

# TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DEPARTMENT OF CURRICULUM & INSTRUCTION

TERM: Spring 2024

**COURSE:** EDFR 4613: Clinical Teaching

**DAY(S)/TIME:** ONE FRIDAY A MONTH (1/8/24, 2/9/24, 3/8/24, 4/12/24/ AND 5/6/24)

**INSTRUCTOR:** NAYELLI RAMOS      **EMAIL:** [NRAMOS@TAMUSA.EDU](mailto:NRAMOS@TAMUSA.EDU)

**OFFICE LOCATION:** MADLA 226      **OFFICE HOURS:** FRIDAYS 12-2PM AND BY APPOINTMENT OR VIA ZOOM  
(You may schedule on campus or virtual or by appointment)

## Student Learner Outcomes (SLO):

1. Deepen their understanding of the multifaceted roles of a professional teacher through planned, sequenced activities.
2. Apply the principles and methods from their college classes in an authentic classroom setting.
3. Employ researched strategies in working with students from different cultural and socioeconomic backgrounds.
4. Apply knowledge of the content, skills, professional attributes, and design of curriculum, instruction, and assessments.
5. Communicate about and discuss all phases of experience with both the cooperating teacher and the university supervisor.
6. Receive feedback from structured observations, including conferencing and suggestions for improvement from the university supervisor.
7. Participate in departmental learning communities, extracurricular activities, Parent Teacher Student Association Meetings, and other opportunities for professional development.
8. Develop understanding of teaching as a profession through self-evaluation, problem solving, and reflection about teaching and learning experiences.

## Pedagogy and Professional Responsibilities (PPR) Standards Addressed During Clinical Teaching

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.
2.13s Use volunteers and paraprofessionals to enhance and enrich instruction and evaluate their 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.
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.
4.10s Participate in decision making, problem solving, and sharing ideas and expertise.
4.11s Assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects).

### Required Reading

1. Course Syllabus
2. Educator CAFÉ Handbook

### CLINICAL TEACHING ACTIVITIES/TASKS

The following activities are the required assignments for all students enrolled in clinical teaching. Although different activities/tasks may be weighted differently in the calculation of the overall grade for clinical teaching, failure to complete any of these activities WILL result in not passing clinical teaching; students who do not receive full support from both the University Field Supervisor (FS) and Cooperating Teacher (CT) to be recommended for certification will not pass clinical teaching. Students who do not earn credit for clinical teaching WILL be required to repeat clinical teaching the following semester. Although all activities are completed and/or submitted in Blackboard, students may be required to turn in paper copies of selected assignments at the last Professional Development Seminar meeting or at a different date determined by their Field Supervisor. All assignments are listed in Blackboard under Modules 1-4 and are due in Blackboard by the stated due date.

1. Sign two-way release and upload to Bb.
2. Sign Testing Acknowledgement Form
3. Affidavit for Educator CAFÉ Handbook and Orientation/Training to be completed with Cooperating Teacher
4. Resume and a Letter of Interest
5. Study for and pass remaining TExES Exam(s) for certification. NOTE: Students cannot be recommended for certification or hired by a school district for a teaching position until they have passed ALL required TExES exams.

6. TEA Required Professional Development Trainings (Suicide Prevention, Mental Health, Substance Abuse)
7. Sixteen (16) weeks of clinical teaching-full days (7.5 hrs.) including 3 weeks of FULL teach of all subjects is required. Completed and signed time sheets must be uploaded in Blackboard by the last monthly Professional Development Seminar meeting.
8. Context for Learning Reflection
9. Assessment Analysis in Class Activity
10. Final Reflection
11. One (1) Mid-term Candidate Disposition Form completed by the cooperating teacher (uploaded to Blackboard by the end of the 9th week).
12. A minimum of five (5) Formal Lesson Plans (see new templates for lesson planning in blackboard) are required to be uploaded in Blackboard 48 hours prior to your observations. (3) will be observed by the Field Supervisor and two (2) by the cooperating teacher.
  - a. These observation cycles will be referred to as the POP cycle (Pre-Observation Conference; Observation; Post Observation Conferenc. All forms will be available on Blackboard)
  - b. There must be a minimum of three (3) weeks between the observations by the same observer.
13. Students are required to submit a formal lesson plan in Blackboard a minimum of two (2) school days before the scheduled observation.
14. University Field Supervisor observations must occur within the first five weeks (not before Sept. 1<sup>st</sup> in the fall), and span at least 3 weeks between the remaining 2 observations. On the very last Field supervisor observation it is preferred that the Cooperating teacher leave the classroom.
15. Cooperating Teacher Observations are to be done after the first University Field Supervisor Observation and again after the second University Field Supervisor observation.
16. \*One (1) Final Disposition Form with recommendation for certification (completed by the Cooperating Teacher and uploaded to Blackboard by the student) by the last Seminar meeting.
17. \*One (1) Final Disposition Form with recommendation for certification (submitted by the University Field Supervisor by the last Professional Development Seminar meeting).

