



COLLEGE OF ARTS AND SCIENCES  
SCHOOL OF MUSIC

TRUMPET, MUSA 1110, 1210, 1220, 2210, 2220, 3210, 3220, 3310, 3320, 4210, 4220,  
4230, 4310, 4320, 1-3 CREDIT HOURS, LAB – APPLIED LESSON

ARRANGED TIME, MUEB 214

COURSE SYLLABUS: FALL 2024

INSTRUCTOR INFORMATION

Instructor: Dr. Kyle Millsap, Professor of Trumpet & Jazz

Office Location: MUEB 214

Face-to-Face Office Hours: Posted, or by appointment

Office Phone: (361) 593-2805, cell: (361) 459-2848

University E-mail Address: kyle.millsap@tamuk.edu

Course Mode of Instruction: Face to Face

Preferred Form of Communication: E-mail

Website: tamuktrumpets.com

Instructor: Dr. Kyle McLean, Lecturer of Trumpet

Office Location: MUEB

Face-to-Face Office Hours: Posted, or by appointment

Office Phone: (361) 593-2803, cell: (903) 445-6480

University E-mail Address: kyle.mclean@tamuk.edu

Course Mode of Instruction: Face to Face

Preferred Form of Communication: E-mail

COURSE DESCRIPTION

The courses in applied music are designed to meet the requirements and desires of the students who wish to major in performance, to major in music with teacher certification or take applied music as an elective or minor, or to begin study in applied music to use as a teaching tool or as an area of enrichment where public performance is not the goal.

COURSE INFORMATION

Textbook(s) Required: Clarke *Technical Studies*, Irons *27 Groups of Exercises*, others as assigned

Textbooks(s) Recommended: Concone, ed. Korak *Complete Solfeggi*, Getchell *Second Book of Practical Studies*, Vizzutti *Trumpet Method Book 3: Melodic Studies*, Millsap *Modern Warm-Up Method for Trumpet*, Millsap/Espinoza *30 Melodic Studies for Low Trumpet*

Technology Requirement(s): Tuner & Metronome

Optional Text and/or Materials: See Course of Study

*The syllabus and schedule are subject to change.*

## STUDENT LEARNER OUTCOMES

Upon successful completion of this course, students will be able to:

1. Students will be guided to improve their musical skills, including musicianship, music pedagogy, and performance ability on the trumpet. To achieve the greatest musical success possible in your career, it is crucial to have the experience of performing in quality musical ensembles and performing significant solo and chamber works. The development of your performance skills is central to your success in these endeavors.
2. Able to demonstrate greater fluency in musical performance through the jury examination at the end of each semester.
3. In fall semesters, they will demonstrate greater command of scales and arpeggios through the Scale & Technique Exam. In spring semesters, they will be able to demonstrate a greater knowledge of pedagogical concepts and/or literature through the written project.

## MARKETABLE SKILLS

Students will develop. Greater understanding of the pedagogy involved in trumpet instruction and performing. The student will gain a greater knowledge of trumpet literature, valuable in pursuing a career in either the performance or education field.

## COURSE ASSIGNMENTS & ASSESSMENT

Students will be assigned material each week in their applied lesson that will be evaluated at the next lesson. It is expected this material will be practiced to a high-level quality of performance. Additional assessments include semester studio exams and end of semester juries or recitals.

## GRADING

Final grades in this course will be based in the following manner:

All students will begin with a "C" for the semester, representing the minimum expectations for a passing grade. Through their practice, development, meeting goals established by the student and instructor, weekly and semester assessments, and studio attendance/participation requirements, students will earn higher grades representing their effort.

To the first lesson each semester, students will bring in a self-assessment of what they feel they do well, what needs some improvement, and what are noticeable weaknesses. Using this, the student and instructor will create goals to be achieved by the end of the semester. To keep students on track with their self-assessment, they are expected to keep a practice journal throughout the semester with notes on what was practiced, how it was practiced, and how long was spent to accomplish the goals of that practice session. It must be brought to each lesson.

