



TEXAS A&M UNIVERSITY
SAN ANTONIO

EDBL 3307

Academic Spanish in Dual Language Immersion Programs

This is a Writing Intensive course

PLAN DE ESTUDIOS - SYLLABUS

Fall 2025

Madla 224

Tues 4:00-6:45 PM

STUDENT RESOURCE GUIDE

<https://www.tamusa.edu/documents/community-safety-together/student-resources-guide.pdf>

INSTRUCTOR INFORMATION

Instructor Name: Santos Gutierrez, PhD	A&M-San Antonio email: sgutierr@tamusa.edu Cell: 210-478-1665
Office Hours: Via Zoom: TBA & by appointment	Meeting Times: Martes, 4:00-6:45 pm

All emails should be sent through university email, not BB, I will not respond to email received in BB. Also, text me when you send an email so that I will check it immediately. When you text me, give me your name and the class you are in.

NOTE: Contact me ONLY through the university email. No other email will work. Thanks.

TEXTBOOK AND/OR RESOURCE MATERIALS

MANDATORY TEXTBOOKS/READINGS:

Requerido:

Morris, L. & Rosado, L. (2013). El desarrollo de español para maestros en programas de educación bilingüe. Arlington, Texas. L. M. Consultant. ISBN 978-0-9800028-0-5



240Tutoring.com - **How to Pass Using the TExES BTLPT Spanish (190) Study Guide**

Van a usar este sitio cada semana para prepararse para el examen.

Opcional:

Guerrero, M., Guerrero, C. Soltero-Gonzalez, & Escamilla, K. (2017). Abriendo brecha: Antología crítica sobre la educación bilingüe de doble inmersión. Fuentes Press. ISBN-13: 978-0984316977

Requerido:

TEKS en español. <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills-in-spanish>

Lecturas adicionales estarán accesibles en la plataforma digital de Blackboard.

COLLEGE OF EDUCATION AND PROGRAM POLICIES

Los objetivos del curso basados en los estándares estatales

Los estudiantes podrán desarrollar su competencia en español con énfasis particular en la terminología académica en

- comprensión auditiva (I)
- comprensión de lectura (II)
- expresión oral (III)
- expresión escrita (IV)

Los estudiantes podrán identificar los conceptos relacionados a la educación en conexión a la comunidad de hispanoparlantes, sitios escolares, currículo y administración de programas de doble sendero y bilingües.

PROGRAM STUDENT LEARNING OUTCOMES:

Bilingual Target Language Proficiency Test (BTLPT) Competencies

1. Competency 001—The teacher will demonstrate the ability to apply literal, inferential and interpretive listening skills to authentic materials heard in the target language that are relevant to the bilingual classroom and the school environment.
2. Competency 002—The teacher will demonstrate the ability to apply literal, inferential, interpretive, and critical reading skills to authentic materials written in the target language that are relevant to the bilingual classroom and the school environment.
3. Competency 003—The teacher will demonstrate the ability to construct effective and appropriate oral discourse in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.

4. Competency 004—The teacher will demonstrate the ability to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom and the school environment.

COURSE DESCRIPTION & OBJECTIVES

Academic Spanish for Enrichment provides development of Academic Spanish proficiency for any student who wishes to successfully utilize Academic Spanish in a dual language academic setting or similar environments. Students will refine their language skills in listening, speaking, reading, and writing to become successful dual language teachers. This course is intended to support academic study areas of biliteracy and Spanish proficiency.

STANDARDS, LEARNING ACTIVITIES & EVALUATION

- Teacher candidates in initial programs must demonstrate competence in teaching the Texas Essential Knowledge and Skills (TEKS) appropriate to their area of certification. Assignments that require teacher candidates to use the TEKS will include the links to the TEKS via EDBL course and by visiting **Texas Essential Knowledge and Skills in Spanish** (you will use these to create the lesson plan): <https://tea.texas.gov/academics/curriculum-standards/teks/texas-essential-knowledge-and-skills-in-spanish>

TEXAS BILINGUAL EDUCATION STANDARDS

- Standard I The teacher is able to derive essential information, interpret meaning, and **evaluate oral communications** in the target language.
- Standard II The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic **materials written** in the target language.
- Standard III The teacher is able to construct effective interpersonal and presentational **oral discourse** in the target language.
- Standard IV The teacher is able to **write** effective interpersonal and presentational discourse in the target language.
- The table below includes alignment to standards and competencies and evaluation format relevant to the course. Locate this information following the link to **Approved Educator Standards > Supplemental Certificate Standards** (Scroll to bottom of page) > **Bilingual Target Language Proficiency Test (BTLPT)**: <https://tea.texas.gov/texas-educators/preparation-and-continuing-education/approved-educator-standards>