## CLINICAL TEACHER RECOMMENDED PACING GUIDE

This is a RECOMMENDED pacing guide; dates are at the discretion of your Field Supervisor. **Your Field Supervisor will determine the due dates for all Assignments/Tasks associated with Clinical Teaching.**

### January/February

	Apply for Spring graduation – last day to submit application is September 1.
	Register for actual/real TExES PPR exam (if you have not passed them already or you are not completing edTPA). <b>Note:</b> Practice exam must have been passed with an 80% within the last 90 days. (Note: edTPA done in Full Year Residency replaces PPR)
	Meet with your Cooperating Teacher and attend the staff development and workdays that are required of your mentor.
	Exchange important contact information with your Cooperating Teacher and Field Supervisor.
	Review the <b>Syllabus</b> and <b>Educator CAFÉ Handbook</b> . View the <b>Cooperating Teacher Orientation Video</b> with your cooperating teacher. Sign and turn in the <b>Two-Way Release and Affidavit</b> by the end of the first or second week of Clinical Teaching.
	Email your Field Supervisor the cooperating teacher's <b>daily schedule</b> . Include their conference period, lunch period and the time each subject is taught. Any changes to the schedule will need to be approved by the Cooperating Teacher and Field Supervisor.
	Make your own seating chart to learn the names of your students; identify students with (RTI, SE, 504, Dyslexia, ESL, Allergies) specialized accommodations and modifications. Utilize the Context for Learning document.
	Work with mentor to decide which subjects you will pick up first, second, etc.
	Write a letter introducing yourself to your students' parents to be sent home during the first week. Obtain the approval of your cooperating teacher <b>before</b> sending (and sometimes the principal; check the school policy; a sample editable draft is available in your appendix)
	Familiarize yourself with the IEPs, textbooks, school and district handbook, curriculum guides, and emergency procedures, etc. from the school. Review these carefully.
	Ask your Cooperating teacher for all available materials and technology in his/her classroom and the school library. Inquire about the Acceptable Use Policy (AUP) and obtain a temporary district email (if possible).
	Field Supervisor's 1 <sup>st</sup> formal observations including preconference, observation and post-conference (POP cycle) (due by the end of week 6)
	Teach your first subject using your-Teacher's Lesson Plans
	View <b>Substance Abuse Training</b> and submit certificate
	Complete and submit a resume and letter of interest
	<b>Daily</b> - check your Jaguar email for updates from your Field Supervisor or the Educator CAFÉ.
	Complete <b>Context for Learning</b> and upload to Blackboard

### March

	Co-Plan and Co-Teach one to two lessons per day using your Cooperating Teacher's Lesson Plans.
	Cooperating Teacher must review your lessons using school planning format the Friday before you are to teach the lesson.
	Plan with Cooperating Teacher and team and gradually add responsibilities to your daily routine.
	Teach your second subject using agreed upon lesson plans with your Cooperating Teacher.
	Cooperating Teacher will give oral and written feedback using the Preconference, Observation, and Post Conference Lesson Observation Forms. (POP cycle) (due by end of week 7)
	Teach your second subject/section using your plans agreed upon lesson plans and add a third subject using agreed upon lesson plans.

