



Reading Specialization

Program



Student Handbook and Program Guidelines

Reading Specialists are a type of education professional who assist teachers with reading diagnoses and work with children with reading problems. These professionals work as part of a faculty and with administrators to establish an effective reading program. They give advice and determine appropriate learning strategies for struggling readers. These professionals also collaborate with other school professionals, parents, and community members. The goal is to provide expertise to establish an effective reading program, by making instructional decisions, and supporting student success. Their solutions often depend on the unique context of the students, campus environmental factors, and district resources. Reading specialists are often in a unique position to have a positive impact on a campus and district.

Key Responsibilities:

- Keeping up with state and federal regulations for reading programs. Receive requests from teachers and perform staff development for effective reading practices
- Understand and select reading testing and assessment tools
- Evaluate reading test results and communicate the findings to appropriate people
- Review and document student progress for teachers, parents and administrators, as well as evaluations obtained through one-on-one interviews and observations
- Understand district resources and produce individual plans for student success in reading
- Collaborate with teachers, parents, students, and sometimes community organizations to enable an effective reading program
- Assist teachers in implementing the reading improvement plan
- Monitor the reading program's success and make changes as appropriate

Necessary Skills:

Reading Specialists must possess an analytical understanding of reading and reading instruction. They must be detail-oriented and able creative, innovative thinkers. They will spend a lot of time explaining test results, resources, and education plans, so they must have great interpersonal and communication skills. They will work closely with others as a member of a reading improvement team. They must be open to receiving feedback, and taking other's thought into consideration. They will also create and maintain reading assessment documentation, so they must have great organizational skills as well as excellent written skills. Many of their interactions deal with children who are struggling readers. They must show lots of patience and be able to handle emotional stress. They are also highly educated and certified professionals.

Degree and Education Requirements:

To become an reading specialist, students must receive a professional certification. To receive this, you must be a certified teacher with two years experience, and have at least a Master's degree in education. Our program's coursework includes, but is not limited to- Foundations of Literacy, Using Children's Literature to Teach Reading, Developmental Literacy, Diagnosis of Reading, Teaching English Language Arts, Special Problems in Reading, Improving Reading of Secondary Students, and Reading Practicum.

If you have a graduate degree in another track, or a master's degree in another discipline, you may apply for admission to our certification program. Your program adviser will evaluate your previous coursework and come up with a deficiency plan (typically 18-24 credit hours of assessment coursework); you will also be required to take any required pre-requisite courses and then complete certification exam in reading specialist, following a minimum of two years classroom teaching experience.

Pros and Cons of a Reading Specialist Career:

A career as a reading specialist can be highly rewarding. It can allow you to change the lives of children with reading difficulties. You will also help struggling readers find their way toward bright futures they didn't even know they could attain. Like many careers in education, you are working with the next generation of your community. How students are supported and mentored, can have an impact on them for decades. Further, this is a highly specialized in-demand position commanding good pay from the start. After a few years, you can enter into higher levels of district work, leading to higher salaries.

Unfortunately, because of the highly specialized nature of the job, you do have to spend a lot of time in preparation to move into this field. You must spend at least two to three years working as a teacher to even begin pursuing the training. The graduate coursework can be costly as well, although many school districts offer tuition reimbursement programs for teachers pursuing graduate work. Further, many of the students will have high needs that your district may or may not be able to meet. Trying to work around these limitations can be stressful, in addition to the everyday challenges of working with children with reading difficulties. While the overall shortage of reading specialists can lead to job security, it also means districts and communities are understaffed in this area. Further, the regulations regarding reading specialists change frequently. This requires constantly learning the new parameters that may or may not seem to be practical but are required for program and district compliance. Overall, this is a highly satisfying career with countless rewards!

MASTER OF SCIENCE in Reading Specialization With Reading Specialist Certification

This handbook reflects several policies that directly impact students enrolled in the program. The purpose of this handbook is to provide students with information concerning the nature and progression of the program. Changes to the handbook may occur at any time at the discretion of the program administration or Office of Graduate Studies. The current version is posted on the website. As a general rule, these policies will be uniformly applied. However, the faculty recognizes that from time to time exceptional circumstances may arise that necessitate an exception. In such cases the core faculty reserves the right to review the matter and make a final determination.

This degree offers individualized preparation for students who have completed undergraduate programs in education or related areas. The program stresses field-based learning and experiences while offering ample opportunities to participate in teaching, research, and service. Basic requirements include a core of courses common to reading, including an investigation of best educational practice in teaching reading and for current legal issues, collaboration models, and reading program regulations.