Standards	Course Module, learning activity and evaluation
Standard I. The teacher is able to derive essential information, interpret meaning, and evaluate oral communications in the target language. The beginning teacher knows and understands:	Module 10, Comprensión auditiva, multiple choice questions

1.1k how to derive essential information, interpret meaning, and evaluate oral communication in the target language in contexts relevant to the bilingual in contexts relevant to the bilingual classroom. See also: 1.1s, 1.2s, 1.3s, 1.4s, 1.5s	
Standard II. The teacher is able to derive essential information, interpret meaning, and evaluate a variety of authentic materials written in the target language. The beginning teacher knows and understands: 2.1k how to apply literal, inferential, and interpretive reading skills to authentic materials written in the target language that are relevant to the bilingual classroom. See also: 2.1s, 2.2s, 2.3s, 2.4s, 2.5s, 2.6s	Module 11, Comprensión de lectura, multiple choice questions
Standard III. The teacher is able to construct effective interpersonal and presentational oral discourse in the target language. The beginning teacher knows and understands: 3.1k how to communicate effective and appropriate oral messages in the target language in contexts relevant to the bilingual classroom. See also: 3.1s, 3.2s, 3.3s, 3.4s	Modules 3-4, Expresión oral, timed video recordings
Standard IV. The teacher is able to write effective interpersonal and presentational discourse in the target language. The beginning teacher knows and understands: 4.1k how to write effectively in the target language for various audiences, purposes, and occasions relevant to the bilingual classroom. See also: 4.1s, 4.2s, 4.3s, 4.4s	Modules 5-9, Expresión escrita, email, letter, persuasive essay, and lesson plan

TECHNOLOGY REQUIREMENTS

COMPUTER HARDWARE:

To participate in this course, you should have easy access to a computer with high-speed internet connection via cable modem, LAN or DSL.

STUDENT TECHNICAL SKILLS:

You are expected to be proficient with installing and using basic computer applications and have the ability to send and receive email attachments.

SOFTWARE:

Mozilla's Firefox (latest version; Macintosh or Windows)
Google Chrome (latest version; Macintosh or Windows)
Adobe's Flash Player & Reader plug-in (latest version)

BLACKBOARD SUPPORT CONTACT INFORMATION:

If you need Blackboard support at any time during the course or to report a problem with Blackboard you can: *Visit the Blackboard Student Help Site*

COURSE POLICIES

ATTENDANCE:

The student is expected to attend all classes. It is the responsibility of the student to inform each instructor of absences. When, however, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor will recommend the student to drop the course. It is important to understand that class attendance can be used by the instructor as one criterion for grading; therefore, **a student cannot earn an A in the course with more than two unexcused absences from class. Time spent on Blackboard (can be monitored by professor).** A student who enrolls for a course and then does not attend is considered absent from class until the student officially drops the course.

STUDENT REQUIREMENTS:

In-class participation:

1. Students are expected to demonstrate active participation via in-class discussions, assignments, and activities.
2. Class attendance and punctuality are an expectation and include being on time and ready for active engagement in classroom activities and/or participation in on-line discussions.
3. Participation in class is weighed heavily; therefore, a student cannot earn an A in the course with more than two unexcused absences from class.
4. Planning and Preparation: Success in this course demands that reading assignments are completed before class begins in order to:
 1. develop an in-depth understanding of the content, and
 2. promote familiarity of concepts that will facilitate effective participation in classroom activities.

Group projects and Activities:

Active participation is expected in group activities to organize, plan, develop and present group projects of high quality in class in collaboration with classmates. All members must be present during the day of the presentation of projects since the absence will negatively impact the grade of the student that is absent on the day of the presentation.

Professionalism and Respect:

Substantially, successfully, and equally contribute to the planning, organization, and the completion of individual/group assignments and projects.

PROFESSIONAL DISPOSITIONS:

Your professional disposition will be assessed at all times through your interactions and communication, both orally and in writing, with classmates and instructor online, on campus, and with students and teachers in any academic setting.

LATE WORK POLICY:

Any papers not turned in by the date due will be designated late and will receive an **10-point** deduction per day. Late work will be accepted at the discretion of the professor and may not receive full credit. See Calendar.

