 5 & 6/Module 3 September 25- October 8	<p>Week 5: Online 3:30pm-4:45pm 9/25</p> <p>Lesson Plans - Direct & Indirect Instruction</p> <p>Week 6: Online 3:30pm-4:45pm 10/2</p> <p>Howard Gardner and Practicing/Deepening our Lessons - Student Centered Teaching</p>
Weeks 7 & 8/Module 4 October 9 - 22	<p>Week 7: Online 3:30pm-4:45pm 10/9</p> <p>Knowledge and Application in Lessons and Teaching</p> <p>Week 8 - Online 3:30pm-4:45pm 10/16</p> <p>Creative and Innovative Teaching Strategies</p>

<p>Weeks 9 & 10/Module 5 October 23 - November 5</p>	<p>Week 9 - Online 3:30pm-4:45pm - 10/23</p> <p>Engaging Students</p> <p>Week 10 - Online 3:30pm-4:45pm 10/30 -</p> <p>Rules & Procedures</p> <p>Happy Halloween </p>
<p>Weeks 11 & 12/Module 6 November 6 - 19</p>	<p>Week 11 - Online 3:30pm-4:45pm 11/6</p> <p>Building Relationships</p> <p>Week 12 - Online 3:30pm-4:45pm 11/13</p> <p>Having High Expectations for Students</p>
<p>Weeks 13 & 14/Module 7 November 20- December 3</p> <p>Happy Thanksgiving!</p>	<p>Week 13: Online 3:30pm-4:45pm 11/20</p> <p>System Changes and the Future</p> <p>Week 14: Online 3:30pm-4:45pm 11/27</p> <p>Teaching for Diversity</p>
<p>Weeks 15 & Finals Week/Module 8 December 4 - 12</p>	<p>Week 15: Online 3:30pm-4:45pm 12/4 - Last class!</p>

Important University Dates (including add/drop/holiday etc.)

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

TECHNOLOGY REQUIREMENTS AND SUPPORT

You will need access to Canvas to complete modules during weeks when class will not meet. You will also need to upload assignments to Canvas as needed.

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



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

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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]

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), [https://www.tamuct.edu/student-affairs/student-conduct.html].

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

Drop Policy

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

[https://federation.ngwebsolutions.com/sp/startSSO.ping?PartnerIdpid=https://eis-prod.ec.tamuct.edu:443/samlSso&SpSessionAuthnAdapterId=tamuctDF&TargetResource=https%3a%2f%2fdynamicforms.ngwebsolutions.com%2fSubmit%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.

Important information for Pregnant and/or Parenting Students

Texas A&M University-Central Texas supports students who are pregnant, experiencing pregnancy-related conditions, 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](#) 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>] 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 Library & Archives

The University Library & Archives provides many services in support of research across campus and at a distance. We offer over 350 electronic databases containing approximately 631,525 eBooks and 75,149 journals, in addition to the 97,443 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>]. 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](https://tamuct.libguides.com/index) [https://tamuct.libguides.com/index]

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. 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 [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, need any assistance with scheduling, or would like to schedule a recurring appointment with your favorite tutor.

OTHER 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](#) 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/bit]. If a person's behavior poses an imminent threat to you or another, contact 911 or A&M-Central Texas University Police at 254-501-5805.

OTHER POLICIES

Class Attendance

Regular, punctual attendance, documented participation, and submission of completed assignments are expected in all classes, field experience, and other activities for which the student is registered. Failure of students to adhere to these requirements may influence the course grade, financial assistance, and/or enrollment status. Students may be excused from attendance for reasons such as health/medical reasons, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Make-up work must be completed as soon as possible after returning from an absence. If you miss a presentation that you were scheduled for - you will receive a 0 on that presentation.

A. Professionalism-Students are expected to attend all classes, arrive on time, sign in, and actively participate in class, including online courses. Students are expected to be professional at all times and communicate with the instructor and peers in a professional way. Any inappropriate behavior will not be tolerated and you can be asked to remove yourself from the classroom or online class at any time if you are not professional. If your camera is off and/or you are not paying attention - participation points may be deducted.

B. Excused Absences-You also have officially excused university days available to you that are covered under university policy- health-related issues, family emergencies, and student participation in university-related activities. Sick days and university-related activities require appropriate documentation so that any missed work may be completed.

