**ELED 440: Instructional Strategies Across Content Areas (Science, Social Studies, and Math)**
**ELED 447: Data and Assessment in Field-Based Settings**
**RDG 448: Supporting Literacy Development of Emergent Bilingual Learners in Field Based Settings**

COURSE SYLLABUS: Spring 2024

# INSTRUCTOR INFORMATION

**Instructors:**
**Dr. Shannon Manley** Shannon.Manley@tamuc.edu
**Dr. Bonnie Pearce** Bonnie.Still@tamuc.edu

**Office Location: Ed South**
**Office Hours: by appointment**
**Preferred Form of Communication: Email, virtual meeting, phone**
**Communication Response Time: 24 hours**

# COURSE INFORMATION

## Materials – Textbooks, Readings, Supplementary Readings

Textbook(s):  No required textbooks for this course
*Field-Based Teacher Education Program Handbook*

Software Required:

**Tk20:** You will be using Tk20, a comprehensive data management system to upload key artifacts related to teacher certification.

**On-line TExES Resources:**  T-Cert, 240 Tutoring or Certify Teacher – (invitations through email)
**D2L** – university LMS system – navigate and check for announcements
**Google Classroom** – used to demonstrate technology used by public school partners

**Additional Readings and Web Resources**

All teacher candidates should be familiar with the Texas Teacher Standards in Chapter 149 which can be found at https://tea.texas.gov/sites/default/files/ch149aa.pdf

The *syllabus/schedule are subject to change*.

Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence-based practices in classroom management: Considerations for research to practice. *Education and treatment of children*, 351-380.

Website: The Iris Center, Vanderbilt University: https://iris.peabody.vanderbilt.edu
Website: High Leverage Practices: https://highleveragepractices.org/
Website:  PBIS strategies                          https://www.pbis.org/
Website:  Conscious Discipline    https://consciousdiscipline.com/
Website:  Harry Wong publications:  Effective Teaching    https://www.effectiveteaching.com/
Website:  Teacher Vision                 https://www.teachervision.com/teaching-strategies/classroom-management
Website:  Teach Like a Champion - https://teachlikeachampion.com/books/teach-like-champion-2-0/transition-guide/new-revised-techniques/
Youtube:  https://www.youtube.com/playlist?list=PLc7qiAsR5B_Q1VVMlUrBZ6_axwsfGHNe7
Website:  Kagan Online Magazine:          https://www.kaganonline.com/online_magazine/

# 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 440, 447, SPED 480, 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)

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

*The syllabus/schedule are subject to change.*

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)

**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)

==**RDG 448 - Supporting Literacy Development of Emergent Bilingual Learners in Field Based Setting**==
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,

==All courses are taught in an integrated manner during seminar by Center Faculty and include ELED 440, 447, SPED 480, 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. 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 the 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.

*The syllabus/schedule are subject to change.*

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;
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

**Required Seminar Courses:  ELED 440, ELED 447, SPED 480, and RDG 448**

1. *Attendance*— on time—at **all** scheduled university seminars, school-based class sessions, and school-based meetings.
2. Actively participate and collaborate in seminar and field based settings.
3. Professionalism exemplified by preparation and enthusiasm for all school-based and seminar activities.
4. Reflection of informal observations, reflections, and/or writing-to-learn activities in which teaching strategies, learning strategies, organization/management systems, effective instruction, and the accommodation of diversity are discussed.
5. One formal lesson observation - planned, taught, and evaluated by the field supervisor.
6. Informal walkthrough observations evaluated by the field supervisor.
7. Participate in formal and informal Instructional Leadership Team (ILT) meetings. Performance evaluations at Mid-Term and Final ILT meetings.
8. Must pass TExES Certification Exam to enter Residency/Clinical Teaching. *(All sections of the EC-6 CORE exam or 4-8 Content Area passed by the end of the Internship semester)*
9. Check degree evaluation in Degree Works for accuracy.
10. Demonstrate dispositions for teaching as outlined by TAMU-C.
11. Upload assignments/artifacts in TK20 by the deadline.

# 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 syllabus/schedule are subject to change.*

The *instructional leadership team* is the primary decision making team that is coordinated by the cooperating teacher(s) and field supervisor with input from the interns, and principals. Most decisions about the activities and experiences each intern will have are determined by the *ILT* through discussion and consensus. The ILTs are usually composed of at least one cooperating teacher, an intern, and field supervisor.

