ELED 443: Classroom Management in a Field-Based Setting

ELED 437: Science, Technology, and Math in a Field-Based Setting
ELED 438: Integrated Learning: Social Studies in Field-Based Settings
RDG 448: Content Reading Methods for Teacher Candidates

COURSE SYLLABUS: Fall 2021

INSTRUCTOR INFORMATION

Instructor: Michele R. Anderson, Clinical Instructor and Center Coordinator
Other instructors:
Amy Corp Amy.corp@tamuc.edu
Julia Persky Julia.Persky@tamuc.edu
Laura Slay Laura.Slay@tamuc.edu

Office Hours: By appointment
Coordinator Phone: 469.431.0881
Office Fax: 903-872-2019
University Email Address: Michele.Goady@tamuc.edu
Preferred Form of Communication: email
Communication Response Time: within 24-48 business hours M-F

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings
Textbook(s) Required
Students will be given online readings and experiences throughout the semester.

Software Required *On-line TExES Resource – CertifyTeacher (sent instructions in email)*

What is TK20?
Tk20 is an online data collection assessment tool that houses
information/documents/assessments/etc. for our teacher education students.
Where can I buy TK20?
You can purchase TK20 either through the campus bookstore or directly from the vendor. For
pricing contact the bookstore or visit the TK20 vendor link. If you plan to purchase TK20 directly

The *syllabus/schedule are subject to change.*

from the vendor visit www.tamuc.edu/teacher and then click on the Tk20 link. Otherwise, purchase it at our local campus bookstore. You can reach the bookstore at 903-886-5830. Cost: $120 from vendor;

Optional Texts and/or Materials *Texas TExES Core Subjects EC-6 (291) w/Online Practice Exam* by Luis A Rosado ISBN # 13:978-0-7386-1199-0

Field-Based Teacher Education Program Handbook (revised fall 2021)

Readings and other materials provided from Field Supervisors

Course Description

Internship Seminar Course Work: Internship seminar is taught in an integrated manner during seminar sessions by Center Faculty and includes these courses: ELED 437, 438, 443, and RDG 448.

Individual Course Descriptions:

ELED 437: Explores the integrated nature of learning with science, and math as content focus and with technology understanding, usage, and how it can enhance best practices. Seminars are conducted online. Field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

ELED 438: This course explores the integrated nature of learning with social studies as content focus. Seminars are conducted online. Field-based applications take place in public schools under the guidance of public school teachers and university personnel that comprise the Instructional Leadership Team.

ELED 443: Prospective teachers develop and improve the skill of managing classroom environments, curriculum, space and time, and student behavior with culturally, economically, and educationally diverse student populations. Candidates acquire knowledge, skill, and ability by observing and working with experienced public school teachers in their elementary and/or middle school classrooms.

RDG 448: The characteristics and challenges of English language learners will be explored. Attention will be given to the development of reading fluency and written communications in the content areas with second language learners. Language assessments will be studied. This course has been selected as a Global Course tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. This course will examine the rich diversity of cultures and languages present in schools today.

The *syllabus/schedule are subject to change.*

All courses are taught in an integrated manner during seminar by Center Faculty and includes ELED 437, 438, 443, and RDG 448.

Student Learning Outcomes

While engaged in learning and teaching, the intern will show evidence that s/he:

1. uses knowledge and skills of all content areas, as defined by the TEKS, to plan and implement effective curriculum, instruction, assessment, and evaluation;

2. designs appropriate lessons with essential components for culturally relevant teaching to include the diverse backgrounds of elementary students (language diversity, economic diversity, cultural and ethnic diversity, and exceptionalities), and use cultural assets to build their identity as learners in each content area.

3. understands how curriculum and teaching practices can be anti-racist and promote equity in all content areas and develop student identity as learners and apply this understanding to lesson planning and instruction.

4. is able to identify, create, and apply a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children.

5. ensures that instructional goals and objectives, classroom activities, assessments, and other elements of classroom environment convey high expectations for student achievement.

6. uses critical thinking and problem solving to design and implement lessons with real-world application and that include effective classroom management strategies.

