

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

**COURSE:** EDFR 3110: FIELD RESIDENCY 1

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

- Observations- beginning the week of September 5th, at least 3 hours per week at the assigned campus with the assigned Cooperating Teacher (30 hours total required);
- Seminars- 12:00-1:50 pm, Madla, Fridays: January 19, February 23, March 22, April 19

**INSTRUCTOR:**

**CONTACT INFO:** OFFICE

**EMAIL:**

**Cell:**

**OFFICE LOCATION:**

**OFFICE HOURS:** M-F by appointment

This lab course is designed to equip pre-service teacher candidates with classroom experiences in the field. Students are required to complete 30 hours of interactive classroom observation. Students are required to complete specific assignments related to certification exams and observation time. The course must be successfully completed prior to clinical teaching.

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

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.

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

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>

### Required Materials:

1. Course Syllabus
2. Handbook – the handbook contains detailed instructions and requirements specific to the Educator Cafe Program.

### TEXES Content Exam

1. Students must pass their TEXES Content Exam in order to gain admission to Clinical Teaching. Field Residency students should dedicate time every week to studying for their content exam using a variety of study resources. **The final deadline for submitting passing TEXES exam scores for admittance to Clinical Teaching in the Spring 2024 semester is June 1, 2024.**
2. 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 Pearson testing company.
3. **The "JagsROAR for TEXES" exam review session for all content areas is February 3.** Students should put this date on their calendars and plan to attend. **Registration deadline is 1/26.**
4. See the document "TEXES Exam Policies for Current Students, 2023-24," for detailed explanations of all exam policies. **It is recommended that students take their TEXES Content Exam by the end of March**
5. For any questions about the TEXES Exams, contact the COEHD Assessment Coordinator, Ms. Julie McDevitt, [EPPTesting@tamusa.edu](mailto:EPPTesting@tamusa.edu) or (210) 478-2477.

## FIELD RESIDENCY 1 CLASS DATES

\*Monthly Field Residency classes are **MANDATORY** and must be attended **FACE TO FACE**. Classroom TBA. Failure to attend Field Residency Seminars will result in not receiving a credit for EDFR 3110.

<b>Class Dates</b>	<b>Field 1 SEMINARS</b>	<b>Minimum Number of Field Hours</b>
Friday, January 19 10:00-11:00 a.m.	Orientation	Mandatory
Friday, January 19 12:00 -1:50 p.m.	Class 1	Observations Start Week of October 2 Syllabus Review, TExES Exam Preparation, Field Assignments (Reflections), Reflection 1 Context for Learning & The Well Managed Classroom – due Feb. 11
Friday, February 23 12:00– 1:50 p.m.	Class 2	Timesheet check <b>(Total of 12-15 hours completed)</b> <b>Schedule Field Supervisor visit</b> Reflection 2 Lesson Planning & The Learning Environment due in Bb March 10 Discussion, Review Lesson Planning Components & Helpful Hooks. Pass out Helpful Hook Templates to allow them to plan to use for their scheduled observation lesson, as well as their presentation in class at next seminar. Template is due in Bb on 3/20
Friday, March 22 12:00 – 1:50 p.m.	Class 3	Timesheet check <b>(18-21) hours completed)</b> Present Helpful Hooks for Student Engagement in class & work on post reflection which will be due in Bb on 3/24
Friday, April 19 12:00 -1:50 p.m.	Class 4	Timesheet check <b>(24-30 hours completed)</b> Final Reflection: Sum it Up! EOS Disposition (Cooperating Teacher and Field Supervisor) Timesheets (Final) Schedule Final Check Out Sessions for week of 4/22
April 22-26 As Scheduled	Checkout	Minimum of 30 hours completed

- ❖ Certify Teacher Practice and/or Diagnostic Test Results Uploaded into Bb by 2/18/2024.
- ❖ Deadline to Register for “JagsROAR for TExES” exam review session for all content areas 1/26/2024.
- ❖ “JagsROAR for TExES” exam review session for all content areas 2/3/2024
- ❖ Deadline for passing Content Exam: 6/1/2024 \*Must pass to go into Clinical Teaching for Fall 2024