Texas A&M University-Kingsville offers a Master of Science in Reading Specialist with Certification as a Reading Specialist. The Master of Science in Reading Specialist with is a professional degree designed to prepare leaders throughout the state as Reading professionals. Courses emphasizing reading diagnosis as well as reading theories, philosophy, and education law, as well as courses in curriculum and instruction, and reading assessment interpretation, are required in the program. The degree program has been approved by the Texas Higher Education Coordinating Board and Texas Education Agency. Our program is delivered completely online. The degree is designed primarily for persons who desire to attain or who aspire to hold positions of leadership in Reading Education. The term "positions of leadership" is broadly construed to include evaluation professionals and teacher collegial leaders. The certification only program is designed for students already in possession of a Master's Degree and want to become certified as a Reading Specialist in the state of Texas.

Students may apply to be accepted for a Master of Education in Reading Specialization with Reading Specialization certification program. Application must be made through www.applytexas.org. Once student has been accepted to the College of Graduate Studies, the application is sent to the program level for the graduate coordinator's decision. The student may or may not be accepted at the program level. Just because the student has been accepted by the College of Graduate Studies, doesn't necessarily mean the student will be accepted at the program level, as there are different requirements at the program level for admission. For specific admission requirements at the program level see the section below titled, "Admittance to a Specific Program."

Master of Science in Reading Specialization Degree Features:

The Master of Science in Reading Specialization degree is a 36-hour online program (see degree plan below):

Fall Semester

EDRG 5332.600 Using Trade Books to Teach Reading

EDRG 5372.600 Developmental Reading

EDRG 5377.600 Clinical Practicum in Reading

Spring Semester

EDRG 5314.600 Diagnosis of Reading

EDRG 5371.600 Foundations of Reading

Summer I & II

EDRG 5348.600 Workshop in Teaching Language Arts

EDRG 5373.600 Improving Reading of Secondary Students

EDRG 5376.600 Special Problems in Reading

READING (EDRG)

The Reading Specialist program leads to reading certification as a reading specialist in grades Pre-K-12. It is designed to be especially useful in working with students having difficulty in learning to read. The program emphasizes building on student's strengths and on providing instruction appropriate for their individual learning styles. The program results in a Master of Science degree and certification as a Reading Specialist by the Texas Education Agency after passing the Reading Specialist TExES exam. The program offers two types of degree plans, the Courses-Only plan and the Graduate Research Project plan.

5305. Graduate Research Project. 3(3-0)

Designed for Plan II and Plan III students and requires completion of a research project.

Prerequisite: departmental approval. May be repeated for a maximum of 6 semester hours.

5314. Reading Diagnosis and Remediation. 3(3-0)

Identification of specific reading problems through both quantitative and qualitative examination of reading skills. Individually administered diagnostic instruments. Remediation techniques appropriate for overcoming the reading difficulty. Supervised case study work. Prerequisite: EDRG 5372.

5332. Using Trade Books to Teach Reading. 3(3-0)

Evaluation, selection and use of children's books in the elementary classroom are emphasized.

Special attention is given to using children's literature to teach reading in the elementary school setting.

5348. Workshop in Teaching the Language Arts. 3(3-0)

The application of methods and materials to develop the essential elements of language arts (listening, speaking, writing and language) in the elementary classroom. Emphasis on diagnosis and remediation of individual students. Attention given to state testing programs.

5371. Foundations of Reading. 3(3-0)

Various models of the reading process as well as the sociological, physiological, psychological and educational factors influencing reading development are presented and researched. Also included are theories of language and literacy acquisition and development.

5372. Developmental Reading. 3(3-0)

Topics such as reading readiness, beginning reading, word recognition and comprehension skills, needs assessment and instructional strategies.

5373. Improving Reading in Secondary Schools. 3(3-0)

Needs of students in secondary reading courses are examined and appropriate strategies for meeting those needs investigated. Special attention given to using adolescent literature to fulfill the state reading essential knowledge and skills requirements in secondary reading classes.

5375. Organization and Supervision of the Reading Program. 3(3-0)

Developing, implementing, supervising and evaluating reading programs and various approaches to teaching reading. For principals, supervisors, consultants and reading specialists.

Prerequisites: EDRG 5372 and 3 additional hours of reading courses.