7. understands cultures and how they develop and adapt and uses this knowledge to enable students to appreciate and respect cultural diversity in Texas, the United States, and the world;

8. understands the importance of ESL teaching methods and uses this knowledge to plan and implement effective, developmentally appropriate instruction with use of hands-on experiences, as well as content and vocabulary development for English language learners;

9. recognizes and utilizes technology in planning and appropriately implementing learning activities with children in math, science, social studies, and reading, as well as when communicating with parents.

10. identifies, creates, and applies a variety of teaching and classroom management strategies in seminar and Field Based setting that meet the individual, developmental, and diverse needs of young children;

11. utilizes the varied and appropriate assessments and assessment practices to monitor math, science, technology, social studies, and reading content comprehension and learning.

12. applies Early Childhood-Sixth Grade or Grades four through eight and CORE content and (TExES) and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience.

COURSE REQUIREMENTS

Required Seminar Courses: ELED 443, ELED 437, ELED 438 and RDG 448

The syllabus/schedule are subject to change.

1. *Attendance and engagement* at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
3. A weekly *Reflection Journal* of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and cultural competency are discussed.
4. Development of lessons to be observed and evaluated by the Cooperating Teacher, Supervisor and peers throughout the semester.
5. Mid-Term progress report and Final assessments by the Instructional Leadership Team (ILT)
6. Weekly seminar activities as assigned in seminar.
7. *Individual Teacher Education Plans* (ITEPs) of planned and completed weekly with the Cooperating Teacher to establish goals and activities.
8. Teacher Capstone Project to be completed in Clinical Teaching (Spring Semester).
9. Successful use of educational technology applications D2L Brightspace/Dropbox, Zoom or other conferencing platforms and classroom technology to teach lessons in the EC-6 classroom.
10. Completion of the CORE Certification Exams (minimum of one attempt).
11. Completion of the Mental Health assessment
12. Check degree evaluation in Degree Works for accuracy.

Instructional Methods

This course utilizes a practicum approach such as observations, small group/whole group instruction, co-teaching, and full-time teaching in the field. Seminars will be held virtually, weekly and uses an integrated approach to connect learning and experiences.

The purpose of the (**internship**) within the field-based program is twofold: (1) to demonstrate knowledge about content, pedagogy, technology, classroom management, assessment and evaluation, and the teaching and learning process; and (2) to demonstrate the ability to work with and manage students, plan lessons, and teach students using relevant and meaningful learning experiences in a professional manner. Thus, the assessment and evaluation of interns is also twofold as it addresses performance in both field based and seminar settings.

The primary force in the CPDT is the ***instructional leadership team*** that is coordinated by the cooperating teachers and university supervisors with input from the interns, clinical teachers, and principals. Most decisions about the activities and experiences each intern or clinical teacher will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of the cooperating teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university supervisor.

The field-based teacher education program has been designed to provide each student with opportunities to learn about students, learning, and teaching in the best possible

The syllabus/schedule are subject to change.

environment--the real public school classroom and apply the knowledge gained from the intern semester in the internship semester. Therefore, the intern's responsibilities should include:

1. understand the physical and cultural environment of the school, faculty, and staff, and students;
2. learn the students' names and their cultural diversity as soon as possible;
3. demonstrate the ability to respond appropriately to diverse group of learners;
4. understand the cooperating teacher's yearly curricular and instructional goals;
5. become familiar with the content objectives, essential elements, and curriculum in order to utilize them for   planning and instruction;
6. demonstrate a rich knowledge of content areas;
7. demonstrate effective interpersonal communication skills orally and in writing with professionals and students;
8. display the highest standards of professionalism and a commitment to improve the learning environment and
the teaching profession;
9. observe the planning process and attend all available planning meetings;
10. assist the cooperating teacher in planning, developing, and preparing materials;
11. become familiar with the classroom instructional and discipline management plan;
12. assist the teacher in supervising student performance and working with individual students;
13. observe and reflect upon curricular and instructional practices and research alternate learner-centered methods of instruction;
14. demonstrate a rich knowledge of pedagogy including effective teaching practices and relevant and meaningful learning experiences for students;
15. demonstrate knowledge and use of effective assessment and evaluation strategies to promote student learning;
16. explore and demonstrate knowledge in the use of the technology to enhance instruction and classroom management;
17. exhibit a commitment to teaching, learning, and excellence in the profession;
18. assume other responsibilities based upon ILT recommendations;
19. enhance instructional environment for public school students.