Below is the grade range and description for each:

A = 90% - 100%

Superior work during the semester and noticeable development of musical and technical skills.

B = 80% - 89%

Above average work during the semester and development of musical and technical skills.

C = 70% - 79%

Average work during the semester and minimum development of musical and technical skills.

D = 60% - 69%

Below average work during the semester and no development of musical and technical skills.

*The syllabus and schedule are subject to change.*

F = 59% or Below

Failure to prepare assignments throughout the semester and inadequate progress.

The semester grade is determined by the instructor based on the following formula:

Weekly Lesson - 50%

Lesson grade will be scored each week out of 100 points and will be based on the student's preparation of assigned materials. 90-100: Mastery of the technical elements and able to express musical ideas clearly; 80-89: Some facility with technical elements and rudimentary musical expression; 70-79: Many errors and insufficient musical and technical development; 60-69: Poor preparation and a clear lack of focused practice during the week; 0-59: Student is essentially sight-reading lesson materials.

Weekly Scale Quiz – 5%

Students will be asked five scales at the start of the lesson with the requirements matching those outlined on the Studio Scale Requirements guidance. Students will have five minutes to complete this exam. Scales not finished during this time will be counted as zero points. The number of scales required may be decreased to four or three if the student is demonstrating satisfactory and continued mastery. Each scale will be worth 5 points for a maximum total of 25. Students will be up to three attempts to perform the scale correctly.

Weekly Technique Quiz – 5%

Students will perform their assigned technique exercises, such as lip slurs, transposition, and sight reading. Students are expected to be completely prepared on these assignments, allowing for very specific critiques from the instructor. Exercises will be assigned based on the student's ability level to foster their development on the trumpet.

Trumpet Ensemble/Studio Class Participation - 10%

Trumpet Ensemble grade will be based upon attendance at rehearsals and performances and preparation for rehearsals.

Missing a dress rehearsal or performance will result in a grade of 0 for the semester.

In lieu of participating in studio for a prearranged reason discussed between myself and the student, a research project may be substituted.

Technique Exam/Written Exam/Project - 10%

During fall semesters, all students will be given a scale and technique exam based on the Studio Scale Requirements guidance covering scales and the Clarke *Technical Studies*. In spring semester, students will be assigned a project that may include a literature assessment, oral presentation, pedagogical text examination and/or musical terms examination.

Jury Examination - 20%

Score averaged from panel of the brass faculty.

Students must earn a "C" or higher in each of these five components to earn a passing grade for the semester. If any one component is a D or F, the student will fail the semester's applied lesson and need to retake that level again.

Each required event missed where the absence is considered unexcused will result in a 2%-point deduction from the final grade. Attendance penalties for missing required concerts/recitals will be

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deducted from the final grade. Students are required to make their attendance known to the professor at the end of the event.

If a student requests and is granted a rescheduled lesson for non-documented reasons (family emergency, medical emergency, etc.), the lesson will incur a one letter grade penalty due to lack of preparedness for the original lesson time.

For students enrolled in 1000-level lessons in the fall semester, attendance at a technique masterclass, held on Fridays at 10:00 am is also required. Failure to attend without a prior excuse will result in a 2% semester grade penalty. If I am unable to attend the class and no substitute instructor is available, the class will not meet and there will be no penalty to the student.

All students are required to attend at least one warm-up class per week throughout the semester. The classes meet at 7:30-8:00 am Monday-Friday, unless specified. This is to help students learn techniques needed for a successful daily warm-up and refine skills necessary for success throughout their study of the trumpet. Failure to attend a weekly class will result in a 3% deduction to the weekly lesson grade. Students who fail to attend a warm-up class in at least 10 of the 15 weeks in a semester will not be eligible to earn an A for the semester.

## COURSE SCHEDULE

Weekly lesson material will be assigned as deemed appropriate between by the instructor.