5376. Seminar in Special Problems in Reading. 3(3-0)

A seminar investigating special topics in reading assessment, curriculum or instruction designed for reading specialists, supervisors, consultants and resource teachers. May be repeated for credit when topics change. Prerequisite: 6 hours of graduate reading courses.

5377. Clinical Practicum in Reading. 3(3-0)

Experience in developing competency in diagnosis and remediation of reading deficiencies in clinical setting. Prerequisites: EDRG 5314 and EDRG 5372.

****This course has additional requirements specified by TEA**

***NOTE: TEA rule prohibits students from taking educator preparation program coursework without formal admission to the educator preparation program.**

- **Our program will ensure that the students being permitted into coursework have met all eligibility requirements for admission to teacher preparation and are formally admitted.**

****Additional Requirements for EDRG 5377- Clinical Practicum in Reading Specialist:**

*19 TAC §228.35(h) Field Supervision – All Classes except Classroom Teacher

- 160 Hour Practicum
- 3 Observations:
 - Observation 1 – First third of practicum
 - Observation 2 – Second third of practicum
 - Observation 3 – Last third of practicum
- Minimum 135 total Observation Minutes
- One observation must be on-site in face-to-face format (Effective 1/1/2017)

*19 TAC §228 Field Supervisor Credentials

- (16) Field Supervisor Credential Requirements:

- At least three years' experience in certification class being supervised
- Currently certified in class being supervised
- Completed TEA-approved Field Supervisor training (Can be a slide presentation)

** If not currently certified:

- Minimum of Master's degree in academic area or field related to class being supervised
- Must comply with CPE requirements for class being supervised

*19 TAC §228.2 Definitions

A Note about Field Supervisors:

- Cannot be employed at the same school where the candidate being supervised is completing clinical teaching, internship, or practicum.
- Field Supervisor for a candidate may not also be that candidate's cooperating teacher, mentor teacher, or site supervisor.

PROGRAM DESCRIPTION AND REQUIREMENTS

Reading Specialization Program Policy

The following policies apply to all students unless otherwise stated.

Degree Plan

The Graduate Coordinator must file a signed initial degree plan for the student with the College of Graduate Studies, through the graduate coordinator/adviser, before or during the first semester of graduate course work. A final degree plan must be submitted by the graduate coordinator for review and signatures when the student files for candidacy and a copy of the signed final degree plan with any revisions must also be forwarded to the graduate dean at the time of candidacy, along with transcripts, diploma cards, and candidacy application. The student is responsible for knowing and meeting all university policy and deadlines.

Transfer of credits to Master's Degree Program

Up to six credit hours of previous work from an accredited university may be transferred in to substitute for credit hours in the current degree plan. The credit hours may not have been used from a previously completed degree. The grade must be a "B" or better to be considered. The coursework will not be older than 7 years old. The course content of the course being considered for substitution must be very similar to the content of the class in the Reading Specialist Program. It is at the program coordinator's discretion as to whether or not the course(s) will or will not be transferred into the student's Reading Specialization Program degree plan.

Participation

A vital part of each student's success is regular and active participation in all asynchronous courses and all online synchronous class meetings. Faculty members will keep a current attendance record on all students. A lack of participation or frequent absences tend to lower the quality of a student's work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member.

The administration of the Reading Specialization Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and documented participation in an officially approved class activity.

Students wishing to be excused for any other reason are advised to obtain the approval of each instructor concerned. It is strongly recommended that these should be kept to a minimum.

A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. In the case of unexcused absences, the faculty member concerned will determine whether or not the student will be permitted to make up the missed work. Students with excessive unexcused absences may be dropped from the course regardless of whether or not they are passing.

Required Grades

A minimum grade point average of 3.25 on a 4.0 scale is required to be maintained while in the program. Grades of *D* or *F* do not apply toward the graduate degree but are used to calculate grade point averages. Courses may be repeated for credit, in which case the last grade of record is the official grade.

Scholastic Probation

A student may be placed on scholastic probation if, at the end of either long semester or the second summer session, the student's cumulative graduate grade point average falls below 3.25. If the probationary status is not removed during the next full semester for which the student enrolls (combined summer terms count as one full semester), the student must be reinstated through Graduate Studies before registering for further graduate work.

Reinstatement

The graduate student who is dismissed for any reason may request reinstatement through the Graduate Dean, who will consult with the graduate program coordinator and program advisee.

Professionalism when Communicating with Faculty

Communication between faculty and students through email, text, or phone is expected to be professional and courteous, as expected of educational professionals.

