I. Office Hours: If there is a need for a meeting, we will establish a mutual time to meet via WebEx and/or other digital platform. If you are having problems with assignments and readings, please call, text, or email me. When you call, please provide your name and leave me a number of where to reach you.

II. Course Description EDUC 5352 (3 semester hours)

Planning, Teaching, and Learning Processes
This course examines the knowledge, skills, and dispositions of effective teachers. Course topics include characteristics of effective teachers; knowing your diverse students; instructional planning; differentiating instruction; teacher-centered and student-centered instructional strategies; strategies to promote student understanding, thinking, and engagement; managing lesson delivery; classroom management and discipline; assessing and reporting student performance; and working with colleagues and parents. Course activities include the use of a video analysis tool (VAT), readings from the textbook, and discussion forums so that you can interact with each other, and written assignments and other forms of learning and interaction. The goal of the course is to enable students to become excellent teachers in the State of Texas.

Rationale
Planning, Teaching, and Learning Processes is a graduate level course that provides you with information and practice in the dimensions and complexities of teaching. This course also provides you with a foundational knowledge of teaching strategies and the role of a teacher. What outstanding teachers do in the classroom will be the overarching theme of this course.

Course Format
This class will be on-line. A new module will be presented every two weeks, so it is important that you keep up with the work as it is assigned. If any of you have trouble using online classes a student tutorial is available on the Island Online website http://iol.tamucc.edu and the island helpdesk phone number is 361-825-2825.

III. Required, Supplemental and Optional Course Materials

Textbook and Video Analysis Tool - required
The course text and Video Analysis Tool (VAT) are available from Pearson.

Required text: You will need access to the Video Analysis Tool (VAT), so Pearson has created a bundle for us that will save you money. I have listed it first. If you buy the hard copy or eText separately, then you must ALSO buy the VAT separately. This is a new edition of the text, so you may have trouble finding it used or to rent.
IV. EC6 Standards, Chapter 149 Standards
§149.1001. Teacher Standards.

(1) 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.

(2) 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.

(3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(4) 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.

(5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(6) 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.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351. Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

V. Pedagogy and Professional Responsibilities Domains and Competencies
Domain I-Designing Instruction and Assessment to Promote Student Learning
Competency 002 – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II - Creating a Positive, Productive Classroom Environment
Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III - Implementing Effective, Responsive Instruction and Assessment
Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV - Fulfilling Professional Roles and Responsibilities
Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.
Competency 012 – The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

VI. TExES Competencies
The beginning teacher will:

- incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  - varying activities
  - interacting with students in different formats, when appropriate
  - soliciting participation
  - extending student responses
  - providing appropriate wait time
  - implementing the lesson at an appropriate level of difficulty
  - using higher level questioning

(TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)
- evaluate and provide feedback on student progress during instruction through:
  - communicating learning expectations
  - monitoring students’ performances as they engage in learning
  - reinforcing correct responses/performances
  - providing corrective feedback or clarifying
  - re-teaching using a different strategy, as appropriate
maximize the amount of time available for instruction by:
beginning promptly/avoiding wasted time at the end of the instructional period
implementing appropriate sequence of activities
maintaining appropriate pace
maintaining focus
keeping students engaged

managing student behavior by:

specifying expectations for class behavior

applying rules consistently and fairly

present subject matter to teach for cognitive, affective, and/or psychomotor learning by:

beginning instruction/activity with an appropriate introduction

presenting information in an appropriate sequence

relating content to prior or future learning

providing for definitions of concepts and description of skills and/or attitudes and interests

providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests

stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests

providing opportunities for application of knowledge learned

closing instruction through assessing students’ knowledge of the objective

use effective communication skills by:

making no significant errors in content

explaining content and/or learning tasks clearly

using correct grammar

using accurate language

demonstrating skill in written communication

using appropriate vocal delivery

create a learning environment by using strategies to motivate students to learn through:

relating content to student interests/experiences

challenging students by using higher level thinking/problem solving skills

maintaining a supportive environment by:

avoiding sarcasm and negative criticism

establishing a climate of courtesy and respect

encouraging slow and reluctant students

establishing and maintaining a positive rapport with students
• demonstrate enthusiasm for teaching by:
  • employing varied expressions
  • demonstrating varied voice intonation

(TExES III.007; Proficiency II.5)
  • exhibit improvement in instructional techniques during each observation

(TExES IV.012; Proficiency IV.4)
  • apply learning principles in the classroom

(TExES III.008; Proficiency I.1)
  • analyze and reflect upon teaching performance

VII: Technology Applications Standards

Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning.

Standard III. All teachers acquire, analyze, and manage content from digital resources.

Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.

Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

VIII: Student Learning Objectives

Course objectives:
A. Develop a well-informed perspective of teaching as a profession
B. Understand how to use the Texas TEKS in the classroom.
C. Increase understanding of the teaching/learning process
D. Demonstrate instructional planning skills
E. Gain experience in promoting a positive student learning environment
F. Increase knowledge of instructional evaluation and student assessment

IX. Instructional Methods and Activities

This course will be delivered on-line course. It will involve readings from the required text book and online sources; you are expected to read the entire 358-page textbook, although selected chapters will be assigned. These readings will inform the course activities, discussions, quizzes, and reflections. You will utilize the online Video Analysis Tool to gain experience reflecting on teaching aligned to the course topics. This course is reading intensive, and therefore it is critical that the assigned chapters are read carefully in order participate in discussion forums, complete activities, write reflections, analyze teaching, and complete quizzes.

X. Assignments and Calendar

Below are the topics that will be covered during each week. Your assignment due dates are posted in the Bb calendar and are provided in the Course Schedule Overview. You are expected to subscribe to the calendar and refer to it if you have questions about any due date.
A specific *Course Schedule* will be posted on Bb.

<table>
<thead>
<tr>
<th>Fall 2019</th>
<th>Course Topics</th>
</tr>
</thead>
</table>
| **Weeks 1-2** | **Part 1: Foundations of Teaching Methods**  
  Chapter 1 – The Teacher as a Decision Maker  
  - Effective Teaching  
  - Pedagogy & Professional Responsibilities (PPR)  
  - Teacher as a Reflective Decision Maker  
  - Increasing Student Diversity |
| **Weeks 3-4** | **Part 2: Planning for Instruction**  
  Chapter 2 – Knowing your Students  
  - Implications for Diverse Classrooms  
  - Sources of Student Diversity  
  - Creating an Inclusive, Multicultural Classroom  
  - Differentiating Instruction  
  - Getting to Know your Students  
  - Contextual Factors to Guide Planning  
  Chapter 3 – The Fundamentals of Planning  
  - What is Planning?  
  - Curriculum Considerations When Planning  
  - TEKS  
  - Types of Teacher Plans  
  - The Linear-Rational Approach to Planning  
  - Additional Planning Considerations  |
| **Weeks 5-6** | **Part 3: Selecting Instructional Strategies**  
  Chapter 5 – Teacher-Centered Instructional Strategies  
  - A Continuum of Instructional Approaches  
  - The Direct Instruction Model  
  - Instructional Approaches for Direct Instruction  
  Chapter 6 – Student-Centered Instructional Strategies  
  - Selecting Student-Centered Instructional Strategies  
  - Inquiry Approaches  
  - Social Approaches  
  - Independent Approaches  
  Chapter 7 - Strategies That Promote Understanding, Thinking, and Engagement  
  - Strategies that Promote Student Understanding  
  - Helping Students Become Better Thinkers |
| Weeks 7-8 | Part 4: Managing Instruction and the Classroom  
**Chapter 8 – Managing Lesson Delivery**  
• Issues Affecting Lesson Delivery  
• Managing Parts of the Lesson  
• Managing Student Work  
• Managing Whole Group Instruction  
• Applying the SIOP Model to Lesson Delivery  
**Part 5: Assessing and Reporting Student Performance**  
**Chapter 11 – Assessing Student Performance**  
• Classroom Assessment  
• Establishing a Framework for Assessment  
• Performance-Based Assessment  
**Chapter 12 – Grading Systems, Marking, and Reporting**  
• Purpose of Grading |
| Weeks 9-10 | Part 6: Working with Others  
**Chapter 13 – Collaborating with Colleagues and Families**  
• Working with Colleagues  
• Working with Families  
• Contacting and Communicating with Families |
| Weeks 11-12 | Pedagogy & Professional Responsibilities (PPR)  
• Domains: I, II, III, and IV |
| Weeks 13-14 | Course Wrap-Up: Putting it all Together  
• End-of-Course Final Exam/Course Project |

The course schedule is also located in the “Calendar” and “Syllabus” sections of Bb.

**IX. Evaluation and Grading Scale**
All work will be submitted online via Bb or the Video Analysis Tool (VAT). It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. It is imperative that you turn in all assignments when they are due. Late work will not be accepted unless you experience extenuating circumstances, and if so, you must contact Dr. Johnson immediately to make alternative arrangements.