	Attend Mandatory TAMUSA Friday Seminar.
	View <b>Suicide Prevention Training</b> and submit certificate
	Submit <b>Midterm Disposition Form and Midterm Addendum Checklist</b> (by end of week 9)
	Field Supervisor 2 <sup>nd</sup> formal observation including pre-conference, observation, post-conference (POP cycle) (due by end of week 12)

### April

	Teach all subjects/sections using your plans approved by the Cooperating Teacher <b>Minimum of three weeks total teaching is required.</b>
	Cooperating Teacher 2 <sup>nd</sup> formal observation using (POP cycle) (due by end of week 14)
	Field Supervisor 3 <sup>rd</sup> formal observation (POP cycle) (due by end of week 16)
	Attend mandatory TAMUSA Friday <b>Seminar/Mental Health Training</b> Upload Certificate
	Give your first subject/section back to your Mentor; continue teaching the other three subjects with your lesson plans.
	Give your second subject/section back to your Cooperating Teacher; continue teaching the other subjects with your plans.

### May

	Observe another teacher other than your mentor teacher. Mentor teacher will give you the name of the teacher. For PE and Special Education EC-12 students observe a different level (elementary and secondary).
	Teach your last class.
	Complete Final Refection
	Submit Final Disposition Forms
	Last official day of Student Teaching and all required paperwork due at or before the final Seminar
	Make up Days –days that you were absent from teaching will be made up after the final seminar. An appeal must be submitted to complete make-up days.
	Complete form for certification (if all required TEXES exams have been passed)

**To complete all assignments please see Modules 1-4 in Blackboard for your course and the grade sheet tells you which Module each assignment can be found under.**

## **Clinical Teaching Student Events Calendar**

### **ALL CLINICAL CANDIDATES MUST ATTEND EACH SEMINAR**

***Timesheets are to be INITIALED AND BROUGHT TO Seminars***

<b>Date</b>	<b>Level</b>	<b>Type</b>	<b>Time</b>
<b>Monday, January 8</b>	<b>CT</b>	<b>Seminar 1</b>	<b>12:00-4:00 Begin in Madla Room 204/207</b>
<b>Friday, February 9</b>	<b>CT</b>	<b>Seminar 2</b>	<b>9:00-4:00 Madla Second Floor</b>
<b>Friday, March 8</b>	<b>CT</b>	<b>Seminar 3</b>	<b>9:00-4:00 Madla Second Floor</b>
<b>Friday, April 12</b>	<b>CT</b>	<b>Seminar 4</b>	<b>9:00-4:00 Begin in Madla Room 204/207</b>
<b>Monday May 6</b>	<b>CT</b>	<b>Final Clinical Meeting and Check out</b>	<b>1:00- 3:00 CAB-Vista Room (4<sup>th</sup> floor)</b>

- **Seminar 1:** 12:00 - 2:00 Whole Group Orientation: Information on Clinical Teaching and Testing.
  - 2:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 2:** 9:00 -10:00 Whole group – (Lawyer-ATPE & Headshots)
  - 10:00 - 12:00 Mays Center Resume Writing Madla Classroom TBD
  - 1:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 3:** 9:00 – 12:00 Whole Group Special Populations (TBD)
  - 9:30-11:45 Breakout Sessions (Special Ed, Bilingual/ESL, and Educational Leadership)
  - 1:00 - 4:00 Field Supervisors Madla Classroom TBD
- **Seminar 4:** 9:00 – 10:15 Whole Group Mental Health
  - 10:30 – 12:00 Educator Job Fair
  - 1:00 – 2:00 Whole Group Recognizing and Reporting Child Maltreatment
  - 2:00- 4:00 Field Supervisors Madla Classroom TBD
- **Final Clinical Meeting:** 1:00-3:00 Celebration and Certification Information

**Dates to Note:**

January 9..... First day of Clinical Teaching  
 January 15..... MLK/TAMUSA Holiday  
 March 4..... Split Placements Begin  
 March 11-15 ..... Spring Break for TAMUSA (*follow your District Calendar for specific holiday dates*)  
 March 29..... Good Friday (*follow your District Calendar for specific holiday dates*)  
 April 26..... Battle of Flowers (*follow your District Calendar for specific holiday dates*)  
 May 3..... Last Day of Clinical Teaching  
 May 13..... Grades Due in Jagwire (Deadline)  
**June 1st..... Deadline for passing TExES content exam for fall 2024 Clinical Teaching**

**Final Grading Sheet for Clinical Candidate**

Clinical Candidate Name: \_\_\_\_\_

TEA #: \_\_\_\_\_

J/K#: \_\_\_\_\_

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

Date: \_\_\_\_\_

Total Points: \_\_\_\_/430      Grading Scale: A = 385-430    B = 342-384    C = 299-341    D = 256-298    F = 255-0

**Students must accumulate enough points to “earn a grade of C or better” to get credit for Clinical Teaching. Students must complete all assignments/activities to get course credit. Students who do not get credit for Clinical Teaching may be allowed to repeat the course one time the next semester that it is offered if approved by the Educator CAFÉ Director.**

**NOTE: LATE ASSIGNMENTS WILL BE DEDUCTED (-1) POINT PER DAY UNLESS APPROVED BY SUPERVISOR. BOLDED ASSIGNMENT POINTS HAVE A CONVERSION TABLE AT THE BOTTOM OF GRADE SHEET.**

Assignment/Activity <b>Spring 2024</b>	Points Earned/Points Possible or CR/NC	Due Date/ Bb Module
Attendance at Professional Development 4 Seminars	____/5 ____/5 ____/5 ____/5	1. January 8 (Module 1) 2. February 9 (Module 2) 3. March 8 (Module 3) 4. April 12 (Module 4)
TExES Testing Acknowledgement	____/0	Due First Seminar January 8 (Module 1)
Two Way Release	____/0	Due by January 21 (Module 1)
Affidavit for CT Handbook and Orientation/Training	____/5 ____/0	Due by January 26 (Module 1) March 8 for dual placement (Module 3)
Reflection #1: Context for Learning	____/20	Due by January 29 (Module 1)
Resume and Letter of Interest	____/15	February 25 (Module 2)
Three TEA Required Trainings (Online Modules)	Substance Abuse ____/10 Suicide Prevention ____/10 Mental Health ____/10	Prior to Seminar #2 (M-1) Prior to Seminar #3 (M-2) Training Seminar #4 (M-3)
#1 Field Supervisor POP Cycle & Lesson Plan <b>POP Cycle Form</b> includes: <ul style="list-style-type: none"> <li>• Pre-Observation Reflection</li> <li>• Observation/Evaluation</li> <li>• Post Observation Conference</li> </ul>	<b>Lesson Plan #1</b> ____/20* POP Cycle Form ____/30	By end of week 6 (Module 2)
#2 Field Supervisor POP Cycle & Lesson Plan <b>POP Cycle Form</b> includes: <ul style="list-style-type: none"> <li>• Pre-Observation Reflection</li> <li>• Observation/Evaluation</li> <li>• Post Observation Conference</li> </ul>	<b>Lesson Plan #2</b> ____/20* POP Cycle Form ____/30	By end of week 12 (Module 3)
#3 Field Supervisor POP Cycle & Lesson Plan <b>POP Cycle Form</b> includes: <ul style="list-style-type: none"> <li>• Pre-Observation Reflection</li> <li>• Observation/Evaluation</li> <li>• Post Observation Conference</li> </ul>	<b>Lesson Plan #1</b> ____/20* POP Cycle Form ____/30	By end of week 16 (Module 4)

<b>One Mid-term Candidate Disposition Form Candidate Midterm Addendum Checklist</b>	____/15**	Due by March 22 (Module 3)
#1 Cooperating Teacher POP Cycle & Lesson Plan <b>POP Cycle Form</b> includes: <ul style="list-style-type: none"> <li>• Pre-Observation Reflection</li> <li>• Observation/Evaluation</li> <li>• Post Observation Conference</li> </ul>	<b>Lesson Plan #1</b> ____/20* POP Cycle Form ____/30	By end of week 7 (Module 2)
#2 Cooperating Teacher POP Cycle & Lesson Plan <b>POP Cycle Form</b> includes: <ul style="list-style-type: none"> <li>• Pre-Observation Reflection</li> <li>• Observation/Evaluation</li> <li>• Post Observation Conference</li> </ul>	<b>Lesson Plan #2</b> ____/20* POP Cycle Form ____/30	By end of week 14 (Module 4)
Assessment Analysis in Class Activity	Analysis Reflection ____/20	Due by April 12 (Module 3)
Reflection #2: Final Reflection	____/20	Due by May 3 (Module 4)
Passed TExES PPR Exam	____/5	Due by May 3 (Module 4)
<b>Final Disposition Form Cooperating Teacher Final Disposition Form Field Supervisor</b>	____/15** ____/15**	Due by May 3 (Module 4)
Complete Timesheet (16 full-day weeks) (Timesheet check at ALL Seminars)	CR ____ NC ____	Due by May 3 (Module 4)