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, 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 which may include attending 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.


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

   o Attendance and being on time at **ALL** university seminars, assigned campus days, school/university meetings, and field based staff development. You are *required* to contact your field supervisor and cooperating teacher if you will be missing your assigned campus day or seminar. Your grade could be impacted if you are absent or tardy (see performance evaluation for details).

   The *syllabus/schedule are subject to change.*

- Professionalism at the highest level to be demonstrated at all school and university functions. 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 seminar, on assignments, and in the field (see performance evaluation for details).

## Lesson Plans and Evaluation:

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

- Teacher Candidates will participate in all components of the POP Cycle performance assessment – pre-conference, observation, and post-conference.  The POP Cycle observation will be evaluated from your field supervisor. Prior to the pre-conference, you will provide your field supervisor with the lesson plan at least 48 hours in advance. You will discuss the components of the lesson plan with your field supervisor at the pre-conference. At the post conference with your field supervisor you will share your reflections and receive feedback from your field supervisor.

- Teacher Candidates will create a pre-assessment, collect and analyze data prior to the lesson observation and plan for support and extension activities based on data.  Teacher candidates will review post assessment data after the lesson implementation and plan for a re-teach or support for students that did not meet the objective.

- Informal walkthrough observations evaluated by the field supervisor.

- Midterm Evaluation covering experiences from field and seminar as completed by the ILT. (see performance evaluation for details)

- Final Evaluation covering experiences in the field and seminar as completed by the ILT. (see performance evaluation for details)

## 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

The *syllabus/schedule are subject to change.*

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 in seminar where the different campus processes will be compared and contrasted.

**Student Responsibilities or Tips for Success in the Course**

Teacher Candidates are expected to:

- Report to their assigned school for teaching responsibilities. During intern semester, EC-6 and 4-8 Teacher Candidates will participate in internship for a total of three days per week. Teacher Candidates will be in the field for the contract hours for teachers in that district. Teacher Candidates are expected to follow the check in procedures of the school.
- Participate in all activities in the school and the district, and to take part in after-school programs, special programs, PTA meetings, faculty meetings, and any other activities of the school as much as the Teacher Candidates are able.
- Follow the academic calendar of the assigned public-school district. Any changes or exceptions to this will be noted by the Center Coordinator.
- It is expected that Teacher Candidates will be present and on time to their assigned campus except in cases of serious illness or other extenuating circumstances. In those instances, the Teacher Candidate must contact the Cooperating Teacher and Field Supervisor no later than the morning of the necessary absence AND prior to the required arrival time at the campus.
- Excessive absences that interfere with the successful completion of internship may require you to be placed on a growth plan and/or dismissed from the program. Decisions regarding extenuating circumstances will be made in coordination between the TC, Cooperating Teacher, Field-Supervisor and Center Coordinator on a case-by-case basis.
- Notify your Field Supervisor anytime there is a change in plans due to early dismissal, assembly program, PTA meetings, unscheduled holidays, or any unforeseen event. Field Supervisors occasionally stop by unannounced and must always know where Teacher Candidates will be.

# 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

*The syllabus/schedule are subject to change.*

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)

## Performance Evaluation

### Field Performance Evaluation
Texas A&M University-Commerce

*This is a communication piece to be used by the ILT (teacher candidate, cooperating teacher, and field supervisor) as growth is assessed at mid-term, end of semester and may also be used at any time for communication/coaching purposes. The ILT should set another conference if the progress report indicates a need for a growth plan.*

| Intern/Resident: | District/School: |
|---|---|
| Field Supervisor: | Cooperating Teacher: |

| Indicators | Mid-term ILT | | Final ILT | | Evidence/Comments: |
|---|---|---|---|---|---|
| | Intern/ Resident Rating 1,2 3 | CT Rating 1,2 3 | Intern/ Resident Rating 1,2 3 | CT Rating 1,2 3 | |
| **Rating scale: 3 = Making Adequate Progress 2 = Needs Refinement 1= Unacceptable** | | | | | |
| **Domain I – Planning &  Domain II - Instruction** | | | | | |
| 1. Prepares clear, well-organized, sequential lesson plans appropriate for diverse learners. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 2. States purpose, objectives, and procedures for lesson | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 3. Uses appropriate and accurate oral and written communication | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 4. Differentiates instruction to address individual needs | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 5. Keeps students on task/actively engaged | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 6. Persists with lesson until most students demonstrate mastery of the objective | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 7. Checks for understanding through probing and critical thinking questioning strategies | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| **Domain III – Learning Environment** | | | | | |
| 8. Reinforces appropriate behavior and academic choices | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 9. Maintains a safe, accessible and efficient classroom | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 10. Is dependable/reliable/punctual/abides by school operation schedule | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 11.Takes initiative in performing tasks | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 12. Adapts to new situations and challenges with a positive attitude | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 13. Is receptive to suggestions/coachable | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 14. Prepares clear, well-organized, sequential lesson plans appropriate for diverse learners | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 15. Establishes, communicates and maintains clear expectations for student behavior | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 16. Lead a mutually respectful and collaborative class of actively engaged learners | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 17. Displays adequate content knowledge | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| **Domain IV – Professional Practices and Responsibilities** | | | | | |
| 18. Behaves in accordance with the Code of Ethics and standard practices for Texas. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 19. Models all professional standards (attendance, communication, professional appearance and behaviors) | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 20. Adapts to new situations and challenges with a positive attitude. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 21. Works cooperatively with students, teachers, staff and supervisor. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 22. Is discreet with confidential information. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 23. Takes initiative in performing tasks. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 24. Is receptive to suggestions and follows through with implementation. | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |
| 25. Sets & meets short-term goals based on self-assessment, reflection and supervisor feedback | 1 2 3 | 1 2 3 | 1 2 3 | 1 2 3 | |

May 2022

The *syllabus/schedule are subject to change.*

| MID-TERM ILT evidence/ comments: | FINAL ILT evidence/ comments: |
|---|---|
| **STUDENT GOALS - Include 2 steps the student will take to reach each goal.**<br>**Goal:**<br><br>1)<br><br>2)<br><br>_____    _____<br>Teacher Candidate Signature      Date<br><br>_____    _____<br>Cooperating Teacher Signature      Field Supervisor Signature<br><br>Growth Plan Needed:    Yes     No | **STUDENT GOALS - Include 2 steps the student will take to reach each goal.**<br>**Goal:**<br><br>1)<br><br>2)<br><br>_____    _____<br>Teacher Candidate Signature      Date<br><br>_____    _____<br>Cooperating Teacher Signature      Field Supervisor Signature<br><br>Growth Plan Needed:    Yes     No |

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

ELED 440: Instructional Strategies Across Content Areas (Science, Social Studies, and Math)
ELED 447: Data and Assessment in Field-Based Settings
SPED 480: Issues for Inclusion
RDG 448: Content Reading Methods for Teacher Candidates

# 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

The *syllabus/schedule are subject to change*.

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 |
| 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.<br><br>Chrome: Latest version for the iOS browser. |

*The syllabus/schedule are subject to change.*

| 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 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:
    - o Adobe Reader  https://get.adobe.com/reader/
    - o Adobe Flash Player *(version 17 or later)* https://get.adobe.com/flashplayer/
    - o Adobe Shockwave Player   https://get.adobe.com/shockwave/
    - o 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.

*The syllabus/schedule are subject to change.*

# 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](mailto: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
### 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**

*The syllabus/schedule are subject to change.*

## 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).
[http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx](http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx)

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)
[http://www.albion.com/netiquette/corerules.html](http://www.albion.com/netiquette/corerules.html)

## TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx) webpage and [Procedure 13.99.99.R0.01](http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf).
[http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx](http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx)

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

**A&M-Commerce requires the use of face-coverings in all instructional and research classrooms/laboratories. Exceptions may be made by faculty where warranted. Faculty have management over their classrooms. Students not using face-coverings can be required to leave class. Repetitive refusal to comply can be reported to the Office of Students' Rights and Responsibilities as a violation of the student Code of Conduct.**

**Students should not attend class when ill or after exposure to anyone with a communicable illness. Communicate such instances directly with your instructor. Faculty will work to support the student getting access to missed content or completing missed assignments.**

## 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:

*The syllabus/schedule are subject to change.*

[Undergraduate Academic Dishonesty 13.99.99.R0.03](http://www.tamuc.edu)

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

[http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf](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](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](http://www.tamuc.edu)

[http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/](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

The *syllabus/schedule are subject to change.*

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 / CALENDER

**Seminar and Field-based calendar will be provided by your Center Coordinator.**

The *syllabus/schedule are subject to change.*