I: COURSE DESCRIPTION:
The characteristics, organization, and management of the American School System including: The history of the development of American schools, legal and ethical issues, teaching as a profession, influence of cultural background on instruction of students, characteristics and needs of special populations, and adapting curriculum and instruction for students from special populations. A student interview with Department of Teacher Education faculty will be required. Field experiences required.

II: Rationale: This course is designed to orient course participants to the institution of the school and its integral relationship with society, with emphasis on the schooling process in the State of Texas.

III. State Standards for Teachers and/or Administrators/Counselors

(1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.

(C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
   (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.

(D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
   (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.

(F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
   (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.

(2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure
high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.

(A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.

(ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.

(3) **Standard 3--Content Knowledge and Expertise.** Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

(A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.

(i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.

(iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.

(4) **Standard 4--Learning Environment.** Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

(A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.

(ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.

(C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.

(iii) Teachers cultivate student ownership in developing classroom culture and norms.

(D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.

(i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.

(5) **Standard 5--Data-Driven Practice.** Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review
and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

(B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
(i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
(ii) Teachers communicate with students and families regularly about the importance of collecting data and monitoring progress of student outcomes, sharing timely and comprehensible feedback so they understand students' goals and progress.

(D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
(i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
(ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.

6) **Standard 6--Professional Practices and Responsibilities.** Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

(A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
(iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

(B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
(ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.

(C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
(i) Teachers clearly communicate the mission, vision, and goals of the school to students, colleagues, parents and families, and other community members.
(ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.

(D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
(i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to...
Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).

(ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.

(iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

IV. TExES Content Competencies (if applicable)

Not applicable, since this is not a content-specific course.

V. TExES PPR Competencies

PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES STANDARDS (EC-GRADE 12)

Standard I.* The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.

The teacher knows and understands:
1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;
1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);
1.19k the importance of designing instruction that reflects the TEKS;
1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;
1.15s develop instructional goals and objectives that reflect different types of student learning and skills;
1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;
1.29s use assessment results to help plan instruction for groups of students or individuals.

Standard II.* The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

The beginning teacher knows and understands:
2.1k the importance of creating a learning environment in which diversity and individual differences are respected;
2.5k the necessity of communicating teacher expectations for student learning;
2.1s interact with students in ways that reflect support and show respect for all students;
2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;
2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
2.10s implement routines and procedures for the effective management of materials, supplies, and technology;
2.14s communicate high and realistic expectations for students’ behavior and ensure that students understand behavior expectations and consequences for misbehavior;
2.19s create a safe and inclusive classroom environment;
2.21s respect students’ rights and dignity;

Standard III.* The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

The beginning teacher knows and understands:
3.1k the importance of clear, accurate communication in the teaching and learning process;
3.15k the significance of teacher flexibility and responsiveness in the teaching/learning process;
3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;
3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students’ knowledge;
3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process;
3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

The beginning teacher knows and understands:
4.1k the importance of families’ involvement in their children’s education;
4.7k the various ways in which teachers may contribute to their school and district;
4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
4.13k legal requirements for educators (e.g., those related to special education, students’ and families’ rights, student discipline, equity, child abuse);
4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);
4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;
4.17k the importance of adhering to required procedures for administering state and district-mandated assessments;
4.18k the structure of the education system in Texas, including relationships between campus, local, and state components;
4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;
4.4s engage families in their children’s education and in various aspects of the instructional program;
4.5s maintain supportive and cooperative relationships with colleagues;
4.6s engage in collaborative decision making and problem solving with other educators to support students’ learning and well-being;
4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects);
4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);
4.16s use knowledge of legal and ethical guidelines to guide behavior in education related situations;
4.17s serve as an advocate for students and the profession;
4.19s use knowledge of the structure of state and local education systems to seek information and assistance in addressing issues.

Other: understand describe the contents of the Texas Educators’ Code of Ethics; choose to adhere to professional, ethical behavior as set forth in the Code.

