

**TEXAS A&M UNIVERSITY – SAN ANTONIO**  
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT  
EDUCATOR CAFE  
**TERM:** Fall 2024

**COURSE:** EDFR 3110 & 3120:FBE  
**DAY(S)/TIME:** M-F (DISTRICT CAMPUS)  
**INSTRUCTOR:** LISA TIEKEN  
**MADLA:** 233

**INSTRUCTOR CONTACT:**  
**EMAIL:** LTIEKEN@TAMUSA.EDU  
**OFFICE:** 210-784-2470  
**CELL:** 210- 780-2828  
**OFFICE HOURS:** M-F BY APPOINTMENT  
**VIRTUAL HOURS:** M-F BY APPOINTMENT

**Required Materials:**

1. Course Syllabus
2. Educator CAFÉ Handbook – the handbook contains detailed instructions and requirements specific to the Educator Cafe Program. (need to upload handbook onto Blackboard)

**DAY(S)/TIME/ LOCATION:**

- Required Orientation: August 30
- Required seminar dates:
  - August 30
  - September 20
  - October 18
  - November 15

Seminar meeting times are 12:00-1:50 in Madla-classrooms TBD

**Course Expectations**

This is a lab course designed to equip pre-service teacher candidates with classroom experiences in the field. Teacher candidates will be required to begin interactive observations beginning the week of September 3<sup>rd</sup>. In compliance with Texas Administrative Code 241.41 (1), teacher candidates will be required to complete a minimum of 50 clock-hours of field-based experiences. **Field-based observation hours are an eligibility requirement for clinical teaching.** In the interest of staying on schedule with the completion of field-based hours, it is recommended that teacher candidates complete a minimum of 4 hours per week at the assigned campus with the assigned cooperating teacher. **Field-based experiences hours are due Friday, December 6.**

Additional requirements of the course entail the completion of specific assignments related to the course. The course must be successfully completed prior to clinical teaching.

**Student Learning Objectives (SLOs) for Field Based Residency 1 & 2:**

1. Assess personal/social suitability for teaching and evaluate choice of major/concentration and grade-level interest.
2. Observe various roles of a professional teacher (instructional and non-instructional) through planned, sequenced activities during one semester.
3. Observe the principles and methods from college classes in an authentic classroom setting.

4. Observe the best instructional practices in working with students with special needs.
5. Gain experience working with students from different cultural and socioeconomic backgrounds.
6. Observe and practice classroom management strategies.
7. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
8. Gain knowledge of classroom and school practices and policies.
9. Gain knowledge and experience of parent involvement activities and practices.
10. Gain practical experience with the lesson cycle.
11. Gain knowledge and practical experience with differentiation, accommodations, and modifications.

### **Digital Literacy**

In accordance with TAC §228.30(c)(8) teacher candidates seeking initial teacher certification will be required to complete interactive digital literacy modules to receive credit for the course. Detailed instructions will be provided on Blackboard.

### **Pedagogy and Professional Responsibilities (PPR) Competencies Emphasized in Field Residency 1 & 2:**

2.5s	Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
2.7s	Organize and manage groups to ensure that students work together cooperatively and productively;
2.8s	Schedule activities and manage class time in ways that maximize student learning;
2.9s	Manage transitions to maximize instructional time;
2.10s	Implement routines and procedures for the effective management of materials, supplies, and technology;
2.12s	Monitor the performance of volunteers and paraprofessionals in the classroom in accordance with district policies and procedures; and
2.13s	Use volunteers and paraprofessionals to enhance and enrich instruction and evaluate effectiveness.
3.11s	Use flexible grouping to promote productive student interactions and enhance learning;
3.19s	Adjust instruction based on ongoing assessment of student understanding; and
3.20s	Use alternative instructional approaches to ensure that all students learn and succeed.
4.2s	Apply procedures for conducting effective parent-teacher conferences;
4.3s	Communicate with families on a regular basis to share information about students' progress and respond appropriately to families' concerns;
4.4s	Engage families in their children's education and in various aspects of the instructional program.
4.6s	Engage in collaborative decision making and problem solving with other educators to support students' learning and well-being
4.9s	Collaborate professionally with other members of the school community to achieve school and district educational goals;