Academic Misconduct

See Student Handbook at <http://osa.tamuk.edu/dean/studenthandbook.pdf>.

Full-Time Status

A full-time graduate student is one registered for 9 semester credit hours in a fall or spring semester, and 6 hours in each of the two summer terms. Students wishing to register an overload, first obtain permission from the Dean of the College of Education and Human Performance.

Course Longevity

A student must complete all requirements for the Reading Specialization degree, within *seven consecutive years* of initial registration for that degree. Graduate credits older than those stipulated are not applicable toward the graduate degree without written approval from the Graduate Dean. Further information can be found at the office of Graduate Studies website: <http://www.tamuk.edu/grad/>

Graduation under a Particular Catalog

Students receive the graduate degree when they satisfy the requirements of the first or any subsequent catalog under which they earned credit for the degree, as long as that catalog is not more than five years old.

Continuous Enrollment

Continuous enrollment consists of fall, spring semesters and summer semesters.

Graduate Readmission

Students who have been inactive in the program for two long semesters (fall and spring) must resubmit an application via www.applytexas.org. Students returning for certification must complete another application for admission (www.applytexas.org) to be admitted to the certification program.

Admittance to a Specific Program

Admittance to the College of Graduate Studies does not guarantee acceptance into the Reading Specialization and the Reading Specialist Certification graduate program. Standards for admittance to the program are set by the coordinator of the program. The graduate coordinator for the program is responsible for acceptance or denial of admission of the student to the program. The program adviser will direct the degree plan. Students must therefore check the admission requirements to the program before they seek admission to the College of Graduate Studies.

Advanced study in Reading Specialization provides an opportunity for individuals to prepare for professional positions in the field of education and reading specialists. Degrees and/or certification are available in Reading Specialist. The Reading Specialist certification program requires completion of the Advanced Practicum in Reading Specialization. This course has some additional requirements from TEA and these are stipulated in this handbook. All GPA requirements for a master's degree apply. Admission to the master's program requires the following:

- Full Admission: This status is assigned to entering students who have earned a baccalaureate degree from a recognized college or university and who meet one of the following College of Graduate Studies minimum requirement sets:
 - 1. Have an undergraduate cumulative grade point average between 2.3-2.59 and a minimum GRE composite (Q+V) score of 294 or minimum MAT score of 398 (optional test to the GRE for Education majors only).
 - 2. Have an undergraduate cumulative grade point average between 2.6 and above or an undergraduate grade point average of 3.00 or higher for the last 60 semester credits (or 90 quarter credits) and a minimum GRE composite (Q+V) score of 284 or minimum MAT score of 388.
- Additional admission requirements may be required by the Graduate Programs. Full Admission with Stipulations: Students who have earned a baccalaureate degree from a recognized college or university, but do not satisfy Full Admission Requirements, may be fully admitted with stipulations on a case by case basis. To be accepted in this status, a student's credentials will have to be reviewed and accepted by the graduate program to which the student is applying and approved by the graduate dean. Students are fully admitted, but may have additional stipulations to be met during the course of their study. Stipulations will be specified in writing by the graduate program to which the students have been admitted. These stipulations must be satisfied within the period indicated by the admitting graduate program. Failure to satisfy stipulations may result in the student being dismissed from the program.
- There are admission requirements specific to the Reading Specialist Certificate program. The requirements listed in code are provided below:
 - **§239.81. Minimum Requirements for Admission to a Reading Specialist Preparation Program.**
 - (a) Prior to admission to an educator preparation program leading to the Reading Specialist Certificate, an individual must:
 - (1) hold a baccalaureate degree from an accredited institution of higher education that at the time was accredited or otherwise approved by an accrediting organization recognized by the Texas Higher Education Coordinating Board;
 - (2) hold a valid classroom teaching certificate
- Additionally, a 2.5 minimum GPA is required for admission to any certificate program universally, and a 3.0 is required as the average GPA for cohort. As such, the applicant must have a minimum 2.5 GPA for admission into the Reading Specialist Certification

program.

- Once admitted into the graduate reading specialization program, the applicant will need to complete the Application for Admission to Professional Class Certification Programs to be considered for admission into the Reading Specialist Certification Program.
- Once the Application for Admission to Professional Class Certification Programs is completed and the candidate is accepted for admission into the Reading Specialist Certification Program, a second separate offer for admission will be extended to the candidate.