Scale & Technique Exam will be administered in the weekly lesson during the week before Thanksgiving.

### **Required Concerts and Recitals**

Jacob Moreno Senior Recital: October 7, 2024, 6:30 pm in the Performance Hall

Fall studio concert: November 6, 2024, 6:30 pm in the Performance Hall

Kingsville Symphony Orchestra (Quiet City): November 23, 2024 in the Performance Hall

National Trumpet Competition: March 7-10, 2025 at Texas Christian University

Spring studio concert: April 9, 2025, 8:00 pm in the Performance Hall (tentative)

Spring Recitals TBA: Yamila De La Rosa, Evan Garza, Alex Montoya, Jacob Moreno (jazz), Jesaiah Torres

## COURSE AND UNIVERSITY PROCEDURES/POLICIES

### INSTRUCTOR'S POLICIES

#### *Attendance*

Attendance is required at all private lessons, trumpet masterclasses, brass faculty recitals, brass guest artist recitals, and trumpet degree recitals.

Three unexcused absences during the semester will result in a failing grade for the student. Exceptions will be granted on a case-by-case basis. "I have to work" is not an acceptable excuse. The instructor reserves the right to terminate any lesson if the student does not demonstrate acceptable progress and preparation. This is result in an "F" for the lesson grade.

If the instructor is unable to attend a lesson, it will be made up without any penalty to the student. The instructor will give as much advanced notice as possible. Lessons may not be made up if the lesson falls during a scheduled holiday, or if the instructor am away on official university business.

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### *Late/Missing Work/Extra Credit*

Lessons may be made up if the student is ill or an emergency arises and the student calls or e-mails the trumpet studio **BEFORE** the lesson. Emergencies will be considered on a case-by-case basis. No-shows will be treated as unexcused absences and will receive a grade of “F” for the lesson. A student is considered absent from the lesson if they have not arrived after the first 10 minutes of the scheduled lesson time. Students not studying with Dr. Millsap will have the opportunity for lessons scheduled in addition to their regular weekly lesson. Times will be made available throughout the semester. All students are expected to sign up for at least one lesson throughout the semester.

### *Other Course Policies*

#### Jury Examinations

Each student not performing a degree recital is required to perform a jury examination at the end of each semester. Near the end of the semester, sign-up sheets will be posted outside the music office. It is the student's responsibility to sign-up for a time. The material for this will come from the repertoire learned by the student during the semester.

The student will perform an accompanied solo and must provide their own accompanist for the jury. Other components of the jury, i.e., etudes, excerpts, unaccompanied works, will be worked out between the instructor and the student. The jury may also include scales, sight-reading, and/or transposition. The jury at conclusion of the fourth semester will include scales and sight reading. Junior and Senior performance majors who are required to perform a jury must sign up for two adjacent jury times.

#### Materials/Equipment

Students must own their own high-quality instrument, mouthpiece, mutes, metronome, and maintenance/cleaning supplies. Owning a tuner is also strongly recommended. It is expected students will purchase their music/equipment within two weeks of it being assigned in their lesson. It is illegal to possess and perform from photocopies when the original work is not owned. Copies will NOT be allowed for juries and recitals. Many assigned method/etude books and solos may be checked out from the Jernigan Library or through Interlibrary Loan while waiting for orders to arrive. Required and suggested repertoire and books can be found in the Course of Study and Suggested Reading List.

Below are recommendations for vendors of published music. It is strongly recommended to not order from the Amazon Marketplace:

JW Pepper, [jwpepper.com](http://jwpepper.com)

Pender's Music, [penders.com](http://penders.com)

qPress, [qpress.ca](http://qpress.ca)

Sheet Music Plus, [sheetmusicplus.com](http://sheetmusicplus.com)

South Texas Music Mart, Corpus Christi, TX 361-993-7866

Southern Ohio Music Company, [somusic.com](http://somusic.com)

Stanton's Sheet Music, [stantons.com](http://stantons.com)

#### Recital Seminar

All students enrolled in 3000 or 4000-level lesson are encouraged to perform on one Recital Seminar per year. All students performing a degree recital must perform on a Recital Seminar prior to the recital. This requirement is designed to better prepare students for their degree recitals. For other interested

students, repertoire will be chosen by the student and instructor. It is expected that you will perform with accompaniment unless performing an unaccompanied work. Duets will be permitted.

