I. Course Description
A study of classroom organization and management as related to basic principles of human development and learning. Preventative discipline techniques utilizing both group and individual processes are emphasized. This course is to be taken concurrently with Planning, Teaching, Assessment and Technology for All Level.

II. Rationale
This course serves as a basic course that deals with how teachers manage their classrooms and motivate the students to be the best they can be. Course activities include readings from the textbooks, discussion forums so that students can interact with each other, group work, written assignments and other forms of learning and interaction. The goal of the course is to enable students to become excellent teachers in the State of Texas.

III. §149.1001. State Standards for Teachers
(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.
(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.
(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.
(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.

(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.

(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.

Statutory Authority: The provisions of this §149.1001 issued under the Texas Education Code, §21.351.

Source: The provisions of this §149.1001 adopted to be effective June 30, 2014, 39 TexReg 4955.

IV. Test Framework for Pedagogy and Professional Responsibilities Domains and Competencies

Domain I-Designing Instruction and Assessment to Promote Student Learning
Competency 002 – The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students’ learning.
Competency 003 – The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.
Competency 004 – The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II-Creating a Positive, Productive Classroom Environment
Competency 005 – The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.
Competency 006 – The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III-Implementing Effective, Responsive Instruction and Assessment
Competency 007 – The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.
Competency 008 – The teacher provides appropriate instruction that actively engages students in the learning process.
Competency 009 – The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

Competency 010 – The teacher monitors student performance and achievement; provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV-Fulfilling Professional Roles and Responsibilities

Competency 011 – The teacher understands the importance of family involvement in children’s education and knows how to interact and communicate effectively with families.

Competency 012 – The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

V. TExES PPR Competencies

The beginning teacher will:

- incorporate instructional strategies through providing opportunities for students to participate actively and successfully by:
  - varying activities
  - interacting with students in different formats, when appropriate
  - soliciting participation
  - extending student responses
  - providing appropriate wait time
  - implementing the lesson at an appropriate level of difficulty
  - using higher level questioning
  (TExES I.001, I.004, II.008; Proficiencies I.1, II.3, II.4, II.5, IV.2)

- evaluate and provide feedback on student progress during instruction through:
  - communicating learning expectations
  - monitoring students’ performances as they engage in learning
  - reinforcing correct responses/performances
  - providing corrective feedback or clarifying
  - re-teaching using a different strategy, as appropriate
  (TExES I.001, I.002, I.003, I.004, II.010; Proficiency II.3)

- maximize the amount of time available for instruction by:
  - beginning promptly/avoiding wasted time at the end of the instructional period
  - implementing appropriate sequence of activities
  - maintaining appropriate pace
  - maintaining focus
  - keeping students engaged
  (TExES I.003, I.004, III.008; Proficiency II.3)

- managing student behavior by:
• specifying expectations for class behavior
• applying rules consistently and fairly
(TEExES II.005, II.006; Proficiency II.1)
• present subject matter to teach for cognitive, affective, and/or psychomotor learning
• beginning instruction/activity with an appropriate introduction
• presenting information in an appropriate sequence
• relating content to prior or future learning
• providing for definitions of concepts and description of skills and/or attitudes and interests
• providing elaboration of critical attributes of concepts, skills, and/or attitudes and interests
• stressing the generalization, the principle, the rules as a relationship between or among concepts, skills, or attitudes/interests
• providing opportunities for application of knowledge learned
• closing instruction through assessing students’ knowledge of the objective
(TEExES I.001, I.002, I.003, I.004; Proficiencies I.1, I.2, II.4, II.5)
• use effective communication skills by:
• making no significant errors in content
• explaining content and/or learning tasks clearly
• using correct grammar
• using accurate language
• demonstrating skill in written communication
• using appropriate vocal delivery
(TEExES III.007; Proficiencies I.1, IV.2)
• create a learning environment by using strategies to motivate students to learn through:
• relating content to student interests/experiences
• challenging students by using higher level thinking/problem solving skills
(TEExES I.001, I.002, I.004; Proficiencies I.2, II.3, II.5, III.1)
• maintaining a supportive environment by:
• avoiding sarcasm and negative criticism
• establishing a climate of courtesy and respect
• encouraging slow and reluctant students
• establishing and maintaining a positive rapport with students
(TEExES I.001, I.002, II.005; Proficiencies I.2, II.2, III.1, IV.3)
• demonstrate enthusiasm for teaching by:
• employing varied expressions
• demonstrating varied voice intonation
(TEExES III.007; Proficiency II.5)
• exhibit improvement in instructional techniques during each observation  
  (TExES IV.012; Proficiency IV.4)
• apply learning principles in the classroom  
  (TExES III.008; Proficiency I.1)
• analyze and reflect upon teaching performance