<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

## **Preparing for TExES Content Certification Exam**

1. Teacher candidates are encouraged to begin preparing for respective TExES Content Certification exam as soon as possible. One of the eligibility criteria to gain admission to Clinical Teaching entails passing the respective TExES Content Certification exam.
  - a. **The final deadline for submitting passing TExES exam scores is November, 18, 2024 for Spring 2024 Clinical Teaching.**
2. **The “JagsROAR for TExES” exam review session for all content areas is Saturday, October 5, 2024.** Students are highly encouraged to attend.
3. Students with approved TAMU-SA Disability Support Services (DSS) testing accommodations who wish to apply to have accommodations on the TExES Content Exam should contact DSS and the College of Education and Human Development’s (COEHD) Assessment Coordinator at the beginning of the semester for guidance and support with making the accommodations request to the testing company.
4. Questions and/or inquiries related to TExES certification exams may be submitted to Dr. Erica Villarreal, COEHD Director of Educator CAFÉ at [evillarreal@tamusa.edu](mailto:evillarreal@tamusa.edu).

## FIELD RESIDENCY 1 & 2 MEETING DATES

Monthly Field Residency classes are **required** and must be attended **FACE TO FACE**. The course instructor will communicate room location for each seminar. Failure to attend Field Residency Seminars may jeopardize course credit. The required tasks/assignments are listed below.

Class Dates	Field Residency 1 & 2 Seminars	Deliverables
Friday, August 30 9:00-11:00 a.m.	Orientation	Required
Friday, August 30 12:00 -1:50 p.m.	Class 1	<ul style="list-style-type: none"> <li>• Syllabus Review</li> <li>• Review Handbook</li> <li>• Introduce Field Based Hours Timesheet</li> <li>• Introduction to:               <ul style="list-style-type: none"> <li>○ TExES Exam Preparation – 240 Tutoring</li> <li>○ Helpful hooks for completing Reflections for Field Based Observation Hours                   <ul style="list-style-type: none"> <li>▪ 1:1 student support, small group instruction, whole class instructions, tutoring</li> <li>▪ Observing the learning environment (context for learning)</li> <li>▪ Observing implementation/observation of classroom management strategies</li> </ul> </li> </ul> </li> <li>• Exit Ticket – What are you most excited about your field-based observations?</li> </ul> <p style="color: red; margin-top: 10px;"><b>Remember – Field Based Observations Start Week of September 3</b></p> <p><b><u>Deliverables for next class</u></b></p> <ul style="list-style-type: none"> <li>• Field Based Hours Timesheet</li> </ul>
Friday, September 20 12:00– 1:50 p.m.	Class 2	<ul style="list-style-type: none"> <li>• Aspire District Event - Auditorium</li> <li>• Field Based Hours Timesheet check               <ul style="list-style-type: none"> <li>○ <b>A minimum of 12 hours completed</b></li> </ul> </li> <li>• Discuss reflections on Field Based Hours completed</li> <li>• TExES Content Certification Exam overview</li> </ul> <p><b><u>Deliverables for next class</u></b></p> <ul style="list-style-type: none"> <li>• Field Based Hours Timesheet</li> </ul>
Friday, October 18 12:00 – 1:50 p.m.	Class 3	<ul style="list-style-type: none"> <li>• Field Based Hours Timesheet check               <ul style="list-style-type: none"> <li>○ <b>A minimum of 24-28 hours completed</b></li> </ul> </li> <li>• Discuss reflections on Field Based Hours completed</li> <li>• TExES Content Certification Exam overview</li> </ul> <p><b><u>Deliverables for next class</u></b></p> <ul style="list-style-type: none"> <li>• Field Based Hours Timesheet</li> </ul>
Friday, November 15 12:00 -1:50 p.m.	Class 4	<ul style="list-style-type: none"> <li>• Field Based Hours Timesheet check               <ul style="list-style-type: none"> <li>○ <b>A minimum of 40-44 hours completed</b></li> </ul> </li> <li>• Final Reflection: Sum it Up!</li> </ul>
December 2-10 As Scheduled by Instructor to checkout for the class and for the semester	Class 5	<ul style="list-style-type: none"> <li>• Field Based Hours Timesheet               <ul style="list-style-type: none"> <li>○ Minimum of 50 hours completed</li> <li>○ Digital Literacy Modules completed</li> </ul> </li> </ul>

## Course Policies:

- **Assignment Policy:** All task must be submitted on time to receive full credit. Teacher candidates are expected to uphold expectations of professionalism. Timely submission of tasks/assignments is a required practice that will support a passing grade for the class. However, teacher candidates facing extenuating circumstances should contact instructor as soon as possible.
- **Class Participation:** Class discussions serve as a starting point to learn from one another, articulate, share, and encourage others to share experiences in their own words. Teacher candidates are encouraged to participate in class discussion. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions.
- **Class Attendance Policy:** Attendance and punctuality are a vital part of every student's academic experience. This class only meets 5 times throughout the semester; therefore, attendance is required! Attendance will be documented for each occurrence. Teacher candidates facing extenuating circumstance must contact their course instructor as soon as possible.