## FIELD RESIDENCY 1 ACTIVITIES/TASKS

The required assignments for all students enrolled in Field Residency 1 (FR1) are listed below. Although various assignments may be weighted differently in the calculation of the overall score for FR1, **failure to complete any of these assignments by the stated due date may result in receiving no credit (NC) for FR1.** Students must have full support from both the Field Supervisor and Cooperating Teacher as noted on the End of Semesters (EOS) Disposition to be recommended for continuation to Clinical Teaching. Students who do not receive full support will not receive credit for FR1. Students who do not earn credit for FR1 WILL be required to repeat FR1 the following semester. Although all assignments are completed and/or submitted on Blackboard, students may be required to turn in paper copies of selected assignments at the last class meeting or at a different date determined by their Field Supervisor.

Students must:

1. Must attend the orientation and all monthly classes-**Attendance will be taken and partial credit will be not given.**
2. All Field Residency students are required to complete 30 hours of observations. Of the thirty hours required, a minimum of 15 hours must be interactive. The remaining hours are observational. Interactive hours include assisting teachers, administering assessments, tutoring individual students, teaching in small and large group settings, and engaging in other educational activities as suggested by the cooperating teacher. Field Residency students are required to log time working with special needs students and students from different cultural/socioeconomic backgrounds. Field Residency students are also expected to practice classroom management strategies and gain practical experience with differentiation, accommodations, and modifications.
3. All Assignments must be completed to receive credit for FR 1. Assignments:
  - Clinical Teaching Acknowledgment,
  - Testing Acknowledgment,
  - Two-Way Release,
  - Schedule of Observations,
  - Reflection 1: Context for Learning & Classroom Management
  - Upload Certify Teacher Practice Test and/or Diagnostic Test & Results
  - Reflection 2: Lesson Planning & Learning Environment
  - Midterm Self-Assessment
  - Reflection 3: Post Reflection-Helpful Hook for Student Engagement
  - Reflection 4: Final Reflection - Sum It Up!
  - Helpful Hooks for Classroom Engagement
  - 1 Field Supervisor Face to Face Observation, and
  - EOS Disposition form from Cooperating Teacher & Field Supervisor.

**ALL ASSIGNMENTS WILL BE IN BLACKBOARD UNDER MODULES 1-4.**

***NOTE:** All Field Residency students must have the full support and recommendation of both the Cooperating Teacher and the university Field Supervisor to successfully complete field residency. Students who do not receive recommendation from both may receive a "NC" for No Credit and be required to re-enroll in field residency the next semester that it is offered. If the reasons for not recommending are serious, a student may be removed from the Educator Preparation Program.*

### Course Policies:

- **Assignment Policy:** All assignments must be submitted on time to receive full credit. No late work will be accepted. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation.
- **Class Participation:** Participation in class discussions is expected. 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. It is expected that discussions in class will reflect the required assignments. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

- ***Class Attendance Policy:*** This class occurs very quickly and only meets 4 times for a total of 8 hours; therefore, attendance is mandatory! A vital part of every student's education is regular attendance of class meetings. Every faculty member is to keep a current attendance record on all students. In addition, successful performance in this class requires that you attend class and be punctual. Your attendance affects the dialogue about the topics and successful discussion requires your attendance. Your absence alters the community and without your presence, discussion is radically different. Absences must be pre-approved and made up with your Field Supervisor in person. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content.

## **FITNESS TO TEACH:**

Note: 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 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. Note: 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 Preparation Program. Students dropped from the Educator Preparation Program 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.

## **Key Points to Remember:**

- Class attendance will be checked. It is the responsibility of the student to ensure that his / her presence has been noted. If you come in after attendance has been taken it is your responsibility to check to see if your presence has been noted.
- During your observation hours you will be required to observe key areas related to your required assignments. It is also recommended after your first two observations to begin interacting with the students, such as teaching small groups. This interaction time will be an asset when you teach your required lesson with your Field Supervisor present.

