Texas A&M University – Corpus Christi  
College of Education: Department of Teacher Education:  
Instructional Design and Educational Technology Program  
IDET 5360.W01  

Design Strategies for Online Instruction and Learning Management Systems

Instructor: Susan Elwood  
Office Location: FC 252  
Office Hours: WebEX 1-2:30 pm Tuesdays and Wednesdays or WebEX / face-to-face with a 24 hour advanced e-mail with blocks of time available for such a conference.

I. Course Description

Addresses concepts, structures, and design strategies for effective online instruction through exploration within a learning management system. Researches and develops experiential strategies for active learning, interaction, and collaboration. Considers student diversity, academic needs and accommodations, professional development, and online interactions. Also addresses arranging media and content within an LMS. Course content is consistent with International Association for K-12 Online Learning (iNACOL) and Texas Virtual School Network (TxSVN) standards.

II. Rationale

Online instruction has emerged as a viable means of delivering instruction to adult learners. Numerous job opportunities are now available to individuals who are proficient at designing and delivering effective online courses. The primary purpose of this course is to enable participants to meet the TxVSN professional development standards related to development of online instruction. The course will thus assist students in developing skills and knowledge in the growing area of on-line instruction. By providing students with first-hand opportunities to develop on-line instruction under the guidance of the instructor, students will acquire valuable, practical skills which will round out their existing skill sets, help them identify a possible area of specialization, and perhaps open doors to future employment. Successful completion of this course and IDET 5390 fulfills the TxSVN professional development requirements for delivering online instruction in Texas public schools.

III. Adopted Proficiencies for Teachers and/or Administrators

This course addresses the following TxVSN professional development standards based upon the iNACOL standards for educators as prescribed by the State of Texas:

Standard 1

1. The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success. The professional development and/or participant:

2.1. Knows and understands the current best practices and strategies for online teaching and learning and their implementation in online education.
2.2. Knows and understands the role of online learning in preparing students for the global community they live in, both now and in the future.

2.3. Knows and understands the instructional delivery continuum (e.g., fully online to blended to face-to-face).

2.4. Knows and understands the need for continuing to update academic knowledge, pedagogy, and skills.

2.5. Knows and understands the subject area and age group they are teaching.

**Standard 2**

2. The teacher plans, designs and incorporates strategies to encourage active learning, interaction, participation and collaboration in the online environment. The professional development and/or participant:

- 2.1 Knows and understands the use of an array of grade-appropriate online tools for communication, productivity, collaboration, analysis, presentation, research, and content delivery.

- 2.2 Knows and understands the use of emerging technologies in a variety of mediums for teaching and learning, based on student needs.

- 2.3 Knows and understands the importance of interaction in an online course and the role of varied communication tools in supporting interaction.

- 2.4 Knows and understands basic troubleshooting skills and the responsibility to address basic technical issues online students may have.

- 2.5 Knows and understands the need to continuously update their knowledge and skills for using the evolving technology tools that support online learning.

**Standard 3**

3. The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment. The professional development and/or participant:

- 3.1 Knows and understands the techniques and applications of online instructional strategies, based on current research and practice (e.g., discussion, student-directed learning, collaborative learning, lecture, project-based learning, forum, small group work).

- 3.2 Knows and understands the process for facilitating, monitoring, and establishing expectations for appropriate interaction among students.

- 3.3 Knows and understands the techniques for developing a community among the participants.

- 3.4 Knows and understands the process for facilitating and monitoring online instruction groups that are goal-oriented, focused, project-based, and inquiry-oriented to promote learning through group interaction.
3.5 Knows and understands techniques to adjust communications to diverse perspectives.

3.6 Knows and understands differentiated instruction based on students’ learning styles.

3.7 Knows and understands techniques to create an environment that will engage, welcome, and reach each individual learner.

3.8 Knows and understands the participation in an online course from a student-centered approach.

3.9 Knows and understands the need to establish and maintain ongoing and frequent teacher-student interaction, student-student interaction, teacher-parent interaction, and teacher-mentor interaction.