**Writing Policy:** The Educator Preparation Program has high expectations for teacher candidates. Written communication of standard English is an important professional attribute. Teachers are judged on the accuracy of everything they write, whether it is a letter to parents or an email to a principal or a worksheet for students. Written products – including, but not limited to, papers, lesson plans, and emails – should include appropriate and accurate spelling, grammar, punctuation, syntax, format and English usage. You should expect that course instructors will evaluate all assignments based on these writing skills, in addition to any other expectations of a particular assignment. If necessary, please seek assistance from the Center for Academic Student Achievement to improve your skills.
<table>
<thead>
<tr>
<th>Assignments</th>
<th>Graded value</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active Participation</strong></td>
<td></td>
</tr>
<tr>
<td>Blogs</td>
<td>15 points each, 4 blogs 60</td>
</tr>
<tr>
<td>Discussion Board</td>
<td>20 points each, 5 initial posts/10 replies 100</td>
</tr>
<tr>
<td>Video Analysis Tool</td>
<td>20 points each, 6 lessons 120</td>
</tr>
<tr>
<td>Field-Based Observations</td>
<td>30 points each, 10 hours 300</td>
</tr>
<tr>
<td>Journal Reflections</td>
<td>15 points each, 7 reflections 105</td>
</tr>
<tr>
<td><strong>Quizzes</strong></td>
<td></td>
</tr>
<tr>
<td>Syllabus Quiz</td>
<td>30 points 30</td>
</tr>
<tr>
<td>Online Module/Chapter Quizzes</td>
<td>30 points each, 6 quizzes 180</td>
</tr>
<tr>
<td><strong>Lesson Planning</strong></td>
<td></td>
</tr>
<tr>
<td>Lesson Plans, TEKS &amp; Objectives</td>
<td>150 points, 2 lessons 300</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td>20 points, 2 assessments 40</td>
</tr>
<tr>
<td>Summative Assessment</td>
<td>20 points, 1 assessment 20</td>
</tr>
<tr>
<td>Peer Review of Lesson Plan</td>
<td>10 points, 2 replies 20</td>
</tr>
<tr>
<td><strong>Total points possible</strong></td>
<td>1275</td>
</tr>
</tbody>
</table>

Grading scale:

<table>
<thead>
<tr>
<th>QUALITY OF WORK</th>
<th>LETTER GRADE</th>
<th>PERCENT RANGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>90% -100%</td>
</tr>
<tr>
<td>On-Degree Level Work</td>
<td>B</td>
<td>80% -89%</td>
</tr>
<tr>
<td>Minimal/ Needs Improvement</td>
<td>C</td>
<td>70% -79%</td>
</tr>
<tr>
<td>Poor/ Attempted and Submitted</td>
<td>D</td>
<td>60% -69%</td>
</tr>
<tr>
<td>Failure</td>
<td>F</td>
<td>60% or below</td>
</tr>
</tbody>
</table>

**X. Course Requirements**

As a graduate level course, your leaning is based on the assumptions that:

- You will read all assigned reading materials and watch all videos.
- You will raise relevant questions, contribute relevant observations to the topic being considered, and reflect on the content and activities of the course via Discussion Board Forum and VAT.
- Your participation will reflect prior completion of reading assignments.

1. **Attendance**
   You will be expected to participate in course activities with your peers in order to foster your understanding of planning, teaching, and learning processes.

2. **Active Participation**
   - Blogs – Introduction/Autobiography blog about yourself; (2) You will also post an inquiry reflection on
the blog; and (3 and 4) You will reflect on planning and evaluations.

- **Discussion Board Forums – Initial Post / Response to Classmates**
  You will be a part of a Professional Learning Community (PLC) by responding to various questions and posts on the Discussion Board (DB) Forum via Blackboard (Bb). The promptness and initiative of participating in threaded discussions done in a timely fashion will demonstrate self-motivation. You are expected to participate and share the initiation of intellectual dialogue and to guide yourself and your classmates, in the dissemination, analysis, and creation of course relevant information. In particular, you must maintain communicative visibility when engaged in an online discussion forum. You must not rely on others to carry online dialogue. Everyone must proactively contribute to these discussions. You will make posts that are relevant to the original discussion by staying on topic. By contributing to the professional learning community, you will demonstrate an effort to further the development of a collaborative learning experience. You will write a **one-paragraph reflection** that addresses a given prompt (Initial Post). Then you will review two other students' postings and post one response/comment to each student's post (Total of two replies). Your replies to other classmates’ posts only need to be about 1-2 sentences. You can feel free to provide/post responses to more than two classmates' postings to enhance a discussion; however, you will only receive credit for replying to two classmates' posts.
  Remember to be courteous and respectful to all peers and in your responses to postings. Professionalism is expected at ALL times.

- **Video Analysis Tool/Module Videos** - You will watch and respond to videos of high quality teaching aligned with the course topics. You can locate the link to the VAT in Bb.