Literature Study:
Student Learning Outcomes: 1-10
Assessment Method: (Discussion based Participation)

During seminars, interns discuss multiple articles and selections (TBD) analyzing research based methods and making connections with current experience and planning for your own classroom. Your group will meet several times throughout the semester. Details will be provided in seminar.

Professionalism:
Student Learning Outcomes: 1-10 (see Student Learning Outcomes)
Assessment Method: Determined by the Instructional Leadership Team, weekly ITEPS/Journals, Professionalism, self-assessment, and lesson evaluations. The Intern Student Handbook clearly explains expectations for internship.

The *syllabus/schedule are subject to change.*

- o Attendance, punctuality and engagement at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. Your grade will be lowered if you are absent, tardy or non-participatory.
- o Professionalism at the highest level to be demonstrated at all school and university functions. Contributing to class activities, accepting responsibility, and consistently demonstrating initiative and cooperation during seminar, on assignments, and in the field is expected.

The Reflective Teacher:

Learning Outcomes: 1-10 (see Student Learning Outcomes)
Assessment Method: Instructional Leadership Team

- o Complete ITEPs as directed by the ILT (Instructional Leadership Team). ITEPs detail your goals/activities in the field based setting. During this sharing time modifications can be made as agreed by the ILT. Have your cooperating sign your ITEP and submit to your supervisor as determined by the ILT.

- o Journal writing in a Reflective Journal while in your placements and in seminar which will include reflections on teaching and learning strategies, organizational/management systems, effective instruction, and diverse learners. Reflection is essential to learning and addressing what you are seeing and areas that you need to address. Be sure to include routines, timing, children's responses to different situations, etc. This journal will be an invaluable reference, especially when you are a teacher of record. Submission of journal will be discussed in seminars.

Lesson Plans and Evaluation:

Learning Outcomes: 1-10 (see Student Learning Outcomes)
Assessment Method: Documentation through lesson plans, evaluations, observations (Cooperating Teacher/Supervisor)

- o **Evaluations will** be completed throughout the semester from different teaching experiences. Your cooperating teacher and supervisor will evaluate lessons. Prior to the lessons your supervisor will evaluate your plans and provide feedback. Your supervisor will discuss lesson plans and evaluation requirements for Internship and Clinical Teaching. In Clinical Teaching you will provide your supervisor with the formal lesson plan at least 48 hours in advance. Your supervisor will review your formal lesson plan and provide feedback. At each formal evaluation (in Clinical Teaching) you MUST have prepared for the evaluator the following items: your final lesson plan, a seating chart, and all handouts to be used during your lesson. Your supervisor will expect that you prepare the environment for this virtual or face-to-face experience.

The syllabus/schedule are subject to change.

o **Midterm Evaluation** covering experiences from first placement as completed by the ILT.

o **Final** Evaluation covering experiences in the field and seminar as completed by the ILT. See attached grading rubric.

Student Responsibilities or Tips for Success in the Course

You are now a professional! These assignments are given to you as a professional, not a student. Be responsible, be precise, be a professional in everything that you do. You are modeling to your children, to your colleagues and to your Cooperating Teacher. We are expecting from you what your future employer will expect from you. Think of this as a year long interview with your campus.

GRADING

Grading will reflect a combination of seminar and field work. The Supervisors, and Cooperating Teachers contribute to grading decisions. *Field focus: prior preparation, strength and delivery of lessons, knowledge of subject matter, utilization of lesson design, and assessment of student progress.*

The following holistic scoring will be utilized:

A (90 – 100%) = Commendable. Well above average in initiative, thought, organization, reflection, and implementing professional choices. Evidences extensive control of own decision-making and learning processes. Monitors, adjusts, and manages independently. Excellent attitude, attendance, participation and completion of assignments by due date.

B (80 – 89%) = Developing. Functional, but in need of instruction regarding initiative, thought, organization, reflection, and implementing professional choices. Evidences some control of own decision-making and learning processes. Monitors, adjusts, and manages--but requires intervention and reminders. Good attitude, attendance, participation and completion of assignments by due date.