**Standard 4**

4. The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment. The professional development and/or participant:

4.1 Knows and understands legal mandates stipulated by the Americans with Disabilities Act (ADA), the Individuals with Disabilities Education Act (IDEA), the Assistive Technology Act, and Section 508 or other similar guidelines/requirements for accessibility.

4.2 Knows and understands that students have varied talents and skills and make appropriate accommodations designed to include all students.

4.3 Knows and understands appropriate tools and technologies to make accommodations to meet student needs.

4.4 Knows and understands how adaptive/assistive technologies are used to help people who have disabilities gain access to information that might otherwise be inaccessible.

4.5 Knows and understands options to expand student thinking, address styles of learning, and provide avenues for enrichment or intervention.

4.6 Knows and understands the process for connecting with local support personnel to verify student’s IEP requirements or 504 accommodations needed for student success.

4.7 Knows and understands the diversity of student learning needs, languages, and backgrounds.

**Standard 5**

5. The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students’ success. The professional development and/or participant:

5.1 Knows and understands the need for professional activity and collaboration beyond school (e.g., professional learning communities) to update academic skills and knowledge and collaborate with other educators.

5.2 Knows and understands the need to coordinate learning experiences with other adults involved in providing support to the student (e.g., parents, local school contacts, mentors) to support student learning.
Standard 6
6. The online teacher arranges media and content to help students and teachers transfer knowledge most effectively in the online environment.

   6.1 Knows and understands critical digital literacies and 21st century skills.

   6.2 Knows and understands appropriate use of technologies to enhance learning.

IV. Student Learning Outcomes

Curriculum and Instruction doctoral students in the Instructional Design and Educational Technology (IDET) cognate will:

   1. Demonstrate a command of the field of instructional design and educational technology;

   2. Demonstrate the ability to conduct original research;

   3. Demonstrate a command of the field of curriculum and instruction.

V. Course Objectives/Learning Outcomes

The course is aligned and consistent with the TxVSN standards presented in section III of this syllabus. They are taken directly from TxVSN’s objectives associated with their standards. Therefore, the course objectives are as follows:

   1. Describe and apply current best practices and strategies in online teaching to create rich and meaningful experiences for students.

   2. Describe and build learner capacity for collaboration in face-to-face, blended, and online environments and encourages students to participate as global citizens.

   3. Construct flexible, digital, and interactive learning experiences that are useful in a variety of delivery modes.

   4. Select and use a variety of online tools for communication, productivity, collaboration, analysis, presentation, research, and online content delivery as appropriate to the content area and student needs.

   5. Incorporate subject-specific and developmentally appropriate technologies, tools, and resources effectively.

   6. Use communication technologies in a variety of mediums and contexts for teaching and learning.

   7. Apply troubleshooting skills (e.g., change passwords; download plug-ins, etc.)

   8. Identify and explore new tools and test their applicability to their content areas and students.

   9. Apply student-centered instructional strategies that are connected to real-world applications to engage students in learning (e.g., peer-based learning, inquiry-based activities, collaborative learning, discussion groups, self-directed learning, case studies, small group work, and guided
10. Facilitate, describe, and monitor appropriate interaction among students.

11. Apply effective facilitation skills by creating a relationship of trust; establish consistent and reliable expectations; and support and encourage independence and creativity that promotes the development of a sense of community among the participants.

12. Facilitate and monitor online instruction groups to promote learning through higher-order thinking and group interaction.

13. Describe and respond appropriately to the diverse backgrounds and learning needs of the students.

14. Describe and apply differentiated strategies in conveying ideas and information, and is able to assist students in assimilating information to gain understanding and knowledge.

15. Apply strategies for engagement in online learning environments, e.g., asking questions to stimulate discussion.

16. Apply experiences as an online student and/or group to demonstrate the development and implementation of successful strategies for online teaching environments and to anticipate challenges and problems in the online classroom.

17. Define and demonstrate a variety of ongoing and frequent teacher-student interaction, student-student interaction, and teacher-parent interaction, and teacher-mentor interaction opportunities.

18. Demonstrate the use of appropriate tools and technologies to make accommodations to meet student needs by addressing learning styles, needs for accommodations and creating multiple paths to address diverse learning styles and abilities.

19. Describe how to apply and provides resources for adaptive and assistive technologies in the online classroom where appropriate in the instruction to meet student needs.