#### Ensemble Participation

Students should make every attempt to participate in at least two ensembles every semester. Auditions for the large ensembles will be held before the fall semester (spring auditions are at the ensemble director's discretion) and placement will be based upon the student's ability and the ensemble's need. Through participation in ensembles, students are given the opportunity to interact and grow with fellow musicians and put techniques learned in applied lessons into practical application. Ensembles are an excellent opportunity to put into practice your coaching received in your applied lessons.

#### Recitals

All students are strongly encouraged to perform frequently. For students interested in and/or required to perform a degree recital, or on a Thursday student recital, the date/time and repertoire of the recital must be approved by me. See the School of Music policies for the details of scheduling a recital.

#### Practice

It is the responsibility of the student to maintain an effective and healthy practice schedule. A good rule of thumb is students enrolled in two credit hours of lessons should practice a minimum of two hours per day. Students in four credit hours of lessons should practice a minimum of four hours per day. Lesson material is assigned based on their expectation of preparation.

#### Cell phones

Students are expected to silence their electronic devices upon entering the studio. Students should not read/send text messages, answer phones, or engage with their devices except for music and instruction-related reasons. Students with excessive notifications or who interact with their devices except for the above reasons and without a pre-arranged exception (example: family member in the hospital) will be told to leave the lesson and receive a grade of "F" for the week.

#### Tips for effective practice

Break up your practice throughout the day

Limit your practice sessions to one hour at a time

Listening to, singing, and playing your piece on your mouthpiece is essential practice

Have concise, achievable goals for each practice session

Record your practice sessions - listen to the in a positive state of mind a minimum of three days later

Practice with a colleague when appropriate - music is not a solitary endeavor

#### Technology

Students will periodically be recorded in their lessons. Lessons will use SmartMusic and other music-related programs such as Anytune Pro and iReal Pro to help facilitate musical learning.

#### Improvisation

Students will be encouraged to seek opportunities for improvisation in music. Lessons will include playing by ear on the mouthpiece and translating the tune to the trumpet. Jazz lessons will utilize the iReal Pro app, as well as study, transcription, and application of jazz fundamentals in improvisation.

### Composition

Students will practice composition in their applied lessons through learning the practice of Baroque ornamentation. They will also be expected to compose unique cadenzas appropriate to concerto literature being studied when an existing cadenza is not already part of the original composition.

### World Music

Students will be exposed to world music in their applied lessons through the study of repertoire, methods, etudes, and recordings from the following (but not limited to) nationalities: American, English, French, German, Italian, Russian, and Spanish. Through this, they will learn the characteristic differences of each nationalistic style and be able to demonstrate the differences through performance.

### Music Literacy

Students will be taught from a combination of method and etude books, solos, orchestral/band repertoire, and jazz studies. The trumpet is a versatile instrument and all those seeking to master it need to become fluent in all potential performance opportunities through their studies. A course of study for the trumpet studio outlining suggested literature for mastery at progressive levels is available at: <http://www.tamuktrumpets.com/resources/documents/trumpetcos.pdf>

### Music Pedagogy

Students will learn pedagogy through the reading and study of a selected pedagogical text each year. Students will also be challenged each week in their lessons to explore pedagogical solutions to improve their practice habits and how those habits can be applied to teaching others. An extended reading list is available at: <http://www.tamuktrumpets.com/resources/documents/readinglist.pdf>

### Graduate Rigor

Graduate Courses Rigor Master's and doctoral courses and programs at Texas A&M-Kingsville are progressively more advanced in academic content and rigor than undergraduate courses and programs. The advanced content and rigor in each graduate course and each graduate program is assured through the Graduate Council (elected and delegate body of the graduate faculty) policies and processes on graduate curriculum approval, periodic graduate program reviews and approval, and the graduate faculty membership approval regarding qualifications of graduate faculty. Graduate Faculty conduct research in their area of expertise and are qualified to supervise student research in their specific areas. In addition, no undergraduate credits are accepted toward any master's/doctoral degree. Also, the qualifications of graduate faculty are continuously reviewed.