C (70 – 79%) = Needs Improvement. Some lack of initiative, thought, organization, reflection, and responsibility. Evidences little to no control of own decision-making and learning processes. Does not adequately monitor, adjust, and manage. Sometimes exhibits poor attitude, attendance, participation and completion of assignments by due date.

D (less than 70%) = Not recommended for teacher certification

Final assessed grade will then be translated into courses for internship:

ELED 437: Science, Technology, and Math in a Field-Based Setting
ELED 438. Integrated Learning: Social Studies in Field-Based Settings
ELED 443: Classroom Management in a Field-Based Setting
RDG 448: Content Reading Methods for Teacher Candidates

The syllabus/schedule are subject to change.

Grading (Determined by criteria shared below)

Assessment Rubric

Professional Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Attendance	Always arrives on time and stays for the entire seminar meeting; always on time and stays per required hours in the field setting.	Late, left early or absent to seminar/field assignment once or twice; contacted supervisor, cooperating teacher (CT), ISD; provided written excuse; made up absence promptly.	Late, left early, or absent to seminar/field assignment more than twice; did not contact supervisor, CT, and ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	Late, left early, or absent regularly; did not contact supervisor, CT and ISD; did not provide any written excuse; no plan to make up absence.	
Respect	Exhibits behavior that is respectful towards others (avoiding: over-socializing, sleeping, working on unrelated material or wearing inappropriate attire) in seminar and/or field; never uses approved electronic devices at inappropriate times in seminar and/or field; is respectful towards peers, faculty/staff in seminar/field, students, and the learning environment.	Exhibits behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is almost always respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition and reflection the behavior is changed promptly.	Recurring behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; is not consistently respectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is slow to improve.	Asked to leave and/or multiple conversations with Center Coordinator, supervisor, staff, and/or faculty in seminar and/or field due to behavior that distracts others once or twice during seminar and/or field; rarely uses electronic devices inappropriately in seminar and/or field; disrespectful towards peers, faculty/staff in seminar/field, students, and the learning environment; upon recognition no reflection occurs; behavior is not changing.	
Self-Awareness	Maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Almost always maintain a high level of self-awareness (self-reflection, self-talk to access thoughts, feelings and emotions) about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Occasionally exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	Rarely exhibits self-awareness about the impact of verbal and non-verbal communication in seminar/field; with faculty/staff, peers, and/or students.	
Awareness and Responsiveness to Diversity	Seminar/field interactions always reflect and appreciate the diverse opinions, experiences, and/or people. Integrate intentional cultural competence into	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no	

The *syllabus/schedule* are subject to change.

	class discussions and assignments.	adjusted. Integrates cultural inclusion in some activities.	slow to adjust. Shows limited inclusion of culture in activities.	reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, CT, faculty/staff); relating easily and positively.	Almost always works collaboratively with all team members (peers, CT faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, CT,faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, CT, faculty/staff); relationships have been affected in seminar/field.	
Oral and Written Expression	Always articulate ideas/concepts clearly without error both oral and written expression in seminar/ field; appropriate citation in writing when appropriate.	Almost always ideas/concepts clearly with few errors both oral and written expression in seminar/field; appropriate citation in writing when appropriate.	Challenging for others to understand ideas/concepts in either or both oral and written expression in seminar/field; no citation	Consistently receives feedback from faculty/staff, peers, and CT that oral and/or written expression in seminar/field is unacceptable.	
Initiative, Reliability and Dependability	Always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; prepared for all seminar/field learning.	Almost always take initiative in the field/seminar (do not wait to be asked); initiative in planning and completing work in a timely manner seminar/field; somewhat prepared for all seminar/field learning.	Occasionally take initiative in the field/seminar (do not wait to be asked); occasional initiative in planning and completing work in a timely manner seminar/field; not consistent in preparation for all seminar/field learning.	Lack of demonstration of taking initiative in the field/seminar (wait to be asked); no evidence of initiative in planning and completing work in a timely manner seminar/field; not prepared for all seminar/field learning.	
Motivation for Improvement and Response to Feedback	Always receptive to and seeks out suggestion and feedback (faculty/staff, peers, CT and others); consistently self reflects; adjust performance accordingly in seminar/ field.	Almost always receptive to and seeks out suggestion and feedback (faculty/staff, peers, CT and others); self-reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	Usually receptive to and occasionally seeks out suggestion and feedback (faculty/staff, peers, CT and, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	Lack of demonstration of reception to or seeking out suggestion and feedback (faculty/staff, peers, CT and others); no self-reflection; no effort to adjust performance accordingly in seminar/field; upon recognition no effort to adjust behavior.	
Physical Presence	Understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional educator.	Somewhat understand and can explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; reflect seriousness of a professional	Unclear and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; somewhat reflects seriousness of a professional educator; some	Lack of understanding and unable to explain the connection between style of dress, overall appearance, and social mannerisms and the professional impression; does not reflect seriousness of a professional educator; no	

