RDG 448: GLB/Characteristics ELLs
ELED 440: Instructional Strategies
ELED 447: Data and Assessment
SPED 440: Issues For Inclusion

COURSE SYLLABUS: Spring 2023

INSTRUCTOR INFORMATION

Instructors: Dr. Susan Williams, Dr. Ana Castillo, Dr. Donna McCrary, Dr. Karen Nix and Dr. Laura Slay
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Preferred Form of Communication: Email, face-to-face meeting, zoom conference, phone call, or text
Communication Response Time: 24 hours

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required – N/A
Software Required *On-line TExES Resource*

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

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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; bookstore a bit more

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 2016]
http://www.tamuc.edu/academics/colleges/educationHumanServices/educatorCertificationAcademicServices/Available%20Programs/fieldBased/documents/14-15%20FieldBasedHandbook.pdf

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 440 - Instructional Strategies Across Content Areas (Science, Social Studies, and Math)
Hours: 3
This course contains the professional body of knowledge necessary for effective teaching in an EC-6 and/or 4-8 classroom. The focus is teaching and learning in diverse environments with an emphasis on instructional design and methods of organizing and managing a classroom. The content of this course will include classroom management approaches, curriculum and lesson planning, teaching models, effective communication strategies, and discussions related to teacher certification. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s; Math Standards 7.1s-7.24s, 8.1k-8.8k, 8.1s-8.7s, 9.1s-9.7s, SS Standards 7.1s-7.11s, 8.1s-8.12s, 9.1s-9.12s, 10.1s-10.10s Science 7.1k - 7.6s, 8.1k - 8.13s, 9.1k - 9.11s)

SPED 480 - Issues for Inclusion
Hours: 3
This course is taught during EC-6 Generalist or 4-8 Content Internship seminar and is designed to explore academic and social/emotional needs of students with disabilities in field-based inclusive settings. (refer to course syllabus for specific requirements)

ELED 447 - Data and Assessment in Field-Based Settings
Hours: 3

    The syllabus/schedule are subject to change.

Focuses on effective methods of assessment including formal and informal assessments. The role of formative assessment as a guide for instruction and the importance of data-driven decisions will be emphasized. Problem based learning and the use of technology to collect, manage, and analyze multiple data sources to interpret learning results for individual students and for groups of students will be demonstrated. Prerequisites: Full admission to the Teacher Education Program through placement in a NET CPDT Center for Internship (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; PPR Standards 1.1k-1.6k, 1.9k, 1.19k-1.29k, 1.1s-1.29s, 2.2k, 2.4k, 2.5k, 2.8k, 2.11k, 2.12k, 2.4s-2.16s, 3.1k-3.16k, 3.1s-3.20s, 4.3k-4.7k, 4.9k-4.18k, 4.1s-4.19s; Math Standards 7.1s-7.24s, 8.1k-8.8k, 8.1s-8.7s, 9.1s-9.7s; ELPS d1-6)

RDG 448:
Hours: 3
Attention will be given to the development of reading fluency and written communications in the content areas with emergent bilingual learners. The use of language assessments and student data for instructional decision-making will be explored. Prerequisites: Full Admission to the Teacher Education Program through placement in a NET CPDT Center for Internship. (Tech Standards: 2.8s, 4.9s-4.11s, 5.3k, 5.3s, 6.1k, 6.2k, 6.2s, 6.8s, 6.9s, 6.12s, 6.15s, 6.17s-6.21s, 7.1k, 7.2k, 7.11s, 7.14s; ELPS b(3), C(1) A-H, C(2) C-E, c(3) G-J, c(4) D-K, c(5) E-G); ELPS standards b(3); c(1)A-G; (2)D-E, G-J; (4)D-K; (5)E-G; ELAR Standards 1.3s, 1.4s, 4.12s, 5.4k, 5.7s, 5.9s, 6.7k, 6.4s-6.6s, 7.13k, 7.23k, 7.7s, 7.9s, 7.14s-7.16s, 8.7k, 8.1s, 8.8s, 8.10s, 9.7s, 9.8s, 10.1k-10.4k, 10.6k, 10.1s-10.6s, 11.5s,