The Graduate Curriculum Committee of the Graduate Council reviews and evaluates every graduate course and program submitted for approval and makes recommendation to the Graduate Council. This evaluation process takes the following into account to make sure all university post-baccalaureate master's and doctoral degree courses and programs are progressively more advanced in academic content and rigor than undergraduate courses and programs.

### For Master's-Level (5000-Level) Courses

#### Instructor:

The instructor for the 5000-level courses must be broadly and deeply conversant with the field of study and be knowledgeable in the state-of-the-art information available in textbooks and scholarly articles or electronic networks, and must hold a terminal degree in the teaching field.

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Course Content:

5000-level courses should:

provide content knowledge beyond the undergraduate level,  
make maximum use of modern technology and other available resources,  
emphasize the analysis and synthesis of information and should expand the student's knowledge base  
and prepare the student for the job market at a more advanced level than those with baccalaureate  
degree,  
provide knowledge of scholarly writing techniques and of research methodologies appropriate to the  
discipline, and prepare the student for pursuing more advanced degrees.



### Other Miscellaneous Information for My Students

Inform me well in advance of any auditions or performances outside the School of Music.

I recommend that you join the International Trumpet Guild, TMEA, and/or NAFME and maintain your membership throughout your college career. A special student membership rate is available.

Take responsibility for your life. Keep a calendar with you at all times to avoid scheduling hassles.

Present yourself appropriately and observe proper decorum in all musical and academic settings. Show respect for yourself and for others by observing these simple courtesies.

Be early and well-prepared for all rehearsals and lessons.

### Suggestions for Successful Progress

Always be positive and enthusiastic about your love for music and the trumpet, and demonstrate this in your playing and your cooperation with faculty and other musicians.

Maintain a regular, daily practice schedule of at least two hours each day.

Be faithful about addressing your daily warm-up as prescribed in your lesson.

Plan practice sessions so that they are purposeful and directed at accomplishing specific results. Write your goals for each session in a notebook. Establish both short-term and long-term goals for yourself.

Always be well prepared! Be early to lessons with all your materials ready, and with plans about what you will do in the lesson. Have any questions written out so that you ask them at the beginning of the lesson.

Understand that developing performance skills may at times be a slow and demanding process.

Patience and persistence are important traits for success in music.

Take advantage of opportunities to attend live musical performances of all kinds.

Seek opportunities to perform in public. After learning a work, perform it several times.

Collect and listen to recordings of quality music daily. These should both include your instrument and other genres. Listen to a wide range of styles. It is only through focused listening that musical style can be developed.

Own the necessary equipment to be successful in your profession. This includes quality instruments, mutes, metronome, tuner, literature (including methods, etudes, solos, and orchestral excerpts) and accessories.

Record your practice sessions frequently, and evaluate them objectively.

### Common Pitfalls for the Student

(compiled from professor interviews)

Apathy

Poor planning

Listening the wrong way, or to the wrong people or performances

Taking advice from the wrong people

Lack of effective practice

Being late or un-prepared

Not asking questions

Asking the wrong questions

Lack of resourcefulness or imagination

Being dogmatic about the wrong things

Not listening

Just "getting by"

Applied Lessons:

MUSA Applied Lessons strive to hone students' skills and understanding of music in a variety of ways. In particular, the following areas (based on Standards & Domains required by the state TExES exam) will be addressed in this class:

Standards most addressed in this class include:

The music student has a comprehensive visual and aural knowledge of musical perception and performance.