## FITNESS TO TEACH:

Teacher candidates admitted to the Educator CAFÉ are expected to demonstrate professional dispositions and abilities. The Educator CAFÉ is dedicated to ensuring that teacher candidates are prepared to support educator professional dispositions and are ready to teach in their respective fields. Indicators that demonstrate readiness to teach include successful completion of university coursework, application of ethical behavior, demonstration of professionalism, and adherence to professional standards.

Teacher candidates pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by program faculty and staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students that demonstrate areas of growth or need for fitness as an educator may be asked to enter a remediation plan to remain in the program.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. Periodically in each candidate's preparation, there will be checkpoints at which faculty, teaching specialists and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant areas of growth will be required to demonstrate improvement to avoid being placed on a growth plan.

Texas A&M University-San Antonio teacher candidates completing field-based requirements are expected to adhere to the Educator Code of Ethics and Standard Practices for Texas Educators. Fitness to Teach instances may escalate to the Associate Dean level as needed. Failure to remediate areas of concern may result in a recommendation for the teacher candidate to be dropped from the Educator Preparation Program. Teacher candidates dropped from the Educator Preparation Program will be required to change to a non-certification degree to graduate. Teacher candidates who are required to change to a non-certification degree will not be allowed to change back to a certification path.

## Final Grading Sheet

Student Name: \_\_\_\_\_ K/J#: \_\_\_\_\_

Course Instructor: \_\_\_\_\_ TEA #: \_\_\_\_\_

**Teacher candidates must demonstrate fulfillment of course tasks/assignments in order to earn credit for the course.** Teacher candidates who do not earn credit for the course may be allowed to repeat the course one time the next semester that it is offered. Tasks/assignments listed below are part of TEA requirements needed to meet program requirements.

**NOTE: LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY COURSE INSTRUCTOR.**

The required tasks/assignments and points awarded for each task/assignment are listed below:

**Final Points: \_\_\_\_\_ /215      215-150 = Credit (CR)      150 or less = No Credit (NC)**

<b>Module 1: August 30 – September 19</b>		
<b>Assignment</b>	<b>Points Earned/Points Possible</b>	<b>Due Date</b>
Orientation & Class #1	_____/10	August 30
TEExES Testing Acknowledgement	_____/CR/NC	August 30
Clinical Teaching Acknowledgement	_____/CR/NC	August 30
Exit Policy	_____/CR/NC	August 30
Two Way Release	_____/CR/NC	September 19
Reflection #1: Context for Learning	_____/10	September 19
<b>Module 2: September 20 – October 17</b>		
<b>Assignment</b>	<b>Points Earned/Points Possible</b>	<b>Due Date</b>
Class #2: Aspire District Event	_____/10	September 20
Timesheet Check: 10-12 Field Based Hours Completed	_____/CR/NC	September 20
Reflection #2: Aspire District Event Reflection	_____/10	September 22
<b>240 Tutoring Initial Diagnostic Test Report</b>	_____/20	September 22
“Jags ROAR for TEExES” Event*	*Highly recommend attendance-make sure to pre-register	October 5
<b>Module 3: October 18 – November 14</b>		
<b>Assignment</b>	<b>Points Earned/Points Possible</b>	<b>Due Date</b>
Class #3	_____/10	October 18
Timesheet Check: 24-32 Field Based Hours Completed	_____/CR/NC	October 18
Midterm Disposition (from Field Resident Student)	_____/15**	October 18
ISTE Course (submit certificate of completion)	_____/30	November 1
<b>240 Tutoring Study Guide Progress Report</b>	_____/20	November 10
<b>Module 4: November 15- December 6</b>		
<b>Assignment</b>	<b>Points Earned/Points Possible</b>	<b>Due Date</b>
Class #4	_____/10	November 15
Timesheet Check: 40-44 Field Based Hours Completed	_____/CR/NC	November 15
Class #5	_____/CR/NC	December 2-10 ( <i>scheduled by field supervisor</i> )
Reflection #3: Sum It Up!	_____/10	December 6
Timesheet ( <i>minimum of 50 hours of active observation required</i> )	_____/30	December 6
Final Disposition (from Field Supervisor)	_____/15**	December 6
Final Disposition (from Cooperating Teacher)	_____/15**	December 6

\*\*Disposition Point Conversion:

42-56= 15 points (Proficient)  
41-28= 10 points (Developing)  
27 and below= 5 points (Needs Improvement) FTT

## UNIVERSITY POLICIES

**Academic Accommodations for Persons with Disabilities:** The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation for their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is [dss@tamusa.edu](mailto:dss@tamusa.edu).

**Academic Learning Center:** All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing [tutoring@tamusa.edu](mailto:tutoring@tamusa.edu) or calling (210)-784-1332. Appointments can also be made through Jagwire under the services tab.

**Writing, Language, and Digital Composing Center:** The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through Jag Wire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>  
More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

**Financial Aid and Verification of Attendance:** According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

**Jaguar Writing Center:** The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in Jagwire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at [www.tamusa.edu/Writing-Center](http://www.tamusa.edu/Writing-Center). The Writing Center can also be reached by emailing [writingcenter@tamusa.edu](mailto:writingcenter@tamusa.edu).

**Meeting Basic Needs:** If you face challenges securing food, housing or other basic needs, you are not alone, and A&M- San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by reaching out via [dos@tamusa.edu](mailto:dos@tamusa.edu). Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student’s Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

**Military Affairs:** Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at [military.va@tamusa.edu](mailto:military.va@tamusa.edu) or (210)784-1397.

**Religious Observances:** Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

**Respect for Diversity:** We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different from you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other’s opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

**The Six-Drop Rule:** Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student’s GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as “F” grades and will impact the student’s GPA.

**Statement of Harassment and Discrimination:** Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple

missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

### **Students' Rights and Responsibilities:**

The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

#### *Students' Rights*

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.
2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

#### *Students' Responsibilities*

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.

3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students will behave in a manner that is dignified, respectful, and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation, or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

### **Counseling Resources:**

As a student, there may be times when personal stress interferes with your academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit [www.tamusa.edu/studentcounseling](http://www.tamusa.edu/studentcounseling)

**Emergency Preparedness:** JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>  
More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

### **COVID-19 SYLLABUS ADDENDUM**

Everyone is strongly encouraged to get vaccinated and get vaccine boosters!  
It is the best way to prevent serious illness or death.

In alignment with the recent Texas A&M-System COVID-19 Phased Demobilization – Phase 1 guidelines, the University is updating Texas A&M-San Antonio COVID-19 guidelines and procedures.

To coincide with the end of the spring 2022 semester, the updates include:

- Indicators for positive COVID-19 cases are no longer posted to the [Community. Safety. TOGETHER](#) microsite as of May 15.
- COVID-19 case management will no longer be conducted.
- The reporting portal will no longer be used to make second-hand reports about individuals who have revealed they are a positive, exposure, or symptomatic case.
- Exposure cases and symptomatic cases are no longer required/asked to report; only positive cases are required to report. Students and employees are required to complete the online [COVID-19 Reporting Portal form](#) if they test positive for COVID-19. This includes results from a home Rapid Test.
- Once a positive report is made, individuals will receive automated feedback documenting their status and will receive information about completing a Return to Campus form at the conclusion of their expected period of isolation. Once the Return to Campus form is submitted, they will receive automated feedback whether they are able to return to campus or not.
- As it pertains to COVID-19, faculty/supervisors will no longer receive a formal letter from the University (Dean of Students Office or Human Resources Department) documenting the release of a student or employee to return to campus. It is the responsibility of the student/employee to fill out the [Return to Campus form](#) and present to their respective professors and/or supervisor documentation of their approved return to campus.
- The Self Wellness Screen (Health Self-Screen Form) found on the Jaguar App may still be accessed and used to help determine if an individual should be on campus or not. Continued self-screening is encouraged for all, as is the continued practice of refraining from coming to campus if symptomatic.

In addition, there have been significant changes to our [Community. Safety. TOGETHER](#) microsite to consolidate and condense information. Resources and updated information will still be available on the microsite, including archives of what was previously communicated and featured on the site.

If you have questions regarding updates to our COVID-19 guidelines, here are sources you can reach out to depending on your question:

- General questions regarding COVID-19 protocol: [safety@tamusa.edu](mailto:safety@tamusa.edu)
- Student concerns: [dos@tamusa.edu](mailto:dos@tamusa.edu)
- Instructional or classroom needs: [officeofacademicaffairs@tamusa.edu](mailto:officeofacademicaffairs@tamusa.edu)

Thank you for your continued support in our collective efforts to ensure the health and safety of our Jaguar community.