



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

COURSE: EDFR 4310 Teacher Residency
DAY(S)/TIME: M-F (District Campus)
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Welcome to the Fall Semester of Teacher Residency!

The Educator CAFÉ is thrilled to welcome you to the first semester of Teacher Residency. You are now a Resident Teacher! Teacher Residency is clinical teaching; however, unlike traditional, semester-long clinical teaching, Teacher Residency is a two-semester, *paid* clinical teaching experience. You are both a student at the university *and* an employee of the school district where you are placed. As a Resident Teacher, you must fulfill the expectations of the school district, as well as those of the Educator CAFÉ to complete clinical teaching successfully.

The Educator CAFÉ worked collaboratively with partner school districts to develop the Teacher Residency curriculum and requirements. All the activities and assignments were developed purposefully to ensure a high-quality preparation experience for the Resident Teachers. Note, that because each school district has unique needs, there may be variances in requirements and expectations for Resident Teachers based on the district in which you are placed. The school district will provide preferential hiring, to the greatest extent possible, to Resident Teachers who successfully complete the teacher residency program and receive standard certification.

This is an exciting opportunity for you and your classmates. You can feel confident that by the conclusion of the Teacher Residency clinical teaching experience, you will be prepared to face the challenges and joys of your own classroom.

Student Learning Outcomes:

1. Teacher Candidates will demonstrate mastery of content and pedagogical expertise in the content they teach.
2. Teacher Candidates will demonstrate professionalism through:
 - a. demonstrating effective oral and written communication skills
 - b. demonstrating a positive and enthusiastic attitude
 - c. exhibiting social emotional intelligence
 - d. demonstrates self-regulated learner behaviors
 - e. taking initiative with their learning and teaching
3. Teacher Candidates will plan and deliver effective instruction and create an environment that facilitates learning for their students.
4. Teacher Candidates will exhibit an appreciation and value for cultural and academic diversity.

5. Teacher Candidates will show preparedness and collaboration in teaching and learning with Field Supervisor, Cooperating Teacher, and other school staff.

Assignments:

TAC	Course Requirements	Points
§228.37 (a)	Acknowledgment of Handbook (Deliverables)	15
§228.65 (b) (2) & § 228.101 (b) (7)	Co-Teaching Strategies	15
§228.57 (c) (6)	T-TESS vs. T-PESS	15
§228.65 (2) (f) (3) (H)	Context For Learning & Reflection	30
§228.103 (b) (1) (2) & §228.65 (2) (f) (3) (A)	2 Formal Lesson Plans/Observations/Pre/Post Conference-FS	100
§228.103 (b) (1) (2) & §228.65 (2) (f) (3) (A)	1 Formal Lesson Plans/Observations/Pre/Post Conference-HT	50
§228.107(7) (A-C)	4 Informal Observations- Reflections	120
§228.65 (c)	1 st Semester Mid-Term/Final Disposition- Host Teacher	30
§228.65 (c)	1 st Semester Mid-Term/ Final Disposition- Field Supervisor	30
§228.103 (b) (1) (2) & §228.65 (b) (2)	1st Semester Final Reflection	30
§228.65 (a) (2)	Timesheet	30
	Check- Ins	80

**Total Points Available:
545 pts.**

Grading Scale: A = 545-488 B =487-434 C =433-379 D = 378-325 F = 324-0

19 TAC

§228.37 Coursework and Training for Classroom Teacher Candidates

§228.57 Educator Preparation Curriculum

§228.65 Residency

§228.103 Formal Observations for Candidates in Residency Assignments

§228.107 Formal Observations for Candidates in Clinical Teaching Assignments

**Pacing Guide - Teacher Residency, Fall Semester
TAC 228.37 (a)**

The “Pacing Guide” is a recommended list of activities to complete each month of Teacher Residency. The Grade Sheet, found later in the Syllabus, includes the due dates for Assignments. Direct any questions, comments, and/or concerns to your Field Supervisor.

July/August

Complete	Activity
✓	Residency Teacher Orientation 7/28
	Attend weekly Check-In on Wednesday 8/28
	Read the course syllabus and the Educator CAFÉ Handbook. Add all due dates to your calendar. This will be a busy semester, so you must stay organized! You may want to buy a planner and/or binder to keep all your course and placement documents.
	Check your Jaguar email for updates from your Field Supervisor or the Educator CAFÉ. Do this daily!
	Go to your placement district’s website and print the district’s Academic Calendar. Keep this with your course documents.
	Meet with your Host Teacher and attend the staff development and workdays required by your school district.
	Participate in / complete any district requirements for Resident Teacher.
	Exchange contact information with your Host Teacher and Field Supervisor.
	Email your daily schedule to your Field Supervisor. Include the conference period, lunch period and the time of each subject. The Host Teacher and your Field Supervisor must approve any changes to your schedule.