- **Field-Based Observations** - You must schedule and complete 10- hours of field based classroom observations. These observations are applied to your certification plan, which requires 30-hours of observations. Please review the “Requirements for Certification Handbook” (GTEP handbook) for details about the observation requirement, contact information for school districts, and the paperwork for the required documentation. **[Due - Ongoing throughout the course]**

- **Journal Reflections** - Teacher as a reflective practitioner. Students will keep a reflective journal of their weekly experiences in the course and of concepts learned during the week. You should make an entry into your journal at least once per week and reflect on something that “grabbed” you the most from the videos/readings/scientific inquiry investigations/etc. and you fully intend to use in your class (present or future)!! For your Final reflection, you will post an overall reflection in your journal about ‘Teaching and Learning’ and what you’ve gleaned from this course.

3. **Quizzes**
   - **Syllabus Quiz** - Based on your understanding of the course syllabus, which is located in Bb.
   - **Online Chapter Quizzes** - At the end of each week, you will complete a quiz related to course readings located on Bb. Your quizzes are located within each Module in Bb.

4. **Lesson Planning** - Please review the resources in the “Lesson Plan Resources” section of Bb.
   - **TEKS & Objectives**
   - **Lesson Plans (2)** - 5-E Lesson Plan: Students will analyze their current or future classroom practices as they relate to the research-based instructional approaches discussed in the course. They will develop a 5-E inquiry-based lesson plan for a specific grade level, concept TEKS & Objectives, and will incorporate other disciplines, as appropriate. A 5-E lesson template will be provided on Bb for the student. This assignment is during Modules 5 and 6.
• Assessments (Formative & Summative) – Students will provide examples of both formative and summative assessments that will be utilized during a field experience.

Class Policies

Late assignments
Late assignments will not receive full credit. A deduction of 10% per day will be applied to any late assignment. Communicating an excuse for a late assignment does not constitute a waiver of the deadline or avoid the deduction.

Attendance (Via Online)
Regular attendance is best for students enrolled in the course. You will gain from the course what you are also willing to put into the course.

Extra Credit
Extra credit is not an option for this course.

XII: University Policies and Procedures
You must review and acknowledge each of the course policies located in the “Welcome & Course Polices” section of Bb.

a. Academic Integrity/Plagiarism
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

b. Disability Statement
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

c. Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for
dates related to dropping a class with an automatic grade of "W" this term. See website 
http://www.tamucc.edu/academics/academic_cal.html.

d. Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the method for citations within papers. You can find a style guide for APA at https://owl.english.purdue.edu/owl/resource/560/01/

e. Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

f. Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

g. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures.

These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

h. SACS statement
Also See the Guidelines and Policies area for University policies on grading, academic honesty, and accessibility. Also see the Guidelines and Policies area for more detailed information about faculty and student guidelines for online courses, including student participation, faculty accessibility, faculty feedback, late assignments, and grades of Incomplete.

Classroom access is strongly recommended for students enrolled in this teacher education degree
program. *Educators who do not have such access must find a student or group of students to work with when asked to apply their new knowledge and reflect on the results.* Students without classroom access will not be given alternative assignments.

Writing Across the Curriculum
Texas A&M University – Corpus Christi is committed to high academic literacy standards. To develop these skills in candidates, this course has a strong emphasis on written assignments. All assignments are expected to meet the following standards:

i. Clear central idea carefully and coherently developed with intended emphasis
ii. Correct grammar; no persistent mechanical errors
iii. Neat appearance with evidence of having been carefully proofread
iv. Academic integrity and honesty
v. Full documentation of research work
vi. References cited using APA style (except in Discussion postings in online classrooms). A *Pocket Guide to APA Style* is one of the recommended text that should be purchased to help with success in writing. You may also visit the following website for more information on APA style: [http://www.apastyle.org/](http://www.apastyle.org/)

Please note that although academic standards are expected in all submitted assignments and formal discussions, candidates will not be graded on other written contributions to the course, such as informal questions, comments, and additional discussions that candidates may choose to begin.

i. Classroom Participation
In accordance with US Department of Education guidance regarding class participation, The Texas A&M System requires that all students submit their required Week 1 assignments within each course(s) during the first 7 calendar days of class. The first calendar day of class is the official start date of the course as posted on your academic page.

**Assignments submitted prior to the official start date will not count toward your participation.**

**Financial aid may be negatively affected if class participation as defined above is not met.**

If you have any questions about your assignments, or you are unable to complete your assignments, please contact your faculty member right away.

j. Nonacademic misconduct
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either

i. The instructor’s ability to conduct the class,
ii. The inability of other students to profit from the instructional program, or
iii. Campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action.

Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

k. Sexual misconduct
Sexual harassment of students and employers at Texas A&M University-Corpus Christi is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.
XIII. Bibliography
The knowledge bases that support course content and procedures include:


XIV. Appendices

Any Appendices related to this course are located on BlackBoard.