VI. Technology Standards addressed in the course

1.1k how to use innovative technology and electronic communication to create new knowledge;
1.1s design and create interdisciplinary multimedia presentations that include audio, video, text, and graphics;
2.1k how to design and format digital information for appropriate and effective communication;
2.2s participate in electronic communities as a learner, initiator, and contributor;
2.3s employ technological collaboration such as sharing information through online communications to complete tasks;
2.4s use groupware, collaborative software, and productivity tools to create products;
2.5s use technology in self-directed activities to create products for and share products with defined audiences;
2.6s evaluate student-created products through self- and peer review for relevance to the assignment or task prior to final submission;
3.1k how to use strategies for acquiring information from electronic resources in a variety of formats;
3.2k how to evaluate and validate acquired electronic information; and
5.2s model ethical acquisition and use of digital information, including using established methods to cite sources;

VII. Course Objectives/Learning Outcomes

Part I
CH1 - Identify current issues related to teacher certification and describe the major elements of teacher compensation.

CH2 - Discuss how the teaching profession has evolved and describe options for evaluation, professional development, and professional organization membership.
Part II

CH3 - Identify the major philosophies of education.
CH4 - Compare and contrast the major theories of education and their impact in the classroom.

Part III - Describe the historical foundations of education

Part IV - Describe factors related to effective schooling in a diverse, multicultural society.

Part V – CH 11: Describe the effects of federal and state constitutional provisions, various types of laws, and federal and state court systems and related issues that influence education in America and Texas.

CH 12: Describe the various factors related to teachers’ professional responsibilities and teachers’ and students’ rights.

CH 13: Describe factors related to governmental funding of publics schools in the state and the nation.

Part VI

CH14 - Write a learning objective for a lesson.
CH15- Determine an appropriate assessment measure for an objective.

Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and individual professional competence
B. Gain familiarity of major philosophies and influence of educational theories on American education
C. Acquire a professional historical knowledge base of American education
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools
E. Expand awareness and understanding of teaching a diverse student population
F. Write an effective objective and determine an appropriate assessment measure.

Student learning outcomes (The student will . . .)

A-1. Identify characteristics that constitute a profession. Is teaching a profession?
A-2. Observe instruction and identify important aspects of public school classrooms.
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.
C-1. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St.Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.

C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Du Bois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.

C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.

D-2. Identify sources of education law such as due process in the 14th Amendment.

D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.

E-2. Increase understanding of students with special learning needs.

E-3. Acquire professionalism in speaking and writing about persons with disabilities.

F-1. Effectively write an objective for a lesson.

F-2. Determine appropriate assessment measures to address objectives and learning outcomes.

VIII. Course Topics

The major topics to be considered are as follows:

1. teaching as a profession,
2. major philosophies and educational theories,
3. the history of the development of American and Texas schools,
4. student diversity and the importance of understanding learners,
5. legal and ethical issues,
6. the teaching environment of our schools and classrooms.

IX. Instructional Methods and Activities

EDUC 3311 utilizes a variety of traditional instructional methods and activities:

- Traditional Experiences (lectures/discussions, essays, demonstrations, guest speakers, tests, videos, cooperative group work, and student discussions/presentations.)

- Online activities: As this is a hybrid course, you will spend considerable time completing online learning activities. These activities include utilizing appropriate Internet resources toward achieving course objectives. Specific activities include reading, writing, posting comments in the discussion forum, Google Drive collaborative document activities, and other engaging work.

- Field Experiences will involve observation and written reflection of teaching at the appropriate course level that matches the student’s desired level of teacher certification.