## Final Grading Sheet for Field Residency 1

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

Date: \_\_\_\_\_ Field Supervisor: \_\_\_\_\_

**Students must accumulate enough points AND complete all assignments to get credit for the course. Students must have full support from both the Field Supervisor and Cooperating Teacher as noted on the End of Semesters (EOS) Disposition to be recommended for continuation to Field Residency 2 or Clinical Teaching. Students who fail to submit the required TEA documents will not receive credit. Students who do not get credit for Field Residency 1 may be allowed to repeat the course one time the next semester that it is offered. NOTE: LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY SUPERVISOR.**

Assignment/Activity	Assignments.	
	Final Points: _____/315	315-255 = Credit (CR)   254 or less = No Credit (NC)
	Points Earned/Possible	Due Date Week of:
Attendance at Monthly Classes/Timesheet Check	_____/10 _____/10 _____/10 _____/10 _____/10	Orientation – January 19 (Module 1) Class # 1 – January 19 (Module 1) Class # 2 – February 23 (Module 2) Class # 3 – March 22 (Module 3) Class # 4 – April 19 (Module 4)
**Clinical Teaching Acknowledgement	_____/CR	January 19 Turn in at <u>Orientation</u> MODULE 1
**Testing Acknowledgement	_____/CR	January 19 Turn in at <u>Orientation</u> MODULE 1
**Two-Way Release	_____/CR	February 4 MODULE 1
“Jags ROAR for TExES” exam review session for all content areas	*Highly recommend attendance-make sure to pre-register by 1/26	February 3
Schedule of Observations	_____/CR	February 4-Bb MODULE 1
Reflection 1- Context for Learning & Classroom Management	_____/30	February 11-Bb MODULE 1
Certify Teacher Practice Test & or Diagnostic Test Upload results on Blackboard	_____/20	February 18-Bb MODULE 1
Self-Assessment (Completed by FR Student during seminar #3)	_____/15	March 8-Bb MODULE 2
Reflection 2-Lesson Planning & Learning Environment	_____/30	March 10-Bb MODULE 2
Helpful Hooks for Student Engagement & Post Presentation Reflection	_____/30	Helpful Hook Completed Template due March 20-Bb Present Helpful Hook to class at Seminar 3 on March 22 Post Reflection in Bb on March 24 MODULE 3
Reflection 4- Sum it Up!	_____/30	April 19 -Bb MODULE 4
**Field Supervisor Observation on your campus Lesson Plan	_____/20	Completed between February 19-April 19 As scheduled by your Field Supervisor Submit to Bb after Formal Evaluation is Complete MODULE 4
**POP Cycle Form (Includes Pre-Observation, Observation, Post-Observation)	_____/30	

**Completed Timesheet (30 clock hours minimum)	___/30	April 21 – Bb MODULE 4
**EOS Disposition Form Cooperating Teacher **EOS Disposition Form Field Supervisor	___/15 ___/15	Cooperating Teacher and Field Supervisor's -Bb By April 21 MODULE 4

**NOTE: \*\*Audit Documents (Quick base)**

**CONVERSION TABLES:**

<b>EOS Disposition Point Conversion:</b> 42-56= 15 Points (Proficient) 28-41= 10 Points (Developing) 27 and below= 5 Points (Needs Improvement) Fitness to Teach	<b>Elem and Sec Lesson Plan Conversion:</b> 90-100= 20 points 80-89= 18 points 70-79= 16 points 60-69= 14 points 50-59= 10 points 49 and below= 5 points	<b>PE Lesson Plan Conversion</b> 135-150 = 20 points 120-134 = 18 points 105-119 = 16 points 90-104 = 14 points 75-89 = 10 points 74 and below = 5 points	<b>Reflective Writing</b> 20-18-Proficient 17-15- Developing 14-4 Needs Improvement * Requires Resubmission
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**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 of 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 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://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 college 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.