The *syllabus/schedule are subject to change.*

	Highly Professional	Professional	Needs Improvement	Unprofessional	Concerns
		educator; adjust when recognized.	adjustment when recognized.	adjustment when recognized.	
Technology Presence	Understands and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understands and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator; adjusts when recognized.	Unclear and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; adjusts when recognized. Inappropriate use of technology.	Lack of understanding and unable explain the importance of a professional online presence; inappropriate social media use; does not reflect the seriousness of a professional educator; no adjustments when recognized. Inappropriate use of technology.	
Educator Code of Ethics and Educator Preparation Program (EPP) Standards	Consistently demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards.	Almost always demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Occasionally demonstrates knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; adjusts when recognized.	Lack of demonstration of knowledge, leadership, and respect in discussions and understanding of ethical issues and EPP Standards; no adjustments when recognized.	

Academic Criteria	Highly Professional (6)	Professional (4)	Needs Improvement (2)	Unprofessional (0)	Concerns
Academic STEM class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment **or** has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic READING class	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment **or** has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Social Studies	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment **or** has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	
Academic Classroom Management	Completes all assignments with high level of competency	Completes all assignments with adequate level of competency (can be work redone to meet this level)	Has 1 incomplete assignment **or** has low level of competency (did not choose to make up low level of competency work with feedback)	Has more than 1 incomplete assignment and has not attempted to redo work that was low level of competency.	

The *syllabus/schedule are subject to change.*

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:
https://community.brightspace.com/s/article/Brightspace-Platform-Requirements

LMS Browser Support:
https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:
https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

The *syllabus/schedule are subject to change.*

Interaction with Instructor Statement

I am available before and after class, during office hours on Tuesdays and Thursdays, by appointment, and by email. Please contact me with any questions or concerns. I expect to have assignments and exams available by next class day.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

There is NO extra credit awarded for this class. There are several assessment opportunities. You are responsible for initiating communication regarding attendance, lateness, late work, and missed exams/quizzes.

Attendance Policy
The work in this course is accomplished in collaborative work groups and with independent assignments. Punctuality, dependability, and the ability to accomplish group goals and individual goals are considered effective ways to demonstrate the professionalism required for success in the field-based teacher education program**. If you miss a class, you will receive a zero for that day's attendance and participation grade. You may be allowed to make up the in-class work for that class period for 80% credit, if the make-up work is feasible. If you miss more than three classes, you may be withdrawn from the course.** Extenuating circumstances will be taken into consideration, if the student initiates a conference with the instructor.

University Related Excused Absences: When absences are related to an **approved** University event, your supervisor will need to contact the instructor with the details of the absence **before** the date. Grading procedures: For an approved/excused absence you will receive full credit for attendance..

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the Student Guidebook. http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx

The syllabus/schedule are subject to change.

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: https://www.britannica.com/topic/netiquette

TAMUC Attendance

For more information about the attendance policy please visit the Attendance webpage and Procedure 13.99.99.R0.01.
http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

Undergraduate Academic Dishonesty 13.99.99.R0.03

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf

Graduate Student Academic Dishonesty 13.99.99.R0.10

http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf

Students with Disabilities-- ADA 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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library- Room 162
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
Email: studentdisabilityservices@tamuc.edu

Website: Office of Student Disability Resources and Services

http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

The *syllabus/schedule are subject to change.*

COURSE OUTLINE / CALENDAR- August 30-December 8,2021

Seminars Tuesday evenings 5:00 – 10:00 p.m.
Field days Tuesdays and Wednesdays

The *syllabus/schedule are subject to change.*

The *syllabus/schedule are subject to change.*