Library Resources

The resources of the library at TAMUK in fields relevant to this program are made available to students in the program. The library holds a complete file of ERIC (the Education Resources Information Center) materials; this includes both Resources in Education and Current Index to Journals in Education. Students also have access to the on-line resources which locates references and summaries or articles in a variety of electronic and other databases.

The TAMUK library is a depository for both federal and state documents. The Jernigan library takes all state documents offered. In addition, almost all documents generated by the U.S. Department of Education, the National Center for Educational Statistics, and the National Institute of Education are available. Media material collections are provided. Faculty and students in the reading specialization program at TAMUK have reciprocal borrowing/use privileges at institutions of higher education in Texas through TexShare. Jernigan Library can be accessed on the web at: <http://lib.tamuk.edu/>

EDRG PROGRAM ASSESSMENTS

Course Assessments

Each course has student learning outcomes and assessments of those outcomes.

Comprehensive Examinations

The comprehensive examination should be completed no later than the first week of April (for May candidates), first two weeks of July (for August candidates) and first week of November (for December graduates). Comprehensive examinations are administered to ascertain whether the student is sufficiently prepared in professional knowledge, inquiry, and mastery of reading skills. Comprehensive examinations will be scheduled and administered to students seeking a Master's Degree in Reading Specialization after they have completed all course work in the program and are in the last semester enrolled.

The Written Comprehensive Examination

The comprehensive examination for the core reading specialist program is based on two parts. The first part is a multiple choice test taken on-site, or at a mutually acceptable supervised site. This fifty-item exam covers the program's key learning standards. Part II of the comprehensive exam is individually prepared based on the items students missed on the objective test. It is designed to be take-home and students are given a couple of weeks to complete it. This process allows a review of the major content of the state certification exam. After the core reading specialist comprehensives have been passed, student who have selected a support field of 9 or more hours are given their support field questions from respective faculty members. However, Reading Specialization students also have the option of taking a variety of different subjects in their 12 hours of electives, which then, would not be tested.

Specific guidelines for the completion of the comprehensive examination questions are defined on each examination disseminated to the student. Strict adherences to these guidelines are the sole responsibility of the Reading Specialization student completing the examination.

Papers received from students are marked as "Pass" or "Fail." Grading of the comprehensive examination will be the responsibility of the Program Coordinator in conjunction with support field faculty and professional faculty. Failing grades may be given an opportunity for revisions and/or accompanied by recommendations for additional course work, outside reading, or field experience prior to retaking the examination. This decision is made by the Program Coordinator. This policy is effective as of August 2014.

Retaking Comprehensive Examination

In the event of failure on any part of the written examination, the program coordinator may require a professional growth plan, which may include additional course work, a research paper, additional face to face meetings with faculty, or other plans to remediate area(s) of concern before repeating the examination. The student may retake the comprehensive examination, totally or in part, three times in writing within a minimum of one week and up to no more than six months from the time of first failure. If after three attempts student fails the retaken portion(s) of the examination, student will be removed from the program at such time.

EDRG STUDENT RESOURCES AND POLICIES

For the Reading Specialist student, the following websites may prove to be useful:
Student handbook, faculty handbook, as well as the policies and procedures of TAMUK:

<http://www.tamuk.edu/>

Library resources available online can be: <http://lib.tamuk.edu/>

The College of Graduate Studies information such as important deadlines, thesis manual and graduate school policy, and other items of important to the graduate student:

<http://www.tamuk.edu/grad/>

Assistance with Black Board, computer account sign on information, email assistance, etc. can be found at the iTech website: <http://www.tamuk.edu/itech/>

The Student Handbook: http://www.tamuk.edu/dean/dean_files/studenthandbook.pdf

For current students, various informational web links can be found at:

<http://www.tamuk.edu/current/index.htm>

Disability Resource Center: <http://www.tamuk.edu/shw/drc/index.html>

Academic Testing Center: <http://www.tamuk.edu/academictesting>

2). www.georgetown.edu/honor/plagiarism.html

3). www.rbs2.com/plag.htm

4). www.zoology.ubc.ca/bpg/plagiarism.htm

5). www.aresearchguide.com/plagiar.html

Research Sites: APA Style Links: <http://education.tamuk.edu/policy/apalinks.htm>

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 disability. If you believe you have a disability requiring an accommodation please contact the Disability Resource Center (DRC) as early as possible in the term at (361) 593-2904. DRC is located in the Life Service and Wellness building at 1210 Retama Drive.