	Write a letter introducing yourself to your students' parents. Be sure to work with your Host Teacher on this and get your Field Supervisor's input. You need the Host Teacher's approval before you send anything to parents. The principal or the school may have a policy regarding letters home.
	Prepare for Informal Observation 1 with Host Teacher and Field Supervisor
	Schedule and Prepare for your first Field Supervisor Observation. This observation is due at the end of September.

September

Complete	Activity
	Attend weekly Check-In on Wednesday 9/11 & 9/25
	Participate in / complete any district requirements for Resident Teacher.
	Check your Jaguar email EVERY DAY.
	Submit completed Field Supervisor observation 1. This observation is due by the end of September.
	Complete Informal Observation # 1 (In Person)
	Work with your Host Teacher to create a calendar for the semester. Include the days and subjects you will co-teach, teach and when. Keep in mind that you must teach ALL subjects for a total of 30 days (about 4 and a half weeks), but these can be spread out across the <i>school year</i> and do not have to be consecutive. Teaching all subjects, all day is called "Full Teach" or "Total Teach."
	Ask your Host Teacher about the available curricular materials and inquire about getting access to them. Familiarize yourself with textbooks and their ancillaries, curriculum guides, manipulatives, literary collections, etc. from the classroom, campus, and district. Be familiar with these resources and use them in your teaching!
	For the first two weeks of the month, co-plan and co-teach one to two lessons per day with your Host Teacher. Use your Host Teacher's lesson plans. Then, take over teaching your first subject or class period. Use your Host Teacher's lesson plans. Be sure to reflect and debrief with your Host Teacher. Ask questions!

October

Complete	Activity
	Attend weekly Check-In on Wednesday 10/9 & 10/23
	Participate in / complete any district requirements for Resident Teachers.

	Check your Jaguar email EVERY DAY.
	Take over teaching your second subject or class period using lessons agreed upon through collaborating with your Host Teacher. Review all your upcoming lesson plans with your Host Teacher. Follow the school and district guidelines for planning and submitting lesson plans.
	Attend team-planning meetings with your Host Teacher. Gradually add responsibilities to your daily routine.
	Schedule and prepare for your Host Teacher's first observation. Assist your Host Teacher with the required Observation form and meetings. Submit completed observation to Blackboard. This observation is due by the end of October.
	Your Field Supervisor and Host Teacher will complete the Midterm Disposition Form and the Addendum. Schedule time to meet with your Host Teacher to discuss. Your Field Supervisor and Host Teacher will complete the Midterm Disposition form in Qualtrics.
	Complete Informal Observation # 2 (ZOOM)
	Schedule and prepare for your Field Supervisor's second formal observation. This observation is due by the end of November.

November

Complete	Activity
	Attend weekly Check-In on Wednesday 11/6 & One on One Check-In 11/20
	Participate in / complete any district requirements for Resident Teachers.
	Check your Jaguar email EVERY DAY.
	Submit completed Field Supervisor observation 2. This observation is due by the end of November.
	Prepare for Informal Observation 2 with Host Teacher and Field Supervisor
	Complete Informal Observation # 3 (ZOOM)
	Choose days to teach all subjects/sections (Total Teach) using your own lesson plans that have been pre-approved by the Host Teacher. The Host Teacher can assist you in planning. Remember, you are required to Total Teach for 30 days (about 4 and a half weeks) or 6 weeks (about 1 and a half months) throughout the year. Be sure to note Total Teach days on your Timesheet.

December

Complete	Activity
	Attend weekly Check-In on Wednesday 12/4
	Participate in / complete any district requirements for Resident Teachers.
	Verify the final date that you are expected to be on campus for the semester.
	Check your Jaguar email EVERY DAY.
	Complete the course evaluation for this course (EDFR 4310)
	If time and your schedule permit, observe additional teachers as recommended by your Host Teacher.
	Complete and submit your 1 st Semester Final Reflection
	Your Field Supervisor and Host Teacher will complete the End of Semester Disposition Form. Schedule time to meet with your Host Teacher to discuss. Your Field Supervisor and Host Teacher will complete the Midterm Disposition form in Qualtrics.
	Complete Informal Observation # 4 (ZOOM)
	All final coursework is due by Friday December 6.