20. Describe how to identify students who are struggling with various learning obstacles, such as ELL or literacy issues, and apply appropriate strategies to support student thinking, address styles of learning, and provide avenues for enrichment or intervention when needed.

21. Describe how to communicate with the appropriate school staff regarding specific accommodations, modifications, or needs as listed in a student’s IEP or 504 accommodations, and work in collaboration with others to address student needs.

22. Demonstrate awareness of different learning preferences, diversity, and universal design principles.

23. Define professional development activities and collaboration beyond school.

24. Articulate how to provide ongoing communication with parents or guardians concerning student learning.
25. Create assignments, projects, and assessments that are aligned with students’ different visual, auditory, and hands-on ways of learning.

26. Arrange media and content to help transfer knowledge most effectively in the online environment.

27. Modify and add content and assessment, using an online Learning Management System (LMS).

28. Create and modify engaging content and appropriate assessments in an online environment.

29. Incorporate multimedia and visual resources into an online module.

30. Use and incorporate subject-specific and developmentally appropriate software in an online learning module.

31. Review materials and Web resources for their alignment with course objectives and state and local standards and for their appropriateness on a continuing basis.

VI. Course Topics

The major topics to be covered are:

1. Course Orientation
2. Concepts and Structures in Effective Online Instructions
3. Strategies for Active Learning, Interaction, and Collaboration (3 sessions)
4. Diversity or Academic Needs and Accommodations
5. Professional Development and Interactions
6. Arranging Media and Content

The following general topics are addressed in the course:

- current best practices and student-centered instructional strategies for greater engagement in online teaching
- facilitation skills among various online interaction (student-student, teacher-student, parent, mentor)
- learner collaboration capacity, including global learning
- online learning tools: communication, productivity, collaboration, analysis, presentation, research, content delivery
- differentiated instruction
- learning styles and accommodations
- adaptive and assistive technologies
- universal design principles
- learning management system (LMS) orientation
- incorporating resources into LMS modules

VII. Instructional Methods and Activities

Methods and activities utilized within this course will include:
A. Asynchronous Experiences (text and online readings, discussion threads, mail, collaborative documents, recorded web-conferences with discussion threads)
B. Synchronous Experiences (Instructor facilitated student discussions/presentations via WebEX web conferences)
C. Local Field Experiences will involve observation, reflection, and teaching through a service project of small groups with local service sites

VIII. Evaluation and Grade Assignment and Overview of Course Requirements

Evaluation

Grade distribution throughout the course will be as follows:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Session(s) Due</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Threads</td>
<td>60 points / each of 5 sessions</td>
<td>300</td>
</tr>
<tr>
<td>Assignments</td>
<td>50 points / each of 7 assignment</td>
<td>350</td>
</tr>
<tr>
<td>Service / Final Project</td>
<td>Activities per session in collaborative shell with professor; WebEX conferences (25 points each)</td>
<td>300</td>
</tr>
<tr>
<td>eLearning Theory Applied Journal</td>
<td>Midterm (mid-session of 3rd), final (5th)</td>
<td>100</td>
</tr>
<tr>
<td>Total Course Points</td>
<td></td>
<td>1,050</td>
</tr>
</tbody>
</table>

Discussion Threads and Assignments:

Discussion Threads

Although content will vary depending upon the session, the same rubric will be used for each discussion thread:

<table>
<thead>
<tr>
<th>Levels of Achievement</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBL Content Driven</td>
<td>0 to 20 points</td>
<td>21 to 26 points</td>
<td>27 to 30 points</td>
</tr>
<tr>
<td>Few citations, problems with citations and/or APA, content greatly lacking, or each question is not fully addressed.</td>
<td>Citations and APA format not followed, each question not addressed or clearly viewed, or content does not reflect depth of provided resources.</td>
<td>Initial response posted to the session thread by mid-session. Each session question is concisely, but thoroughly addressed from the provided readings. Citations used where appropriate; minimum of 6 citations throughout the writing. APA format of references provided at the end of the post.</td>
<td></td>
</tr>
<tr>
<td>Quality Links</td>
<td>0 to 10 points</td>
<td>11 to 12 points</td>
<td>13 to 15 points</td>
</tr>
<tr>
<td>Few to no links, or links not of current, quality professional development future resources, links may only be pasted URLs; links may be of only those provided, not researched.</td>
<td>Links are either lacking quality resources or not discovered via deeper content exploration from provided base links.</td>
<td>5-10 ADDED, specific URL links to future professional development resources; links created by highlighting word(s) or phrase. These serve as specific linked content that represent greater depth of research.</td>
<td></td>
</tr>
</tbody>
</table>
Levels of Achievement

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Novice</th>
<th>Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Post format not followed well; difficult to read specific responses to specific questions presented in the session content folder.</td>
<td>Initial reply subject does not reflect a major point or key words of your response overall theme, or format of response was not reviewed before submitting the response.</td>
<td>Essential questions serve as title of response; support questions or paraphrased titles serve as reflection headers per all questions addressed.</td>
</tr>
<tr>
<td>Peer Responses</td>
<td>Light content on the response, or no citations or links provided to referenced resources to further support the author’s discussion.</td>
<td>Responses need more resource support or citation. Quality professional and personal reflections of practices invited, but need to be supported through readings that further support the author’s writing.</td>
<td>TWO quality peer responses posted by session end. Each response provides at least one additional inquiry-based learning question with brief response and linked support resource to further the discussion.</td>
</tr>
</tbody>
</table>

Assignments

Although content will vary depending upon the session, the same rubric will be used throughout the course:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Directions Followed</td>
<td>15</td>
</tr>
<tr>
<td>Message Area of Discussion Thread</td>
<td>10: Submission message does a great job of providing an outline of artifacts to be found within the submission. A full 2-3 paragraph reflection includes major reading citations in APA format, with hyperlinks as appropriate. References for citations are also included after the 2-3 paragraphs.</td>
</tr>
<tr>
<td>Quality and Tone</td>
<td>25: Activity submission is of high quality, provides depth and breadth of content obtained in the session, and reflects deep thinking. Peer reflections are of substantive content quality and provide 1-2 meaningful citations.</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

The number of points awarded for each criterion depends on the quality of the responses. Each response should contain substantive information to indicate a depth of understanding of the content. Replies such as “I agree” or “You are right” are not considered quality responses.

Note: You will receive a 0 for discussion if you do not participate during the session that a discussion topic is posted or web conference conducted. Discussion threads are sequential. We will wrap up one thread before another is started. You must submit within the given time frame for each thread.

WebEX conferences

You will take part in two web conferences. The purpose of these conferences is for you to share your developmental progress on your final project Bb or other 1st week approved LMS shell development. You will be screen sharing your applied course assignments and concepts to your service project / client’s LMS development needs. You will receive 25 points for your synchronous (preferred) or asynchronous participation in each of the WebEX conferences (sessions 2, 4).

eLearning Theory Applied Journal:
You will be required to make recommendations and evaluations of your final project, according to one selected theory used in eLearning (andragogy | IBL | discovery | PBL | sociocultural | action learning | ARCS | pages 4-5). The same rubric will be applied to the midterm (mid-session #3) and final (end session #5) journal submission:

(25) = Narrative analysis of the final project design approach in light of the relevant course content progress (midterm = through part 6; final = through part 10 with emphasis on 7-10)
(15) = The quality of your inquiry-based guided questions based from the eLearning theory source outline. This guides your narrative analysis during the evaluation and recommendations to your service client.
(10) = The quality of comments regarding your content and APA peer review annotated file of another classmate’s final draft of the journal.
50 = Total journal points

IX. Course Schedule

Below are the topics and dates for the fourteen sessions. General due dates for discussion threads are to have your initial response posted no more than 48 hours after the start of each session; your peer posts due midnight mid-session. The general due date for assignments is midnight before the next session starts. See the top of the course session items for specific week-day references.

<table>
<thead>
<tr>
<th>Session #</th>
<th>Topics</th>
<th>Items Due &amp; Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Individual intro WebEX; Concepts and Structures in Effective Online Instruction</td>
<td>Intro WebEX – W, 6/1 DT/ Reading Response – Th, 6/2 Assignment 1 - Lesson/ Reflection – S, 6/4</td>
</tr>
<tr>
<td>2</td>
<td>Final Pro WebEX#1; Strategies for Active Learning, Interaction, and Collaboration</td>
<td>Fin Pro WebEX #1 – T, 6/7 DT / Reading Response – W, 6/8 Assignment 2 – Communication Tool S, 6/11 Assignment 3 – Alignment Activity, S, 6/11</td>
</tr>
<tr>
<td>3</td>
<td>Mid-course Journal; Strategies, part II; Arranging Media &amp; Content</td>
<td>DT / Reading Response – W, 6/15 Mid-course Journal – Th, 6/16 Assignment 4 – Discussion Thread+ S, 6/18</td>
</tr>
<tr>
<td>4</td>
<td>Final Pro WebEX #2; Strategies, part III; Communication, Professional Development</td>
<td>DT / Reading Response – T, 6/21 Fin Pro WebEX #2 – W, 6/22 Assignment 5 – Community Building or Network, Th, 6/24 Assignment 6 - Multimedia – S, 6/26</td>
</tr>
<tr>
<td>5</td>
<td>End-course Journal; Diversity or Academic Needs and Accommodations</td>
<td>DT / Reading Response – W, 6/29 Mid-course Journal – Th, 6/30 Assignment 7 – UDL Activity, Fri, 7/1</td>
</tr>
</tbody>
</table>

The best strategy for you is to set aside quality study and work time each week, so you can keep up.

All assignments for each session are found within each session in the Content course menu on the left side of your Blackboard screen.

X. Textbook(s)


XI. Course Policies

Online Course Guidelines

Students will practice respect and responsibility as a part of this learning community. Here are some things you can do to exhibit an attitude of respect and responsibility:

- Post assignments on time. Early is even better.
- Work extra hard to get to know other classmates.
- Reach out through email Blackboard Messages, Discussions, and the use of Google Hangouts to support each other. If you have good info/tips on what is working for you/resource ideas, please share with the group so we can help each other out.
- Respect other classmates by watching what you say.
- Add your opinions to/participate in the discussions.
- Check the assignments every week. Don’t wait until the last minute.
- Be helpful to other students
- Don't get behind. If you get behind in an online course it may be harder to get back on track than it is in a traditional course.
- Stay focused and stay connected.
- Keep up with your assignments and your grades. It is not the professor’s responsibility to tell you what you have or haven’t turned in. Your grades will be available in Blackboard so all you have to do is regularly check to make sure you have grades posted for all work.
- In general terms, students are expected to "demonstrate a high level of maturity, self-direction and ability to manage their own affairs” and to "conduct themselves in accordance with the highest standards of academic honesty.” Instances of plagiarism will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.
- **Delivery of instructor feedback – During the week, excluding weekends.** I will generally respond to online messages within 48 hours; an expected response is within 3 days. Assignments will usually be graded within a week.
- **Student login expectations** - Students are required to login often – once every three days at a minimum. It is recommended that students check daily for updates.
- **Blackboard Login** https://bb9.tamucc.edu

**Faculty availability to support students** - I maintain a consistent web presence and am available to meet online in the Blackboard asynchronous or synchronous environment, a WebEX conference, or via a phone call to or from my office. Please email susan.elwood@tamucc.edu with a subject line of “conference requested” and a message regarding available time blocks within the next 24-48 hour time period.

**Time Requirements:**
Regular 3-credit graduate courses require approximately 3 hours of class time per week plus 9 hours of study time. Therefore, expect to spend a minimum of 12 hours each week for 15 weeks on this class. Depending upon how quickly you gain understanding of the content, you may have to spend even more time than 12 hours some weeks.

Late Work:

Assignments are due on the dates indicated in the syllabus and schedule. Due dates are particularly important when someone else is relying on your contributions. Late work will be penalized according to the following schedule:

<table>
<thead>
<tr>
<th>Days Late</th>
<th>Deduction</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-2</td>
<td>25%</td>
</tr>
<tr>
<td>3 or more</td>
<td>50%</td>
</tr>
</tbody>
</table>

Grades of "INCOMPLETE” will be given only for certifiable medical reasons or in other extraordinary circumstances. Requests for incompletes must be made in writing and must include:
- Documentation
- Advanced notice
- Date that coursework will be submitted within the next course term

If the coursework is not submitted by that date, the incomplete will become permanent.