The music student sings and/or plays their musical instrument.

The music student has a comprehensive knowledge of music notation.

The music student creates and/or arranges music.

The music teacher applies a comprehensive knowledge of music to evaluate musical compositions, performances and experiences.

Additionally, the below domains may be addressed directly or indirectly through a variety of opportunities within the scope of this class:

**Listening Skills & Notation:** Students will experience live and recorded performances and be exposed to variety of traditional and contemporary musical symbols, rhythms and melodic/harmonic structures. Exercises may include guided listening, including analysis, discussion and error detection, self-evaluation by recording, score study, etc.

**Music Theory & Composition:** Students will be asked to analyze repertoire including tonality, melodic/harmonic functions, rhythm and form, aligned to the individual student's theory and aural skills levels.

**Music History & Culture:** Students are assigned repertoire from a variety of time periods and cultures. Supplementary exercises may include research assignments of historical and cultural context, and development of program notes for public performances.

**Music Education:** Students will be asked to provide self and peer assessments on a regular basis, including both performance and pedagogical evaluations, modeling effective techniques presented in each lesson or coaching. Students may be asked to coach peers, conduct chamber ensembles and/or lead additional fundamental sessions such as sectionals, warmups and rehearsals, under the supervision of the teacher.

**Music Classroom Performance:** Students will learn how to plan and adapt specific teaching issues, including technique, tone production, articulation, intonation, etc. Exercises may include the design of fundamental-specific exercises, discussion of specific pedagogical approaches and teaching opportunities within the studio.

### *Use of AI in the Classroom*

#### Limited use of AI tools

During this class, there may be opportunities to make use of AI tools (such as ChatGPT). You will be informed as to when, where, and how these tools are permitted, along with guidance for attribution. Any use outside of this permission will be considered a violation of the University's academic misconduct policy and may lead to disciplinary procedures.

## UNIVERSITY POLICIES

### *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 [Academic Procedure: Drop Policy](#).

### *Students with Disabilities*

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 accommodations 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) 593-3024. DRC is located in the Student Health and Wellness building at 1210 N. Retama St.

### *Classroom Conduct Expectations*

Students are referred to the *Student Code of Conduct* section of the [Student Handbook](#). Students are expected to assume individual responsibility for maintaining a productive learning environment and conduct themselves with the highest regard for response and consideration of others. Ongoing or single behaviors considered distracting will be addressed by the faculty member initially, but if the behavior becomes excessive and the student refuses to respond to the faculty member's efforts, the issue will be referred to the Dean of Students. In the case of serious disruptive behavior in a classroom, the instructor will first request compliance from the student and if the student fails to comply, the instructor has the authority to ask the student to leave the classroom. The student is expected to comply with the instructor's request and may subsequently contest this action using procedures established by the department. If the student fails to leave after being directed to do so, assistance may be obtained from other university personnel, including the University Police Department. The incident shall be handled as an academic misconduct matter using established departmental procedures for academic misconduct to determine if the student should be allowed to return to the classroom.

### *Academic Misconduct*

Students 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. Students are expected to be familiar with the current Student Handbook, especially the section on academic misconduct, which discusses conduct expectations and academic dishonesty rules. Academic dishonesty includes but is not limited to:

1. Cheating: deception in which the 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 professor 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: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation, and/or paraphrase of someone else's work, 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. Please be

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aware that the University subscribes to the Turnitin plagiarism detection service. Your paper may be submitted to this service at the discretion of the instructor.

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.

Other forms of academic misconduct included but are not limited to:

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 resource 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 of other university records.
7. Any action which may be deemed as unprofessional or inappropriate in the professional community of the discipline being studied.