VI. Technology Competencies
Standard I. All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.
Standard II. All teachers collaborate and communicate both locally and globally to reinforce and promote learning
Standard III. All teachers acquire, analyze, and manage content from digital resources.
Standard IV. All teachers make informed decisions by applying critical-thinking and problem-solving skills.
Standard V. All teachers practice and promote safe, responsible, legal, and ethical behavior while using technology tools and resources.

VII. Student Learning Objectives
A. Develop a well-informed perspective of teaching as a profession
B. Increase understanding of classroom management and how it affects students
C. Increase knowledge of organizational skills that are to be used in the classroom.
D. Gain experience in promoting a positive student learning environment

VIII. Course objectives:
A-1. Formulate a pedagogically sound and personally comfortable classroom management plan.
B-1. Summarize and discuss applications of developmental, behavioral and cognitive learning theories and how they affect student behavior
B-2. Summarize and discuss the critical role of acceptable student behavior in the teaching/learning process
C-1. Utilize Bloom’s taxonomy to develop a range of appropriate written instructional objectives having to do with student behavior
C-2. Incorporate the Texas Essential Knowledge and Skills (TEKS) into lesson planning
C-7. Plan management strategies that are designed to meet students’ special learning needs

IX. The major topics to be considered are:
• Reading Introduction
• Code of Ethics
• Building a Supportive and Healthy Classroom
• Classroom Management
• Classroom Organization
Methods and activities for instruction include:

1. This course will be delivered face to face and will be enhanced with Blackboard. It will involve readings from the required text book and online sources; you are expected to read the assigned readings prior to class. These readings will inform the course activities, discussions, quizzes, and reflections. You will utilize the online Classroom Management Simulations via the Pearson MyEducationLab to gain experience reflecting on teaching aligned to the course topics. In addition this course will require classroom experiences (discussions, direct instruction, lecture/discussions, modeling, etc.).

2. This course will require clinical experiences – Cooperative groups, student presentations, guided discovery and simulations.

3. This course will require field experiences – over 50% of the course time will be spend in a public school classroom where you will work with a cooperating teacher to learn best practices.

Assignments/Calendar

Your assignments and due dates are posted in the Bb calendar. Please check Bb regularly to ensure you are turning in assignments when they are due.

XI. Evaluation and Grade Assignment and Overview of Course Requirements

All work will be submitted online via Bb. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Late work will not be accepted unless you experience extenuating circumstances, and if so, you must contact Dr. Staples immediately to make alternative arrangements.

1. Attendance – 10%
   - We will meet as a class weekly on Tuesdays to collaborate and discuss relevant course topics. You will be expected to participate in all class activities with your peers in order to foster your understanding of planning, teaching, and learning processes.

2. Active Participation – Students will be actively engaged in all parts of the class. In addition to in-class activities we will have discussion boards that we will participate in.
   - Discussion Forums - This will be explained furthing in Bb (10%)
     - MyEducationLab Classroom Management Simulations –
You will watch and respond to videos of high quality teaching aligned with the course topics. The MyEducationLab is part of your textbook, and you will find instruction to access these simulations in the “MyEducationLab” link on the Bb homepage.