ASSIGNMENT SUBMISSION:

All assignments must be neatly typed. The content of all tasks and assignments will be evaluated based on the level of higher order thinking skills demonstrated by the student according to the criteria for grading included in this syllabus, Blackboard and the expectations explained in class. **All assignments must be submitted through Blackboard** unless otherwise specified by the instructor. **Please submit assignments in the following format:**

lastname_assignmentname.doc

COMMUNICATION SKILLS:

All students must have adequate writing skills in English and Spanish to communicate content in a professional and concise manner. Students must be proficient in their written presentations including strategies for developing ideas, citing scholarly references, writing style, wording, phrasing, and using language conventions. Students must follow APA guidelines, use non-racist and non-sexist language, and include sufficient references and evidence to support their thesis and ideas in the paper and projects.

NETIQUETTE:

15 Essential Netiquette Guidelines to Consider in Online Learning

- Before posting your question to a discussion board, check if anyone has asked it already and received a reply.
- Stay on topic. Don't post irrelevant links, comments, thoughts or pictures.
- Don't type in ALL CAPS! If you do it will look like you are screaming.
- Don't write anything that sounds angry or sarcastic even as a joke, because without hearing your tone of voice, your peers might not realize you're joking.
- Always remember to say "please" and "thank you" when soliciting help from your classmates.
- Respect the opinion of your classmates. If you feel the need to disagree, do so respectfully and acknowledge the valid points in your classmate's argument. If you reply to a question from a classmate, make sure your answer is accurate!
- If you ask questions, many people respond. Summarize all answers and post that summary to benefit your whole class.
- Be brief. If you write a long dissertation in response to a simple question, it's unlikely that anyone will spend the time to read through it all.
- Don't badmouth others or call them stupid. You may disagree with their ideas but don't mock the person.
- If you refer to something your classmate said earlier in the discussion, quote just a few key lines from their post so that others won't have to go back and figure out which post you're referring to.

- Before asking a question, check the class FAQs or search the Internet to see if the answer is obvious or easy to find.
- Check the most recent comments before you reply to an older comment.
- Be forgiving. If your classmate makes a mistake, don't badger him or her for it. Just let it go.
- Run a spelling and grammar check before posting anything to the discussion board.

Source:

<https://www.educatorstechnology.com/2014/06/15-essential-netiquette-guidelines-to.html>

SCHOLASTIC INTEGRITY:

As members of an academic community, students at Texas A&M University- San Antonio are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, be self-directed and be able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Students are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the Texas A&M University- San Antonio Code of Conduct.

Texas A&M University- San Antonio faculty has the discretion to impose grade penalties as deemed necessary. Faculty members are required to report such serious breaches of academic honesty to their chair, their dean and the Office of Student Rights and Responsibilities. In cases of academic misconduct, students may be subject not only to grade sanctions in courses but to disciplinary action. Grade sanctions may be imposed only by faculty members, but suspension or expulsion may be imposed only by the Vice President for Student Affairs.

According to the Student Code of Conduct, the following are violations of Academic misconduct: Cheating, Plagiarism, Multiple Submissions, Collusion, Lying, and Bribery.

For more information, please refer to the [Texas A&M University- San Antonio Handbook](#) under Academic Policies: Violations of Academic Conduct.

No Use of Generative AI Permitted

[Insert Course Number] assumes that all work submitted by students will be generated by the students themselves, working individually or in groups. Students should not have another person/entity do the writing of any portion of an assignment for them, which includes hiring a person or a company to write assignments and/or using artificial intelligence (AI) tools like ChatGPT. Use of any AI-generated content in this course qualifies as academic dishonesty and violates Texas A&M-San Antonio's standards of academic integrity.

DEFINITIONS:

1. **Bribery:** Providing, offering or taking rewards in exchange for a grade, an assignment or the aid of academic dishonesty.
2. **Cheating:** Intentionally using or attempting to use unauthorized materials, information, notes, study aids or other devices or materials in any academic exercise to give an unfair advantage to the student. Examples include, but are not limited to:
 - a. Copying from another student's paper or receiving unauthorized assistance during an assignment, quiz, test or examination;
 - b. Having another person other than oneself attempt to complete an assignment or exam.