X. Evaluation and Grade Assignment

The methods of evaluation and the criteria for grade assignment are:
A. **Methods and Percentage of Final Course Grade Totaling 1,000 Points:**

1. 10 points: Syllabus Quiz
2. 50 points: Participation
3. 50 points: Current Events Presentation and Discussion
4. 300 points: In-class Activities; Post-Session Discussion Threads; online assignments
5. 100 points: Philosophy Paper
   - 40 pts: Draft by midterm
   - 60 pts: Final paper by November 1st, including hard copy for your interview portfolio
6. 100 points: Active Learning Workshop
7. 150 points: Teacher Observations (2 teachers/ one-class each)
   - 50 pts per each of the observations
   - 25 pts per each of the peer discussion thread reviews
8. 100 points: Flipped Instruction Chapter Quizzes (150 points possible)
   - See extra credit policy for clarification.
9. 40 points: Midterm take-home exam
10. 100 points: Final take-home exam

B. **Grading Scale**

Note: All grades are based upon total points earned. To calculate your current progress, calculate the percentage of total points accumulated.

- A = 90-100 %
- B = 80-89 %
- C = 70-79%
- D = 60-69%
- F = 59% and below

XI. **Textbook(s)**


XII. **Bibliography**

Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD. *Teaching Exceptional Children,* Vol. 34, No. 2, pp 72-81.


XIII. Course Schedule

<table>
<thead>
<tr>
<th>Online or Face to Face (F2F), Session # (S#) and Date</th>
<th>Topic or activity of class session</th>
<th>Ch Quizzes are due midnight before class; Other items due 48 or more hours before class, unless otherwise indicated</th>
</tr>
</thead>
<tbody>
<tr>
<td>F2F-S1:</td>
<td>Course introductions; signing up for a Google Drive account; Blackboard shell overview; course overview. Current Event modelled; sign-ups. Contact info cards; team building.</td>
<td>No items due.</td>
</tr>
<tr>
<td>F2F-S2:</td>
<td>Chs1,2: Status &amp; Development of the Profession</td>
<td>Syllabus Quiz; 10 pt quiz per chapter;</td>
</tr>
<tr>
<td>S3:</td>
<td>Chs14,15: Curriculum and Instruction; Standards and Assessment; Current Event 1</td>
<td>10 pt quiz per chapter; DT Activity: Writing comprehensive objectives and assessment measure for Historical Foundations Expert Team;</td>
</tr>
<tr>
<td>S4:</td>
<td>Chs3,4: Major Philosophies; Impact of Theories on Practice; Current Event 2</td>
<td>10 pt quiz per chapter; ALWI team presentation assignment submitted; Historical Foundations Active Presentation submitted</td>
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<tr>
<td>S5:</td>
<td>Overview of Historical Foundations Section; Active Learning Workshops</td>
<td>ALW round #1 presentations. ALW#1 DT participation due 48 hours after class.</td>
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<tr>
<td>S6:</td>
<td>Chs5,6,7: Historical Foundations of Education</td>
<td>10 pt quiz per chapter; Historical Foundations Active Presentation Day</td>
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<tr>
<td>S7:</td>
<td>Ch8: Influence and Consequence of Social and Cultural Contexts. Certification Officer, Academic Advisor Guest Presentation.</td>
<td>10 pt quiz</td>
</tr>
<tr>
<td>S8:</td>
<td>Midterm Examination (completed before class) Ch9: Responding to Diversity</td>
<td>Midterm Exam; 10 pt quiz; ALWII team presentation assignment submitted</td>
</tr>
<tr>
<td>S9:</td>
<td>Ch10: Students at Risk and At-Risk Behaviors</td>
<td>Philosophy Paper Draft (Peer Discussion Thread Review)</td>
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<tr>
<td>S10:</td>
<td>Active Learning Workshop II</td>
<td>ALW presentations;</td>
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<tr>
<td>S11:</td>
<td>Ch11: Legal Framework for the Public Schools</td>
<td>10 pt quiz; ALWII DT participation</td>
</tr>
<tr>
<td>S12:</td>
<td>Ch12: Teachers, Students, and the Law</td>
<td>10 pt quiz; Philosophy Paper Final (Bb Assignment); Teaching Observation Discussion Thread; ALWIII team presentation assignment submitted</td>
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<tr>
<td>S13:</td>
<td>Ch13: Governance and Financing</td>
<td>10 pt quiz; Teaching Observations</td>
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<tr>
<td></td>
<td>Discussion Thread Peer Responses</td>
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<tr>
<td>S14: Active Learning Workshop III</td>
<td>ALW III presentations; Peer Reviews of Teaching Observations (Discussion Threads)</td>
<td></td>
</tr>
<tr>
<td>F2F S15: Final Examination</td>
<td>ALW#3 DT participation due; Final Examination.</td>
<td></td>
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</table>