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. 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.
3. ensures that instructional goals and objectives, classroom activities, assessments, and other elements of classroom environment convey high expectations for student achievement.
4. uses critical thinking and problem solving to design and implement lessons with real-world application and that include effective classroom management strategies.
5. 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;
6. 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;
7. 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.
8. 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;

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9. utilizes the varied and appropriate assessments and assessment practices to monitor math, science, technology, social studies, and reading content comprehension and learning.
10. applies Early Childhood-Sixth Grade and PPR Standards (TExES) and ELPS for math, science, technology, social studies, and reading competencies with the course content and Field Based experience.

COURSE REQUIREMENTS

1. *Attendance*— on time—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. Mid-Term progress report and Final assessments by the Instructional Leadership Team (ILT)
4. Weekly seminar activities as assigned in seminar.
5. Technology requirements will be met by the use of D2L and Google Classroom as well as utilizing technology to teach lessons in the EC-6 classroom.
6. Register for TExES Certification Exams.
7. 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 weekly and use 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 mentor teachers and university liaisons with input from the interns, residents, and principals. Most decisions about the activities and experiences each intern or resident will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least two mentor teachers, usually from different grade levels or content areas, an intern, and/or a resident, and university liaison.

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 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:

The syllabus/schedule are subject to change.

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 mentor 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 mentor 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.

Professionalism:

Student Learning Outcomes: 1-10 (see Student Learning Outcomes)
Assessment Method: Determined by the Instructional Leadership Team, weekly, Professionalism, self-assessment, and lesson evaluations

- Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. You will be required to attend all seminar days; field based assigned days, staff development, etc. You are ***required*** to contact your liaison and mentor teacher if you will be missing your assigned campus day or seminar. Your grade will be lowered if you are absent or tardy (see professionalism rubric).

- Professionalism at the highest level to be demonstrated at all school and university functions including virtual teaching and meetings. An educator demonstrates his/her professionalism in ways such as being on time, participating in, and contributing to class activities, accepting responsibility, and consistently demonstrating professionalism during

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seminar, on assignments, and in the field. See professionalism rubric for details.

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

o   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 entries to your liaison will be determined by your ILT.

Lesson Plans and Evaluation:
Learning Outcomes: 1-10 (see Student Learning Outcomes)
Assessment Method: Documentation through lesson plans, observations (Mentor/University Supervisor)

o   Midterm ILT evaluation

o   Final ILT evaluation

Field-Based Investigative Report:
Student Learning Outcomes: (ELA/Reading Standards 1-12; PPR Standards 1.1k-1.6k, 1.25k; TEC §38.003 Screening and Treatment for Dyslexia and Related Disorders; TAC §74.28. Students with Dyslexia and Related Disorders)
Assessment Method: Narrative Report or other format as determined by Center Faculty

Each intern will conduct a field-based investigation on their assigned campus of the procedures used for identifying, assessing and serving ELL and non-ELL students with dyslexia or a related disorder. The investigation includes detecting the array of instructional support services available to identified students and the resources available to teachers. Findings will be compiled in a narrative report or another format determined by Center Faculty and will be presented during seminar where the different campus processes will be compared and contrasted.

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 mentors. We are expecting from you what your future employer will expect from you. How do you want others to perceive you and your performance?

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GRADING

Grading will reflect a combination of seminar and field work. *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. 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

Grading (Determined by criteria shared below)

Internship 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 liaison, mentor, ISD; provided written excuse; made up absence promptly.	Late, left early, or absent to seminar/field assignment more than twice; did not contact liaison, mentor, ISD; did not provide any written excuse; absence made up in an unacceptable time frame.	Late, left early, or absent regularly; did not contact liaison, mentor, 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	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	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	Asked to leave and/or multiple conversations with Center Coordinator, liaison, 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	