Six-drop policy:

The following provision does not apply to students with Texas public college or university credits prior to Fall 2007. The Texas Senate Bill 1231 specifies the number of course drops allowed to a student without penalty. After a student has dropped six courses, a grade of QF will normally be recorded for each subsequent drop. Additional information on Senate Bill 1231 is available at the Registrar's Office at (361) 593-2811 and at http://www.tamuk.edu/registrar/drop_policy.html.

Academic misconduct statement:

You are expected to adhere to the highest academic standards of behavior and personal conduct in this course and all other courses. Students who engage in academic misconduct are subject to university disciplinary procedures. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules.

Forms of academic dishonesty:

- 1) Cheating: Using unauthorized notes or study aids, allowing another party to do one's work/exam and turning in that work/exam as one's own; submitting the same or similar work in more than one course without permission from the course instructors; deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.
- 2) Aid of academic dishonesty: Intentionally facilitating any act of academic dishonesty. Tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
- 3) Fabrication: Falsification or creation of data, research or resources, or altering a graded work without the prior consent of the course instructor.
- 4) Plagiarism: Portrayal of another's work or ideas as one's own. Examples include unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.
- 5) Lying: Deliberate falsification with the intent to deceive in written or verbal form as it

applies to an academic submission.

- 6) Bribery: Providing, offering or taking rewards in exchange for a grade, an assignment, or the aid of academic dishonesty.
- 7) Threat: An attempt to intimidate a student, staff or faculty member for the purpose of receiving an unearned grade or in an effort to prevent reporting of an Honor Code violation.

Please be aware that the University subscribes to the Turn-it-in plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

Other Forms of Academic Misconduct:

- 1) Failure to follow published departmental guidelines, professor's syllabi, and other posted academic policies in place for the orderly and efficient instruction of classes, including laboratories, and use of academic resources or equipment.
- 2) Unauthorized possession of examinations, reserved library materials, laboratory materials or other course related materials.
- 3) Failure to follow the instructor or proctor's test-taking instructions, including but not limited to not setting aside notes, books or study guides while the test is in progress, failing to sit in designated locations and/or leaving the classroom/ test site without permission during a test.
- 4) Prevention of the convening, continuation or orderly conduct of any class, lab or class activity. Engaging in conduct that interferes with or disrupts university teaching, research or class activities such as making loud and distracting noises, repeatedly answering cell phones/text messaging or allowing pagers to beep, exhibiting erratic or irrational behavior, persisting in speaking without being recognized, repeatedly leaving and entering the classroom or test site without authorization, and making physical threats or verbal insults to the faculty member, or other students and staff.
- 5) Falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- 6) Nondisclosure or misrepresentation in filling out applications or other university records.
- 7) Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

Non-academic misconduct:

The university respects the rights of instructors to teach and of students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with these rights will not be tolerated; examples include:

- 1) interfering with the instructor's ability to conduct the class,
- 2) causing inability of other students to profit from the instructional program, or

3) any interference with the rights of others.

An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures.

Ongoing behaviors or single behaviors considered distracting (e.g., coming late to class, performing a repetitive act that is annoying, sleeping or reading a newspaper in class, etc.) will be addressed by the faculty member initially either generally or individually. Cases in which such annoying behavior becomes excessive and the student refuses to respond to the faculty member's efforts can be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom the instructor may first request compliance from the student and if it is not received, an instructor has the authority to ask the student to leave the classroom or to be removed from an online course. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including University Police Department. An individual engaging in such disruptive behavior is subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under non-academic procedures to determine if the student should be allowed to return to the classroom.

Harassment /Discrimination:

Texas A&M University-Kingsville does not tolerate discrimination on the basis of race, color, religion, national origin, age, disability, genetic information, gender, gender identity or sexual orientation (or any other illegal basis) and will investigate all complaints that indicate sexual harassment, harassment, or discrimination may have occurred. Sexual harassment and sexual assault are types of sex discrimination. Such sexual misconduct is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action. A person who believes he/she has been the victim of sexual misconduct harassment, harassment, or discrimination may pursue either the informal or the formal complaint resolution procedure. A complaint may be initially made to the Office of Compliance at (361) 593-4758, complainant's immediate supervisor, a department head, a supervisory employee, or the Dean of Students at (361)-593-3606 or the Office of Compliance at (361) 593-4758. Regardless of who the complaint is filed with, the Compliance Office will be notified of the complaint so it can be investigated.