**XIV. Course Policies**

*Attendance/tardiness*
Students are given 50 participation points, or 5% of your total grade, at the beginning of the course. Each absence results in a deduction of 25 points. Each tardy, which is arriving late or leaving early, merits a deduction of 10 points. Only university excused absences will be accepted.

*Late work and Make-up Exams*
Late work and make-up exams need to adhere to the attendance policy (above). Any other supportive documentation, such as a TAMUCC athlete’s game or meet schedule, needs to be requested *in advance* from the student. Due to the online and take-home nature of the midterm and final, no late assignments will be accepted.

*Extra Credit*
The only extra credit available are the flipped instruction quizzes. EDUC 3311 students have the expectation to read all chapters and the opportunity to complete all chapter flipped instruction quizzes for up to 50 points extra credit. You are expected to read each chapter and complete the quiz by midnight on the night before class. There are 15 chapters, each requiring a 10-question quiz for a total of 150 points. All points earned over 100 will be considered extra credit. Quizzes cannot be made up after the deadline. Quiz questions are verified from the publisher; discussions are possible, but no contestation of questions.

*Cell Phone/Electronic Device Usage*
Please demonstrate respect to your instructor / professor and your classmates. Your cell phone (calls and texts) should remain off; please instruct family to text you in case of emergencies only.

Please do bring a laptop computer (desired) or personal device (tablet, Surface, iPad, etc) with you to each class. You will be using Blackboard’s learning management system for discussion threads during class. You will also be using Google Drive, which is used in nearly every school district.
Technical Difficulties
Since this class is a hybrid class, there will be class meetings that will be online. You must have the ability to connect to the Internet, download required material, and post required materials as needed. TAMUCC provides wireless connectivity support. It is your responsibility to make sure your device is fully Wifi enabled upon entering class. https://it.tamucc.edu/wifi_network/wireless.network.html

Class Conduct
The study of education in America allows us a dialogue and thus, an exchange of ideas and mores that may differ from the individual’s own. I provide and expect respect, courtesy, and open-mindedness among all of us. Students, therefore, should exhibit mature online behavior. Online classroom responses should not be considered “chat room” activities. A classroom level of formality should be maintained in all email and discussion board communication. Students should refrain from a text messaging style of writing or “chat speak.” While the nature of the course requires the expression of divergent opinions, discrimination, abuse, harassment, or disorderly conduct in any form that inhibits or interferes with my educational responsibility to my students will not be tolerated in the classroom or online. Specific rules are available in the TAMU-CC Student Handbook and through the website http://judicialaffairs.tamucc.edu/studentcofc.html

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 a zero and possibly a report to an academic officer.

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 TAMUCC’s academic calendar for the term regarding the last day to drop a class with an automatic grade of “W” this term.

Preferred methods of scholarly citations: MLA

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit
from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

**Statement of Civility (can be in place of classroom/professional behavior)**

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state and federal government. We expect that you 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.

**Grade Appeals***

As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, 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 Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at [http://www.tamucc.edu/provost/university_rules/index.html](http://www.tamucc.edu/provost/university_rules/index.html). For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.

**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 Corpus Christi Hall 116.

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.

**Statement of Academic Continuity**

In the event of an unforeseen adverse event, such as a major hurricane 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.
*Required by SACS or HB2504