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	seminar/field, students, and the learning environment.	reflection the behavior is changed promptly.	reflection occurs; behavior is slow to improve.	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.	Seminar/field interactions almost always reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is adjusted.	Seminar/field interactions do not consistently reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition and reflection behavior is slow to adjust.	Seminar/field interactions rarely reflect and appreciate the diverse opinions, experiences, and/or people; upon recognition no reflection; behavior does not change.	
Collegiality and Collaboration	Always work collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively	Almost always works collaboratively with all team members (peers, mentors, faculty/staff); relating easily and positively; behavior is adjusted upon recognition.	Reluctant to work collaboratively with others (peers, mentors, faculty/staff); struggles to maintain positive relationships; recognition; behavior slow to adjust.	Does not demonstrate skills to work collaboratively with others (peers, mentors, 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 articulate 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 mentors 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	Always receptive to and seeks out	Almost always receptive to and seeks	Usually receptive to and occasionally seeks	Lack of demonstration of reception to or	

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Response to Feedback	suggestion and feedback (faculty/staff, peers, mentors, others); consistently self reflects; adjust performance accordingly in seminar/ field.	out suggestion and feedback (faculty/staff, peers, mentors, others); self-reflection is evident; adjust performance accordingly in seminar/field; upon recognition adjusts behavior.	out suggestion and feedback (faculty/staff, peers, mentors, others); occasional self-reflection; no adjust performance accordingly in seminar/field; upon recognition some adjustment to behavior.	seeking out suggestion and feedback (faculty/staff, peers, mentors, 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 educator; adjust when recognized.	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 adjustment when recognized.	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 adjustment when recognized.	
Technology Presence	Understand and can explain the importance of a professional online presence; appropriate social media use; reflect the seriousness of a professional educator.	Somewhat understand 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.	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.	
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	Has 1 incomplete assignment **or** has low level of competency	Has more than 1 incomplete assignment and has not attempted to	

The *syllabus/schedule are subject to change.*

		competency (can be work redone to meet this level)	(did not choose to make up low level of competency work with feedback)	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.	

TECHNOLOGY REQUIREMENTS

Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A

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Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A
Apple® Safari®	Latest	N/A

Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or **point** release of that major version) and the previous major version of iOS (the latest minor or **point** release of that major version). For example, as of June 7, 2017, D2Lsupports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version. Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
    - o 512 MB of RAM, 1 GB or more preferred
    - o Broadband connection required courses are heavily video intensive
    - o Video display capable of high-color 16-bit display 1024 x 768 or higher resolution

- You must have a:
    - o Sound card, which is usually integrated into your desktop or laptop computer
    - o Speakers or headphones.
    - o *For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.

- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning

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management system. The most current version of Java can be downloaded at: JAVA web site http://www.java.com/en/download/manual.jsp

- Current anti-virus software must be installed and kept up to date.

Running the browser check will ensure your internet browser is supported.
  Pop-ups are allowed.
  JavaScript is enabled.
  Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - Adobe Reader https://get.adobe.com/reader/
  - Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
  - Adobe Shockwave Player https://get.adobe.com/shockwave/
  - Apple Quick Time http://www.apple.com/quicktime/download/

- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

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.

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COMMUNICATION AND SUPPORT

Brightspace Support
Need Help?
Student 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 or click on the **Live Chat** or click on the words "click here" to submit an issue via email.

System Maintenance

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

Interaction with Instructor Statement

The instructor's communication response time and feedback on assessments are stated clearly.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies
Attendance/Lateness, Late Work, Missed Exams and Quizzes and Extra Credit

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: Netiquette http://www.albion.com/netiquette/corerules.html

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

ADA Statement

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 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

The *syllabus/schedule are subject to change.*

Website: Office of Student Disability Resources and Services
http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the Carrying Concealed Handguns On Campus document and/or consult your event organizer.

Web url:
http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

COURSE OUTLINE / CALENDAR

Seminar and Field-based calendar will be provided by your Center Coordinator.
The Counseling Center at A&M-Commerce, located in the Halladay Building, Room 203, offers counseling services, educational programming, and connection to community resources for students. Students have 24/7 access to the Counseling Center's crisis assessment services by calling 903-886-5145. For more information regarding Counseling Center events and confidential services, please visit www.tamuc.edu/counsel

The syllabus/schedule are subject to change.

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