- c. The acquisition, without permission, of tests or other academic material belonging to a member of the University faculty or staff;
 - d. Unauthorized collaboration on assignments and exams;
 - e. Using unauthorized assistance such as books, notes or other devices (e.g. calculators, cell phones, or computers, etc.);
 - f. Using, Selling, giving or exchanging completed exams to a student who has not yet taken the test;
3. **Collusion:** Intentionally or knowingly helping or attempting to help another to commit an act of academic dishonesty. This includes, but is not limited to, the unauthorized collaboration with another individual in progressing forward on academic assignments.
 4. **Lying:** The deliberate falsification with the intent to deceive in written or verbal form as it applies to an academic submission.

COURSE STRUCTURE & ASSIGNMENT DESCRIPTIONS

COURSE STRUCTURE:

El curso se divide en Módulos que corresponden en número a las 16 semanas del semestre. Dentro de cada Módulo se hace referencia a diferentes actividades de aprendizaje, Tutoring240, o tareas. Estas se explican por medio de presentaciones, anuncios en Blackboard, grabaciones en video o audio, correos electrónicos y reuniones en clase para esclarecer dudas (o por medios virtuales como Zoom). Estas actividades de aprendizaje requieren la participación del estudiante a modo de formatos electrónicos. Por ejemplo, deberán acceder a pruebas de opción múltiple en línea, hacer presentaciones en grupo en Blackboard, participar en discusiones, escribir ensayos, grabar vídeos y audios y publicar contenido original en foros como DIGICATION para recibir retroalimentación de sus compañeros.

ASSIGNMENTS, DESCRIPTIONS AND POINTS

Asignaturas	Descripción	Pts.
	Se les recuerda atentamente de que los trabajos calificados con menos de 80% se tendrán que hacer de nuevo.	
Asistencia y participación	La asistencia a clase y la puntualidad son una expectativa e incluyen llegar a tiempo y estar listo para participar activamente en las actividades del aula y/o participar en debates en línea.	10
Diarios – Discussion Board	<u>Reading Reflection (20 pnts)</u> Se espera que completen todas las lecturas antes de discutir las en clase. El propósito de la lectura de reflexiones tiene como objetivo desarrollar conocimientos de contenidos y habilidades de pensamiento crítico ante diferentes cuestiones en la educación de una segunda lengua. Durante el curso se darán 10 temas de discusión de lectura (2 puntos cada uno) (consulte el cronograma del curso).	

	<u>La rúbrica para los ensayos/las entradas</u> 3 pnts- La entrada demostró comprensión de los detalles relevantes del texto y ejemplos y citas específicos basados en texto que respaldan los ejemplos/posición del lector. Al menos un tercio de la entrada analiza la aplicación de conceptos de los textos del curso, con citas explícitas (autor y p.#) en el estilo APA correcto. La extensión de la publicación es de entre 300 y 500 palabras para respaldar su declaración, argumento o reflexión en un ensayo completo. 2 pnts - La entrada analiza los conceptos de los textos del curso sin vincularlos a la aplicación. La extensión de la publicación es de entre 300 y 500 palabras para respaldar su declaración, argumento o reflexión en un ensayo completo. 1 pnt - Se hacen algunas conexiones explícitas con los textos del curso, pero la publicación no sigue el estilo APA o la reflexión se basa únicamente en experiencias personales sin tener literatura que lo respalde. 0 pnts - Reflexión sobre la lectura sin conexión con ideas irrelevantes de los textos del curso, o no se envía ninguna entrada o tiene menos de 300 palabras.	20
Evaluaciones: exámenes y pruebas	4 exámenes (5 pnts. cada uno): El propósito de las evaluaciones es para que el estudiante 1) demuestre su habilidad de comprensión auditiva y 2) de lectura; 3) demuestre su habilidad de expresión oral y 4) escrita.	20
Expresión oral (Speaking) 4 grabaciones en total, una de ellas es de práctica y no tiene puntos asignados. STANDARD III 30 puntos en total	Preguntas y respuestas cortas (2.5 pnts. Cada una) El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su entendimiento del lenguaje y su habilidad para comunicarse al contestar de manera sucinta (breve, concisa y precisa). Respuestas de 1 minuto cada una	10
	Discurso persuasivo El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su entendimiento del lenguaje y su habilidad para comunicarse al contestar de manera precisa por un lapso de tiempo más extenso. Respuesta de dos minutos en total	10
	Conversación simulada El propósito de este ejercicio de expresión oral es para que el estudiante demuestre su habilidad para dialogar de manera sucinta (breve, concisa y precisa). Respuestas de 20 segundos cada una	10
Expresión escrita (Writing)	Correo electrónico a padres de familia/administración (Email)	10