C. Unexcused absences- If there is a situation for an absence beyond your one personal day, please communicate with your instructor. **It is YOUR responsibility to NOTIFY the instructor of your absence.**

D. Tardies- Two tardies of over 20 minutes late will count as one absence, unless there are extenuating circumstances. This is the same rule as in Clinical Practice (Student Teaching).

Late Work Policy: all work must be submitted on time - no credit will be given to post to peers in discussions once the week is over. You can submit your original discussion post up to one week late for partial credit. Assignments and activities must be submitted on time. If you are late you may receive up to 10% off each week late. If you miss a presentation that you were scheduled for - you will receive a 0 on that presentation.

Mobile technology: Please turn off any mobile phones prior to the beginning of class unless we are using them to complete a class assignment. If you are expecting an important call during class time, please inform the instructor before class. Your camera must be on at all times.

Code of Ethics for Texas Educators

The Texas educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents, and members of the community and shall safeguard academic freedom. The Texas educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity, and exemplify honesty and good moral character. The Texas educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The Texas educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The Texas educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community. This chapter shall apply to educators and candidates for certification.

Please go to TAC 247.2 – Code of Ethics and Standard Practices for Texas Educators. This can be found at [https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y).

To complete Certification/Licensing Requirements in Texas related to public education and other professional settings:

1. Candidates must undergo a criminal history background check prior to clinical teaching and prior to employment as an educator. The public-school campuses are responsible for completing the criminal background check. A person who is enrolled or planning to enroll in a State Board for Educator Certification-approved educator preparation program or planning to take a certification examination may request a preliminary criminal history evaluation letter regarding the person's potential ineligibility for certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

A Preliminary Criminal History Evaluation is a non-mandatory, non-binding evaluation of an individual's self-reported criminal history. In addition, the agency obtains your name-based Texas criminal history information. The service is provided to the requestor for a **non-refundable fee**. The requestor will receive an evaluation letter by email from agency staff advising of potential ineligibility for educator certification.

You are eligible to request a Preliminary Criminal History Evaluation if:

- You enrolled or planning to enroll in an educator preparation program or
- You are planning to take a certification exam for initial educator certification, and

- You have reason to believe that you may be ineligible for educator certification due to a conviction or deferred adjudication for a felony or misdemeanor offense.

You are not eligible for a preliminary evaluation of your criminal history if you do not have a conviction or deferred adjudication for a felony or misdemeanor offense.

In addition, you must complete the fingerprinting process when you apply for certification. Participation in the evaluation does not preclude you from submitting to a national criminal history review at the time you apply for your educator certification. Your criminal history will be reviewed and you may be subject to an investigation based on that criminal history, including any information you failed to submit for evaluation.

Additional information can be found at

https://tea.texas.gov/Texas_Educators/Investigations/Preliminary_Criminal_History_Evaluation-FAQs/.

2. Provide one of the following primary ID documents: passport, driver's license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/ <<http://www.texas.ets.org/registrationBulletin/>>). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas.

Participation, Personal Responsibility and Professional Dispositions

Stay in Touch with the Instructor

Teaching well takes serious effort and commitment. You have not chosen an easy job, but you have chosen an important and rewarding job. As a teacher, you are responsible for helping students learn and grow. What you do as a teacher will make a difference in students' lives. There is much to do to prepare for taking on the demands of leading a classroom so we ask you to put in your best effort. This class will require you to stay on top of your work. If you find yourself stumbling, overwhelmed, or generally stressed out, that's a signal to get in touch with me. We will set up a time to meet or talk. I will offer support and try to figure out how to help you balance these demands and learn so that you are prepared to teach.

Discussions

Discussions will take place with class members online, outside of class, and during class. I expect you to share your ideas, listen to and try to understand the ideas of others, ask each other questions about the topic of discussion and ideas shared, build on each other's ideas, cite examples from the texts or your experiences to support your ideas, and treat each other with respect. As a participant in discussions, do what you can to encourage your peers to participate, move the discussion forward, and make the classroom safe for different perspectives. Consider these behavioral practices and cautions to support active listening as you participate in class: Good practice includes looking at the person who is talking to you; making an effort to hear the exact words the speaker is saying; reflecting back what you hear; responding to others' ideas by extending, supporting, or challenging those ideas with your own thoughts; using specific examples from course readings to support your ideas or connect to the ideas of others; use nodding or other signs to show that what a classmate says matters. Some

cautions to avoid include interrupting before the person has finished speaking, being preoccupied with other things, conveying immediate disagreement or impatience by how you look at the person, or quickly suggesting other perspectives without understanding those of the speaker.

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