#### *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 identify or sexual orientation (or any other illegal basis) and investigative processes are available for any reports that indicate sexual harassment, sex-based misconduct, harassment, or discrimination may have occurred by a respondent that has enrolled at or is employed with the university. Sexual harassment, sexual assault, dating violence, domestic violence, and stalking based on sex 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 they have been the victim of sexual harassment, sexual assault, dating violence, domestic violence, stalking based on sex or unlawful discrimination of a protected class may pursue either the informal or the formal complaint resolution processes. Reports may be initiated with the Office of Compliance at (361) 593-4758, with the complainant's immediate supervisor, a department head, a supervisory employee, any faculty or staff, or the Dean of Students at (361) 593-3606. Regardless of who the incident is reported to, the Compliance Office will be notified of the report so that they can reach out to the complainant to discuss supportive measures and administrative processes that may be available.

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Please note, all faculty and staff are mandated reporters, except for counselors at Student Health and Wellness. Counselors at Student Health and Wellness are confidential reporters and will not disclose any identifiable information regarding an incident that is made known to them. However, they may be able to provide information on where supportive measures can be obtained and administrative processes initiated. A mandated reporter (any faculty and staff) is required to report any incident that is made known to them, while they are working within their job description, to the Office of Compliance, Lewis Hall, Suite 130, 361-593-4758, [titleix@tamuk.edu](mailto:titleix@tamuk.edu). This includes incidents that have occurred on or off-campus. For those who wish to remain anonymous and are not reporting a mandated report, anonymous reporting is available at <https://secure.ethicspoint.com/domain/media/en/gui/19681/index.html>.

*Pregnant and Parenting Students*

Texas A&M University-Kingsville does not tolerate discrimination of pregnant or parenting students. Students who are pregnant or parenting may not be denied access to any program or activity on the basis of their pregnant or parenting status. Any pregnant students, or student planning on becoming pregnant, should consult their health care provider to determine what, if any, accommodations are needed, based on their individual situation. Temporary leave for pregnant or parenting students due to medical necessity may also be available. It is the responsibility of the student to communicate their needs to the faculty member or Office of Compliance as soon as possible in order for risk-reduction to be assessed and to determine if additional modifications for the course are necessary. While the university cannot mandate the disclosure of a student’s status as pregnant or parenting, the university strongly recommends that students do provide notification, so appropriate steps can be taken to ensure the health of both the parent and child. To communicate health circumstances or to request additional information (accommodations, leave, lactation rooms, pregnancy parking permits, etc.), the following individuals may be contacted:

Pregnant Students:

Tasha Clark, Office of Compliance, Lewis Hall, Suite 130, 361-593-4758, [TitleIX@tamuk.edu](mailto:TitleIX@tamuk.edu)





Parenting Students:

Kirsten Compary, Office of the Dean of Students, MSUB, RM 306, 361-593-3606, [Kirsten.compary@tamuk.edu](mailto:Kirsten.compary@tamuk.edu)






UNIVERSITY SUPPORT SERVICES

NAME	SERVICES	
<b>Pathways Academic Assistance Center</b>	<ul style="list-style-type: none"> <li>• Tutoring and academic support, in-person and online</li> <li>• Peer Tutors help provide a solid academic foundation that enables students to become confident, capable, independent learners</li> <li>• Tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals</li> </ul>	Location: Jernigan Library, 220 Phone: 361-593-5223 Email: <a href="mailto:paactutoring@tamuk.edu">paactutoring@tamuk.edu</a> Website: <a href="http://PAAC Tutoring">PAAC Tutoring</a> Appointments: <a href="http://javsuccess.tamuk.edu">javsuccess.tamuk.edu</a>