STANDARD IV 40 puntos en total Utilizar lecturas como respaldo para formular sus respuestas.	El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad para formular una contestación siguiendo el formato de un correo electrónico.	
	Carta a colega/padre de familia (Letter) El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad para responder en forma de carta.	10
	Ensayo persuasivo (Persuasive Essay) El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad de crear un ensayo persuasivo de cinco párrafos (introducción, desarrollo y conclusión). Requiere borrador y documento final.	10
	Plan de enseñanza (Lesson Plan) El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su habilidad de crear un plan 1) siguiendo el formato del BTLPT, 2) utilizando los TEKS en español como referencia. Requiere borrador y documento final.	10
Comprensión auditiva (Listening) STANDARD I	El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su comprensión auditiva. El estudiante escuchará audios y responderá a preguntas de opción múltiple basadas en esos audios.	10
Comprensión de lectura (Reading) STANDARD II	El propósito de este ejercicio de expresión escrita es para que el estudiante demuestre su entendimiento del lenguaje y su comprensión auditiva. El estudiante leerá diferentes materiales y responderá a preguntas de opción múltiple basadas en esos textos.	10
Carpeta de recursos (Portfolio)	El propósito de esta carpeta electrónica es múltiple: 1) el estudiante mantiene un archivo electrónico y transferible de su propio trabajo 2) con reflexiones personales que incluyen ejemplos de cómo mejorar cada trabajo y 3) demuestra comprensión de las lecturas a través de las reflexiones. Se requiere la creación de una carpeta en Google Drive con enlace para instructora que incluya: ● LOG - diario, 2-3 cosas que aprendieron, total de 15 entradas ● 4 reflexiones sobre lecturas siguiendo las preguntas para cada capítulo (Guerrero et al.) ● El plan de enseñanza ● 1 carta ● 1 correo electrónico ● 1 trabajo de expresión oral	20

	• 1 trabajo de comprensión auditiva • 1 trabajo de comprensión de lectura	
Presentaciones didácticas - la gramática (presentations)	El propósito de las presentaciones es para que el estudiante 1) demuestre conocimiento de la gramática del español, 2) explique conceptos gramaticales por medio de presentaciones, 3) presente su trabajo a la clase, 4) dé y reciba crítica constructiva con sus compañeros. 2 presentaciones, 10 puntos cada una (requiere PowerPoint/Slides)	20
240Tutoring	Práctica interactiva en línea – asignaturas durante todo el semestre – y el examen final se harán en esta aplicación. 1. Complete the 240 Tutoring modules for the TExES exam. 2. Take and pass a 240 Tutoring Practice exam with an 80% or better. a. 240 Tutoring only allows 3 attempts at the practice exam b. If a candidate does not pass a 240 Tutoring practice exam, then he/she must study and wait for AT LEAST 3 days before taking another 240 Tutoring practice exam. 3. Once the 240 Tutoring Practice exam has been passed with an 80% or better, register to take the Pearson Representative Practice exam	20
	TOTAL	200

GRADING POLICIES

Evaluations will be made with numbers. Final course grades of “A” through “F” will be awarded based on the TAMUSA grading Policy (see below):

Grading scale

Grades will be assigned on the basis of the following scale:

TEXAS A&M SAN ANTONIO POLICY STATEMENTS

Course Grading Scale		
Letter Grade	Percentage Equivalent	Point Range
A	90 – 100%	180 – 200
B	80 – 89%	160 – 179
C	70 – 79%	140 – 159

D	60 – 69%	120 – 139
F	00 – 59%	00 – 119

STUDENTS WITH DISABILITIES:

Disability Support Services (DSS) provides innovative services for students with disabilities that empower and inspire student learning, development, and independence by facilitating equal access through reasonable and appropriate accommodations. DSS collaborates with the diverse Texas A&M University – San Antonio campus community to offer guidance, support, and advocacy promoting equality for all. For more information please call (210) 784 – 1335 or visit our website at <http://www.tamusa.edu/Disability-Support-Services/index.html>

PREGNANCY, PREGNANCY-RELATED, & PARENTING ACCOMMODATIONS:

For pregnant and parenting students: Under Title IX, a student's absences due to pregnancy, childbirth, false pregnancy, termination of pregnancy or recovery from any of these are excused for as long as the student's doctor deems the absences to be medically necessary. When the student returns to school, the student will return to the same academic and extracurricular status as before the medical leave began. New mothers are afforded reasonable break periods during programs or activities, including classes, to express milk or nurse as necessary. For private areas of expression, visit the Title IX website at: <http://bit.ly.tamusatitleix>

Pregnant or parenting students seeking academic interim measures must complete the online Pregnancy & Parenting Information Form. Once the form is completed, a staff member from the Dean of Students office will contact students regarding their request.