Grade Sheet - Teacher Residency, Fall Semester

Student Name: _____ TEA # _____ J/K# _____

Field Supervisor: _____ Date: _____

Total Points: _____/545

Grading Scale: A = 545-488 B =487-434 C =433-379 D = 378-325 F = 324-0

Students must accumulate enough points to earn a grade of C or better to get credit for Fall Residency. Students must complete all assignments and activities to get course credit. Students who do not get credit for Residency may be allowed to repeat the course once, the next semester that it is offered.

**LATE ASSIGNMENTS WILL BE DEDUCTED 1 POINT PER DAY UNLESS APPROVED BY
THE FIELD SUPERVISOR.**

Assignment	Points Earned/Points Possible	Due Date
Module 1 in Blackboard - August-September		
Acknowledgment of Handbook (Deliverables)	_____/15	August 28
Co-Teaching Strategies	_____/15	August 28
T-TESS vs. T-PESS	_____/15	August 28
Check-In # 1	_____/10	August 28
Context For Learning & Reflection	_____/30	September 15
Check-In # 2	_____/10	September 11
Check-In # 3	_____/10	September 25
Field Supervisor Observation #1 <ul style="list-style-type: none"> • Pre-Observation • Observation • Post- Observation (Reflection) 	Lesson Plan ____/20 Observation Form ____/30 (50 points total)	September 29
Informal Observation 1/Reflection	_____/30	September 29
Module 2 - October		
Check-In # 4	_____/10	October 9
Check-In # 5	_____/10	October 23
Mid-term Candidate Disposition Form (Qualtrics) & Addendum - Completed by Host Teacher	_____/15	October 27
Mid-term Candidate Disposition Form (Qualtrics) & Addendum - Completed by Field Supervisor	_____/15	October 27
Host Teacher Observation # 1 <ul style="list-style-type: none"> • Pre-Observation • Observation • Post- Observation (Reflection) 	Lesson Plan ____/20 Observation ____/30 (50 points total)	October 27
Informal Observation 2/Reflection	_____/30	October 27
Module 3 - November		
Check-In # 6	_____/10	November 6
Check-In # 7 (One on One)	_____/10	November 20
Field Supervisor Observation #2 <ul style="list-style-type: none"> • Pre-Observation • Observation • Post- Observation (Reflection) 	Lesson Plan ____/20 Observation ____/30 (50 points total)	November 24

Informal Observation 3/Reflection	_____/30	November 24
Module 4 - December		
Check-In # 8	_____/10	December 4
End of Semester Final Reflection & Completed	_____/30	December 6
End of Semester Disposition Form – Host Teacher (Qualtrics)	_____/15	December 6
End of Semester Disposition Form - Field Supervisor (Qualtrics)	_____/15	December 6
Completed Timesheet, Fall Semester	_____/20	December 6
Informal Observation 4/Reflection	_____/30	December 6

IMPORTANT NOTE: Students must accumulate enough points to earn a grade of C or better to get credit for Clinical Teaching. Students must complete all assignments and activities to get course credit. Students who do not get credit for Clinical Teaching may be allowed to repeat the course once, the next semester that it is offered.

Grading: Please find the grading scale and Point Conversions below:

Lesson Plan Point Conversion (Elementary/Secondary)	Lesson Plan Point Conversion (All Level PE)	Disposition Point Conversion
90-100= 20 points (A) 80-89= 18 points (B) 70-79= 16 points (C) 60-69= 14 points (D) Re-Do 50-59= 10 points (F) * 49 and below= 5 points (F) * *Unacceptable. Lesson plan must be re-done. Field Supervisor must submit a Fitness to Teach report.	135-150 = 20 points (A) 120-134 = 18 points (B) 105-119 = 16 points (C) 90-104 = 14 points (D) Re-Do 75-89 = 10 points (F) * 74 and below = 5 points (F)* *Unacceptable. Lesson plan must be re-done. Field Supervisor must submit a Fitness to Teach report.	42-56= 15 points (Proficient) 41-28= 10 points (Developing) 27-0= 5 points (Unacceptable) FTT

COURSE POLICIES

Resident Teachers must have the full support and recommendation of the Cooperating Teacher and the university Field Supervisor to complete clinical teaching. Students who do not receive recommendation from both may receive an “F” and be required to reenroll in clinical teaching the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator CAFÉ.