Academic Integrity with Course Products and Evaluations:

We hope at TAMU-CC we are building character in our students. To that end, it is important that you know and respect copyright laws. The guiding principle of academic integrity is that a student’s submitted work must be his/her own. Since the course objectives focus on the processes of developing course related materials, as well as the materials themselves, it is expected that all course products will consist of work done specifically for this course. Products completed for previous or concurrent course credit cannot be used for assignments for this course. If you wish to continue a theme or content area used in another course, inform the instructor and supply any requested existing materials at the start of this course. Any intended projects relating to other courses should be approved at the start by all instructors and should reflect unique elements and sufficient development effort for all courses involved.

Shared work is intended to allow students to learn from each other in projects. Any problems in working together should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the experience.

Related Issues:

Online courses require time management and planning on your part. You cannot afford to get behind since many topics and assignments are based on the skills and products of previous assignments; there is no meaningful way to "cram.” Contact me if you are having any problems with assignments.

There is a reliance on technologies in this course that impacts the need to have assignments done on time. Having ample time to complete an assignment will be your responsibility. It is also the your responsibility to find solutions to technical problems with sufficient time to complete the required tasks. Do not wait until a due date is near to discover/report lack of access to software, inability to connect to a network, etc. While I will help wherever possible, it is your responsibility to maintain your network.

Syllabus Disclaimer:
This syllabus has been created as a guide to the class and is as accurate as possible. However, all information is subject to change. Any changes will be posted on the Blackboard Learning System’s Announcements.

**Help with Blackboard, Technical Issues, and Learning Online:**

URL: http://iol.tamucc.edu
URL: Island Online Student Resources Webpage: https://iol.tamucc.edu/student_resources.html
“Help” At the bottom of the course menu on the left-hand column of the course interface.
Phone: Help Desk (361) 825-2692

If you are having difficulties accessing course materials from your home computer, first let your instructor know, then contact the IOL Helpdesk at (361)825-2692 or submit a request via email to iol.support@tamucc.edu

**Technology Requirements**
To prepare your computer for using Blackboard 9.1, go to https://iol.tamucc.edu/student_resources.html and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.

To view .pdf files you will need the Adobe Reader. Download it at: http://get.adobe.com/reader/.

To view flash (.flv) files from sites such as You Tube, download the Flash player at http://get.adobe.com/flashplayer/.

**Navigating Blackboard 9.1**
Go to your course site regularly, ideally each day. Once you are in the course, read the “Announcements” on the home page. Check this each time you enter your course. You will see a Course Menu on the left of the page. The menu is a list of links that connect to materials and tools associated with the course. Blackboard has several features and tools for communicating content delivery that you should use almost daily. Links to information about how to use these tools include: Bb Help, which contains a complete guide to learning how to use the many tools and features in Blackboard, and Bb Video Tutorials, or On Demand which links to a page with videos to show you how to do tasks such as submitting an assignment.

Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact information is also on the website and you are encouraged to contact librarians for assistance.

In the event of a campus evacuation I will make every effort to continue teaching your course. Should such an event occur, I will continue to interact with you by using the Blackboard Announcement, Messages, Collaboration, Discussions, and other Bb tools. If you have access to the Internet, you will be able to continue your coursework by posting assignments and interacting with me as well as with each other online. You will also be able see your grades on assignments, quizzes, and tests using the My Grades tool.

**Course Policies**

**Academic Integrity/Plagiarism**
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in failure. See website http://judicialaffairs.tamucc.edu/.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of "W" this term. See website http://www.tamucc.edu/academics/academic_cal.html.

Preferred methods of scholarly citations
Publication Manual of the American Psychological Association, Sixth Edition is the preferred method for citations within papers.

Classroom/professional behavior
All students are expected to act in a responsible manner with consideration of fellow students and toward TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

Statement of Academic Continuity
In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

Grade Appeals*
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

Disabilities Accommodations*
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable
accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in CCH 116. See website http://disabilityservices.tamucc.edu/.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Rquired by SACS

XII. Bibliography