MANDATORY COURSE EVALUATION PERIOD

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive absences. Texas A&M- San Antonio's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC DISHONESTY:

Students at Texas A&M University-San Antonio are expected to adhere to the highest standards of academic honesty and integrity. Academic misconduct for which a student is subject to penalty includes cheating, plagiarism, fabrication, multiple submissions, misrepresentation of academic records, facilitating academic dishonesty, unfair advantage, violating known safety requirements and ethical misconduct. This includes holding other students to the same standards and reporting any incidents of alleged violation of the honesty policy to the instructor involved or, if necessary, to the appropriate academic department head. All students are responsible for being familiar with the Academic Misconduct Policy, which may be found in the Texas A&M University-San Antonio Student Handbook.

University policy prescribes serious consequences for acts of academic misconduct including, but not

limited to, a grade of 'F' on the particular paper or assignment or a failing grade in the course. Also, a referral may be issued to the Office of Student Rights and Responsibilities where the sanctions can vary up to possible expulsion from the University. Considering the potential consequences of academic misconduct, it is obviously in students' best interests to avoid even the appearance of such behavior. If you are ever unclear whether a specific act might constitute academic misconduct, please contact your instructor for an assessment of the situation.

All student term papers and other written assignments are subject to analysis by anti-plagiarism software.

SEXUAL MISCONDUCT:

A form of sex-discrimination. Includes, but is not limited to, unwelcome sexual advances, requests for sexual favors or other verbal, non-verbal or physical conduct of a sexual nature constitute sexual harassment when this conduct is so severe, persistent or pervasive that expressly or implicitly affects an individual's employment, unreasonably interferes with an individual's work or educational performance, or creates an intimidating or hostile work, educational, or campus living environment. Unwelcome means that an individual did not request or invite it and considers the conduct to be undesirable or offensive. Submission to the conduct or failure to complain does not always mean that the conduct was welcome. Sexual harassment may be quid pro quo ("this for that") or may constitute a hostile environment. Sexual harassment includes non-consensual sexual contact, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence when based on sex.

COURSE DROPS:

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.

STUDENT SERVICES:

Student Success Center

Student.Success@tamusa.edu
(210) 784-1307

Academic Advising

<https://www.tamusa.edu/undergraduate-academic-advising/>
(210) 784.1307

University Library

<https://www.tamusa.edu/library/index.html>
(210)784-1500

Counseling & Wellness

<https://www.tamusa.edu/studentengagement/success/student>

Registrar

<https://www.tamusa.edu/registrar/index.html>
(210) 784-1300

Tutoring Services

<https://www.tamusa.edu/academic-affairs/student-academic-success->

[counseling/index.html](https://www.tamusa.edu/counseling/index.html)
(210) 784-1331

[center/tutoringservices/index.html](https://www.tamusa.edu/center/tutoringservices/index.html)
(210) 784-1332

COVID FALL 2022 ADDENDUM

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. While in the classroom everyone is strongly encouraged to wear a wellfitting mask!

N95 and KN95 (NIOSH approved) masks offer the best protection from COVID-19 but even a surgical or cloth mask of at least three layers offer some protection. Wash and sanitize your hands regularly and always before attending class. Students should use the Jaguar App Self Wellness Screen to conduct a selfassessment each day before coming to campus to determine if they are exhibiting any signs or symptoms of COVID-19 or have been exposed to COVID-19. Information on times and location of testing can be found here: <https://www.tamusa.edu/community-safety-together/testing-contacttracing.html>

Do not come to class if you are having symptoms of COVID-19! Go get tested!

Students should visit the on-campus testing facility to receive a COVID-19 test if they are exhibiting symptoms or have been exposed. If you have a positive COVID-19 test, symptoms, or a known exposure report it through the COVID-19 reporting portal (<https://www.tamusa.edu/community-safety-together/>). After reporting through the portal the Dean of Students will contact your instructor and inform them that you will not be attending class. Your instructor **may** provide you with an accommodation (For example: prerecorded lecture, synchronous online link, extension of deadlines, or make up exams). Accommodations are available for students with a documented illness or those with symptoms awaiting test results. Do not return to class until cleared by the Dean of Students.