**Note: Failure to complete any of these activities (including credit/non-credit) stated above will result in not passing the clinical teaching course. Students who do not earn credit for clinical teaching will be required to repeat clinical teaching the following semester upon approval.**

**\*Lesson Plan Point Conversion:**

90-100= 20 points (A)  
80-89= 18 points (B)  
70-79= 16 points (C)  
60-69= 14 points (D) Needs improvement (re-do planning)  
50-59= 10 points (F) Unacceptable (re-do planning) requires a FTT  
49 and below= 5 points (F) Unacceptable (re-do planning) requires FTT

**\*\*Disposition Point Conversion:**

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

**\* Clinical Teachers must have the full support and recommendation of both the cooperating teacher and the university field supervisor to successfully 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 Program.



**COURSE POLICIES:**

1. Assignments must be legible and grammatically correct.
2. Assignments will be evaluated based on the student-provided rubrics.
3. Assignments must be turned in on time. **Late work will have one point deducted for each day it is late. Please see your instructor for extenuating circumstances for any late work approval without point deductions.**

**ABSENCE POLICY:**

Clinical teachers are expected to attend their placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the cooperating teacher, university teaching specialist, and the school office as early as possible in case of an illness or absence. Teaching specialists will contact field faculty when clinical teachers have two or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING CAMPUS SEMINAR DAYS).**

**ATTENDANCE POLICY AND REQUEST FOR ABSENCE**

In the event of an absence, the principal, cooperating teacher and the university Field Supervisor must be informed by telephone and email as early as possible. **The form below must be signed within seven days of absence.** Clinical teachers may only miss 3 days total during the clinical teaching semester. Upon the third absence, your Field Supervisor will complete an absence monitoring form. Any additional days missed must be made up at the end of the semester.

Clinical teachers are expected to be on time and in attendance at their placement each day. Leaving the school campus during the school day is not permitted without prior approval. It is the responsibility of the clinical teacher to inform the Cooperating Teacher, University Field Supervisor, and the school office as early as possible in case of an illness or absence. Field Supervisors will contact Educator CAFÉ faculty when clinical teachers have three or more absences. Excessive absences may result in removal from clinical teaching. Unexcused absences may result in removal from the placement and dismissal from the clinical teaching program. **STUDENTS MUST COMPLETE AN ABSENCE SHEET FOR ALL ABSENCES-EVEN PARTIAL DAYS. (EXCLUDING TAMU-SA SEMINAR DAYS). Use the form below located in Blackboard.**

Procedure to request an absence: If a student wants to request an absence for which they have advanced notice, they must receive approval from the university Field Supervisor prior to the proposed absence.

I, \_\_\_\_\_, request permission to be absent from my clinical

teaching placement on \_\_\_\_\_, 2023. The reason for my absence is:

\_\_\_\_\_.

Approval should be requested in this order:

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Clinical Teacher Name	Signature	Date
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Cooperating Teacher Name	Signature	Date
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University Field Supervisor Name	Signature	Date
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**\* Return this form to your University Field Supervisor and keep a copy.**

## **INCOMPLETES AND REPEATS:**

In very rare cases, in order 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 PROGRAM, 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 a little more time to show progress.

If the Field Supervisor or the Cooperating Teacher cannot fully support the recommendation of the clinical teacher for certification, will receive an “F” for the course and the clinical teacher may be required to repeat clinical teaching during the next semester that it is offered. Students may only repeat clinical teaching once.

Incompletes will be issued only in very rare occasions and only after every attempt is made to complete the clinical teaching requirements within the semester. In order 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 by the EDUCATOR CAFÉ PROGRAM Faculty. Candidates who do not complete 70% of the clinical teaching requirements will not receive credit for the semester.

## **STUDENTS WHO PERFORM BELOW STANDARDS OR CUT SCORES MAY BE NEED A FITNESS TO TEACH (FTT). STUDENTS IDENTIFIED AS HAVING SIGNIFICANT CONCERNS WILL BE PLACED ON A GROWTH PLAN:**

### ***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 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. Note: Students exhibiting a pattern of concerns 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.*

## **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 than 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 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 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.