ATTENDANCE: Resident Teachers are expected to attend their placement each day. Resident Teachers are expected to arrive on time for their placement each day. Leaving the school campus during the school day is not permitted without prior approval. In case of an absence, the teacher must inform the Cooperating Teacher, university Field Supervisor, and the school office by telephone and email as early as possible. **STUDENTS MUST COMPLETE AN ABSENCE FORM WITHIN SEVEN (7) DAYS FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TESTING AND ON CAMPUS SEMINAR DAYS). All absence forms are located on the Blackboard course.**

Resident Teachers may only be absent 3 days total during the semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days absent must be made up at the end of the semester. Field Supervisors will contact the Field Specialist in the Educator CAFÉ when Resident Teachers have two or more absences. Excessive absences and/or unexcused absences may result in removal from the placement and dismissal from the teacher residency program.

Students may request an absence using the absence form, however, the request must be submitted to and approved by the Field Supervisor in advance.

INCOMPLETES AND REPEATS: In very rare cases, to exhibit proficiency in concept mastery and performance requirements, students may need additional time or may need to repeat a semester of clinical teaching. The Educator CAFÉ, based on recommendation by the Field Supervisor or Cooperating Teacher, may require a student to complete an additional week of clinical teaching at the end of the semester. This most often occurs when a student has been placed on a growth plan and needs more time to show progress.

If the Field Supervisor or the Cooperating Teacher cannot fully support the recommendation of the clinical teacher for certification, the clinical teacher may be required to repeat clinical teaching during the next semester that is offered. Students may only repeat clinical teaching once.

Incompletes will be issued only on very rare occasions and only after every attempt is made by the student to complete the clinical teaching requirements within the semester. To qualify for an Incomplete, at least 70% of clinical teaching requirements must have been met and evidence of extreme extenuating circumstances must be approved to the Educator CAFÉ Field Specialist. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester.

Students that struggle to complete teacher residency may have a Fitness to Teach report submitted or be placed on a growth plan. More information about Fitness to Teach standards and the Growth Plan can be found in the Educator CAFÉ Handbook.

FITNESS TO TEACH

The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program

standards will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and program 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 who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. 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 concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Students exhibiting a pattern of concern will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program in order to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

MISCELLANEOUS:

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the rubrics provided to students.
3. Assignments must be turned in on time. **Late work will have one point deducted for each day it is late. Please speak with your Field Supervisor about extenuating circumstances.**

IMPORTANT POLICIES AND RESOURCES

Academic Accommodations for Individuals with Disabilities: Texas A&M University-San Antonio is committed to providing all students with reasonable access to learning opportunities and accommodations in accordance with The Americans with Disabilities Act, as amended, and Section 504 of the Rehabilitation Act. If you experience barriers to your education due to a disability or think you may have a disability, Disability Support Services is located in the Central Academic Building, Suite 210. You can also contact us via phone at (210) 784-1335, visit us <https://www.tamusa.edu/Disability-Support-Services/index.html> or email us at dss@tamusa.edu. Disabilities may include, but are not limited to, attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability-related needs with Disability Support Services and their instructors as soon as possible.

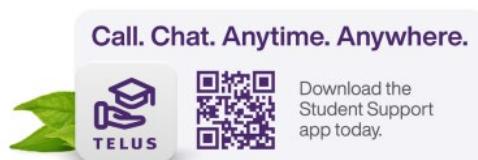
Academic Learning Center: The Academic Learning Center provides free course-based tutoring to all currently enrolled students at Texas A&M University-San Antonio. Students wishing to work with a tutor can make appointments through the Brainfuse online tutoring platform. Brainfuse can be accessed in the *Tools* section of Blackboard. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu, calling (210) 784-1307, or visiting the Central Academic Building, room 202.

Counseling/Mental Health Resources: As a college student, there may be times when personal stressors interfere with your academic performance and negatively impact your daily functioning. If you are experiencing emotional difficulties or mental health concerns, support is available to you through the Student Counseling Center (SCC). To schedule an appointment, call 210-784-1331 or visit Madla 120.

All mental health services provided by the SCC are free and confidential (as the law allows). The Student Counseling Center provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information on SCC services visit tamusa.edu/studentcounseling

Crisis support is available 24/7 by calling the SCC at 210-784-1331 (after-hours select option '2').

Additionally, the TELUS Student Support App provides a variety of mental health resources to including support for in the moment distress, an anonymous peer to peer support network, mental health screenings, podcasts, and articles to improve your mental wellbeing.



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 with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/>.

More information about Emergency Operations Plan and the Emergency Action Plan can be found here: <https://www.tamusa.edu/about-us/emergency-management/>.

Download the SafeZone App (<https://safezoneapp.com/>) for emergencies or call (210) 784-1911. Non-Emergency (210) 784-1900.

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. Any student receiving federal financial aid who does not attend by the census date will have their financial aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester, a Care report will be submitted, and you will possibly be dropped from the class. Your financial aid may have to be recalculated and a portion of your federal aid may have to be returned to the DoE.

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 JagWire 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://www.tamusa.edu/academics/>.

Meeting Basic Needs: Any student who has difficulty affording groceries or accessing sufficient food to eat every day or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to submit a CARE referral (<https://www.tamusa.edu/university-policies/Student-Rights-and-Responsibilities/file-a-report.html>) for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable them to direct you to available resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to visit the Office of Military Affairs for any question involving federal or state VA Education Benefits. Visit the Patriots' Casa building, room 202, or to contact the Office of Military Affairs with any questions at 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 course 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.

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, equal 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 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, gender expression, or pregnancy/parenting status. 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 providing a safe learning environment for all students and for the university as a whole. 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's Title IX Coordinator can support those impacted by such conduct 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 Title IX Coordinator. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and trained victim advocates) 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, sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator (titleix@tamusa.edu, 210-784-2061, CAB 439K). If you wish to speak to a confidential employee who does not have this reporting requirement, you can contact the Student Counseling Center at (210) 784-1331 or visit them in Madla 120.

Pregnant/Parenting Students: Texas A&M-San Antonio does not require a pregnant or parenting student, solely because of that status or issues related to that status, to (1) take a leave of absence or withdraw from their degree or certificate program; (2) limit the student's studies; (3) participate in an alternative program; (4) change the student's major, degree, or certificate program; or (5) refrain from joining or cease participating in any course, activity, or program at the University. The university will provide such reasonable accommodations to pregnant students as would be provided to a student with a temporary medical condition that are related to the health and safety of the student and the student's unborn child. These could include maintaining a safe distance from substances, areas, and activities known to be hazardous to pregnant individuals and their unborn child; excused absences because of illness or medical appointments; modified due dates for assignments; rescheduled tests/exams; taking a leave of absence; and being provided access to instructional materials and video recordings of lectures for excused absences, if these would be provided to any other student with an excused

absence. Pregnant/parenting students are encouraged to contact the Title IX Coordinator with any questions or concerns related to their status (titleix@tamusa.edu; 210-784-2061; CAB 439K).

Texas A&M-San Antonio has also designated the Title IX Coordinator as the liaison officer for current or incoming students who are the parent or guardian of a child younger than 18 years of age. The Title IX Coordinator can provide students with information regarding support services and other resources.

Students' Rights and Responsibilities: The following statement of students' rights and responsibilities is intended to reflect the philosophical base upon which University Student Rules are built. This philosophy acknowledges the existence of both rights and responsibilities, which is inherent to an individual not only as a student at Texas A&M University-San Antonio but also as a citizen of this country.

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 administrative rule 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, gender identity, gender expression, and pregnancy/parenting 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 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, and University Catalog, and to comply with them, as well as with federal, state, and local laws.
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 a safe environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notifications.

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. Conduct that infringes on the rights of another individual will not be tolerated.

Students are expected to exhibit a high level of honesty and integrity in their pursuit of higher education. Students engaging in an act that violates the standards of academic integrity will find themselves facing academic and/or disciplinary sanctions. Academic misconduct is any act, or attempt, which gives an unfair advantage to the student. Additionally, any behavior specifically prohibited by a faculty member in the course syllabus or class discussion may be considered as academic misconduct. For more information on academic misconduct policies and procedures please review the Student Code of Conduct (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/documents/Student-Handbook-2022-23.pdf>) or visit the resources available in the OSRR website (<https://www.tamusa.edu/university-policies/student-rights-and-responsibilities/academic-integrity.html>).

Important Dates:

August 26	First day of class
September 2	Labor Day Holiday
November 11	Last day to drop with an automatic "W"
November 19	Last day to drop a course or withdraw from the University
November 27	Study Day – No classes
November 28-30	Thanksgiving Holiday – No classes
December 5	Last day of classes
December 6	Study Day – No classes
December 7-13	Final exams

The complete academic calendar is available online: <https://www.tamusa.edu/academics/academic-calendar/index.html>.