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NAME	SERVICES	
		IG: tamuksuccess_squad 
<b>Writing Center</b>	<ul style="list-style-type: none"> <li>• Writing consultation in-person and online</li> <li>• Writing consultants assist students with writing assignments at any stage of the writing process: understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources</li> </ul>	Location: Jernigan Library, 217 Phone: 361-593-2744 Email: <a href="mailto:success@tamuk.edu">success@tamuk.edu</a> Website: <a href="#">Writing Center</a> 
<b>Success Peer Mentoring</b>	<ul style="list-style-type: none"> <li>• Mentors strive to increase students' connections with the university &amp; Kingsville community</li> <li>• Mentors refer students to resources, including experiential learning opportunities (e.g., research, internships, global study, etc.)</li> <li>• Mentors facilitate student success strategies (e.g., time management, motivation, organization, healthy habits, study/test-taking, etc.)</li> </ul>	Location: Jernigan Library, 210 & 242 Phone: 361-593-5800 Email: <a href="mailto:success@tamuk.edu">success@tamuk.edu</a> Website: <a href="#">Success Mentoring</a> 
<b>Jernigan Library</b>	<ul style="list-style-type: none"> <li>• Check out books, laptops, calculators, reserve materials and more. (<a href="https://libguides.tamuk.edu/access">https://libguides.tamuk.edu/access</a>)</li> <li>• <a href="#">LibGuides</a> provides information concerning online research help for a variety of subjects</li> <li>• Computer lab on the first floor</li> <li>• <a href="#">South Texas Archives</a> on the third floor, houses archival materials documenting the rich history of both South Texas and the University</li> </ul>	Location: 1050 N. University Blvd. Phone: 361-593-3319 Email: <a href="#">Ask Us!</a> Website: <a href="#">Library</a> 
<b>Mental Health &amp; Well-Being</b>	<ul style="list-style-type: none"> <li>• Provide students with essential knowledge and tools to understand and support mental health.</li> <li>• Personal counseling focuses on short-term treatment goals to facilitate adjustment, improve functioning, and address acute symptoms that may impede student success</li> <li>• U-Turn Program helps students identify their academic strengths and opportunities for growth</li> </ul>	Location: 1210 N. Retama St. Phone: 361-593-5080 Email: <a href="mailto:counselingservices@tamuk.edu">counselingservices@tamuk.edu</a> Website: <a href="#">Counseling</a> Suicide & Crisis Lifeline: call/text 988

*The syllabus and schedule are subject to change.*

NAME	SERVICES	
	<ul style="list-style-type: none"> <li>• Next Steps Career Counseling Program assists students who are unsure of their major, career, or future goals/plans</li> <li>• After-hours crisis support through UPD 361.593.2611</li> <li>• Access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available for guidance and support whenever it is needed.</li> </ul>	<p>Telus app</p>  
<b>Disability Resources</b>	<ul style="list-style-type: none"> <li>• Ensure equal access and full participation in the college experience and programs for students with disabilities</li> <li>• Facilitate reasonable academic accommodations for students on a case-by-case basis that aid in academic success</li> </ul>	<p>Location: 1210 N. Retama St.  Phone: 361-593-3024  Email: <a href="mailto:drc.center@tamuk.edu">drc.center@tamuk.edu</a>  Website: <a href="#">Disability Resource</a></p> 
<b>Advising</b>	<ul style="list-style-type: none"> <li>• Advisors ensure students stay on track to meet their degree plan needs</li> <li>• Help students set and reach academic and personal career goals</li> <li>• Assists students in finding educational opportunities &amp; campus resources</li> </ul>	<p>Location: Various Locations  Phone: 361-593-3935  Email: <a href="mailto:success@tamuk.edu">success@tamuk.edu</a>  Website: <a href="#">Academic Advising</a></p> 
<b>Career Engagement</b>	<ul style="list-style-type: none"> <li>• Resume reviews &amp; practice interviews</li> <li>• Strategic career &amp; alumni mentoring connections</li> <li>• Work study &amp; on-campus job-finding assistance</li> <li>• Internships &amp; full-time jobs in Javelina Careers powered by Handshake</li> <li>• Career Expos</li> </ul>	<p>Memorial Student Union Building (1050 W. Santa Gertrudis Ave.),  122 (across from Starbucks)  Phone: 361-593-2217  Email: <a href="mailto:hirejavelinas@tamuk.edu">hirejavelinas@tamuk.edu</a>  Website: <a href="#">Career Engagement</a></p> 

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