- Creating Classroom Behavioral Expectations
- Helping All Students Believe They Can Achieve
- Developing Positive Teacher Student Relationships with All Students
- Creating an Effective Classroom “Discipline” Policy
- Responding to Mildly Disruptive Behavior
- Effectively Handling Transitions
- Responding to Students’ Failure to Follow Classroom Expectations
- Dealing with Situations Where Students Are Being Bullied/Harassed
- Understanding “Triggers” for Unproductive Student Behavior, and Preventing this Behavior
- Developing Behavior Change Plans for Students Who Demonstrate Serious and /or Persistent Disruptive Behaviors

- Texas Classroom Teachers Survival Guide (20%)
  Each person will have only five to seven minutes to relate the facts to the other students. Students will be required to create a visual (it can be a handout or a chart on the projector or a short power point) to use during the presentation. The visual will be saved to the class GoogleDrive before your presentation. Students are to go to www.TCTA.org
  At the top of page, select Publications
  Select: TCTA’s Survival Guide
  You may not present on a topic that another students has already selected.
  You will select a day for your presentation and list the title of your topic in the class GoogleDrive.

- Classroom Discipline Model Presentations –20%
  Students will work in designated teams to present an assigned discipline model. A minimum of two outside resources must be used and the presentations must be at least 20 minutes in length. The presentations should address the following:
  ✓ Involve all team members.
  ✓ Be professionally prepared and contribute positively to your own growth and that of your colleagues.
  ✓ Be sure to address the multiple intelligences and learning styles of your audience while presenting the key points of your discipline model. In other words, engage your audience.
  ✓ Actively engage our class in an activity that demonstrates the discipline model. Your group will create a classroom situation including behaviors or procedures that
impede learning in the classroom environment. Then, the techniques and procedures from the discipline model should improve the learning environment.
✓ Provide a CREATIVE one-page handout for the entire class that details the discipline model’s key points. You will post this handout to the class GoogleDrive before our class meeting.

3. Classroom Management Plan – 30%

Your Classroom Management Plan will be a digital collection of artifacts that demonstrate your knowledge of the facets of classroom management. You will be required to create a simple web page using GoogleSites or any other platform you feel comfortable using. Overall, there are three parts to the Management Plan, but it is not necessary that you complete them in any particular order. The assignment requires the following artifacts:

✓ An account of your activities for the first three days of class (60 points)
✓ Development of three “Getting Acquainted” activities (30 points)
✓ An introductory letter to parents (10 points)
✓ A written classroom management philosophy (20 points)
✓ A rendering of your classroom arrangement and analysis (20 points)
✓ A written example and analysis of your Incentive System (20 points)
✓ A letter to communicate student academic struggles (20 points)
✓ A letter to communicate student persistent misbehavior (20 points)

4. Quizzes/Surveys/Exams – (10%)
There will be surveys/quizzes/exams related to course readings located on Bb and in class throughout the course. When on Blackboard your quizzes are located under “Assignments & Assessment” in Bb.

Evaluation Procedures and Grading Scale

**All work will be submitted online via Bb, unless otherwise specified by Dr. Staples.** You will complete assignments in MyEducationLab (Classroom Management Simulations), the GoogleDrive, and on your website, but it will only be graded if you submit it to Bb. It is important that you read each assignment carefully to be sure that you submit it correctly, completely, and on time. Late work will not be accepted unless you experience extenuating circumstances, and if so, you must contact Dr. Staples immediately to make alternative arrangements.

As a teacher, you will be judged by parents, other teachers, your administration and the public in your actions, your speech, and your writing. It is vital to strive for excellent in communication in all areas.
In this course, you will always be graded on the quality of your writing. You are a model for our profession and your expertise in written communication is paramount. Seek assistance from the Center for Academic Student Achievement to improve your skills.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Graded Value</th>
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<tbody>
<tr>
<td>Attendance</td>
<td>10%</td>
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<tr>
<td>Discussion Forums</td>
<td>10%</td>
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<tr>
<td>These will mostly come from MyEducationLab Classroom Management Simulations</td>
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<tr>
<td>Texas Classroom Teachers Association (TCTA) Survival Guide Presentation</td>
<td>20%</td>
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<tr>
<td>Group Discipline Model Presentation</td>
<td>20%</td>
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<tr>
<td>Classroom Management Plan</td>
<td>30%</td>
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<tr>
<td>Online Chapter Quizzes/Surveys and Exams</td>
<td>10%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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Grading scale:

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<tr>
<th>QUALITY OF WORK</th>
<th>LETTER GRADE</th>
<th>PERCENT RANGE</th>
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<tbody>
<tr>
<td>Exemplary</td>
<td>A</td>
<td>90% -100%</td>
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<tr>
<td>On-Degree Level Work</td>
<td>B</td>
<td>80% -89%</td>
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<tr>
<td>Minimal/ Needs Improvement</td>
<td>C</td>
<td>70% -79%</td>
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<tr>
<td>Poor/ Attempted And Submitted</td>
<td>D</td>
<td>60% -69%</td>
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<tr>
<td>Failure</td>
<td>F</td>
<td>59% or below</td>
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XII. **Textbook:**

XIII. **Resources:**
The knowledge bases that support course content and procedures include:

XIII. **Course Outline:**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td><strong>Week One</strong></td>
<td>Ethics</td>
<td>Read Syllabus and Sign Syllabus Agreement on Blackboard</td>
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<td><strong>Week Two</strong></td>
<td>Introduction to Classroom Management</td>
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</table>
| **Week Three** | Building Supportive and Healthy Classroom Relationships | TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation |
| **Week Four** | Organizing Your Classroom and Materials | TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
**First part of Classroom Management plan due on BB.** |
| **Week Five** | Establishing Classroom Rules and Procedures/Transitions | TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation |
| **Week Six** | Managing Student Work | TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation  
TCTA Survival Guide Presentation |
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<tr>
<th>Week Seven</th>
<th>Planning and Conducting Instruction</th>
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<tr>
<td></td>
<td>TCTA Survival Guide Presentation</td>
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<th>Week Eight</th>
<th>Maintaining Appropriate Instruction</th>
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<td>TCTA Survival Guide Presentation</td>
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<td>TCTA Survival Guide Presentation</td>
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<td></td>
<td><strong>Second part of Classroom</strong></td>
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<td><strong>Management plan due on BB.</strong></td>
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<tr>
<th>Week Nine</th>
<th>Communication Skills for Teachers</th>
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<td>TCTA Survival Guide Presentation</td>
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<th>Week Ten</th>
<th>Managing Problem Behaviors</th>
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<td>Group presentation</td>
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<th>Week Eleven</th>
<th>Special Populations</th>
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<td>Group presentation</td>
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<th>Week Twelve</th>
<th>Managing Special Groups</th>
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<td><strong>Third part of Classroom</strong></td>
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<td><strong>Management plan due on BB.</strong></td>
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<th>Week Thirteen</th>
<th>Professional Development</th>
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<td>Group presentation</td>
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<th>Week Fourteen</th>
<th>Dealing with Situations</th>
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<td>Group presentation</td>
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<th>Week Fifteen</th>
<th>Developing Behavior Change</th>
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<td>Group presentation</td>
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<td><strong>All assignments due on BB.</strong></td>
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XIV. Course Policies

*Attendance/tardiness*
Attendance is extremely important for success in this class. Please plan on attending class. Points will be deducted for all absences and excess absences could lead to failure of the class. More than three absences could lead to failure of the course.

**Late work and Make-up Exams**

Late work is not accepted unless you make arrangements with the professor ahead of time. All late work is assessed 10% off per day it is late. Work is not accepted after five days.

**Extra Credit**

Extra credit work is not typically assigned in this class.

**Cell Phone/Electronic Device Usage**

Please limit the use of cell phones during class time. If you need to use your cell phone, please step into the hall.

**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 (   ).

**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. November 15, 2017 is the last day to drop a class with an automatic grade of “W” this term.

**Preferred methods of scholarly citations – All work should be in APA.** The APA style refers to the method of writing research papers recommended by the American Psychological Association. Please look up APA and make sure you are using the APA style in all writing.

**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. 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
The knowledge bases that support course content and procedures include:


