Strategies for Technology Integration

Course Site: https://bb9.tamucc.edu
This is an online course. A variety of asynchronous technologies will be used to teach this course.

<table>
<thead>
<tr>
<th>DET — 5320</th>
<th>Fall, 2018</th>
<th>3 Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor</td>
<td>Email</td>
<td>Office Hours: FC #249</td>
</tr>
<tr>
<td>David R. Squires, Ph.D.</td>
<td><a href="mailto:david.squires@tamucc.edu">david.squires@tamucc.edu</a></td>
<td>Monday – Friday</td>
</tr>
</tbody>
</table>

I. Course Description

A course designed to enable participants to thoughtfully plan for integration of computers and other media in instruction. Considers a rationale for technology integration, learning theory, evaluation of interactive media, strategies for technology integration, and related student assessment.

II. Conceptual Framework

The focus of this course is on strategies for educational technology integration, and how educational technology integration can be used to support diverse student learning. This course is designed to meet the Association for Educational Communications and Technology (AECT), the Association for Talent Development (ATD), the International Society for Technology in Education (ISTE), and the Texas Examinations of Educator Standards (TExEs) Master Technology Instructor Standards. Some emphasis is placed on the use of educational technology in K-12 schools, but the concepts and principles readily apply to most learning and training contexts. The definition of educational technology in this course is defined by the Association for Educational Communications and Technology (AECT) publication from 2008, *Educational Technology: A Definition with Commentary*: “Educational Technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources.”
III. Required Readings

★ All required readings, PDFs and articles are located in the Blackboard Learn 5320 course site.

Recommended Textbooks


IV. Academic Honesty

1. Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty.
2. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism.
3. Students are responsible for adhering to Texas A&M University-Corpus Christi’s culture of academic honesty. Therefore, all individual submissions must be created independently and any plagiarism or cheating will result in a failing grade.
4. More detailed information about academic honesty is located in the student catalogue: Academic Integrity

Fall, 2018
David R. Squires, Ph.D.
Instructional Design & Educational Technology, Texas A&M University-Corpus Christi
V. Goals and Objectives
During the course, each student will be expected to:

1. **Establish** effective verbal, nonverbal, and media communication techniques.
   a) Demonstrate effective professional and interpersonal communication skills.
   b) Use media techniques so that learners explore ideas collaboratively, pose questions, and support one another in learning.
   c) Gives multimedia presentations and use technology as a resource for building communication skills.

2. **Determine** technological resources to support individual and group learning.
   a) Include appropriate uses of instructional materials and resources helping students understand the role of technology as a learning tool.
   b) Evaluate the effectiveness of specific materials and resources for particular situations and learning strategies.

3. **Draw on technology** to provide relevant and meaningful learning experiences.
   a) Stay abreast of current technology.
   b) Integrate technological resources so that learners consider the central themes of the subject matter from as many viewpoints as possible.

4. **Create** a learner-centered community, collaboratively identify needs; and plan, implement, and assess instruction using technology and other resources.
   a) Select technology that is developmentally appropriate and designed to engage interest in learning
   b) Demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
   c) Use technological and other resources to facilitate continual professional growth.

5. **Demonstrate** knowledge of how to use task appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results to support the work of individuals and groups in problem solving situations.
   a) How to use and integrate appropriate technology-based productivity tools (e.g., word processor; database; spreadsheet; telecommunications; draw, paint, and utility programs) into teaching and learning.
   b) Know how to facilitate the use of appropriate digital editing tools and design principles for classroom use (e.g., consistency; repetition; alignment; proximity; ratio of text to white space; image file size; color use; font type, size, and style).

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*Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
c) Apply methods for extending the learning environment beyond the classroom through the creation and sharing of electronically formatted and published documents via electronic networks.

d) Know how to accomplish tasks through technological collaboration to include participation with electronic communities as learner, initiator, contributor, and teacher/mentor.

e) Know how to create specifications and instructions (e.g., hardware/software requirements, instructions for use) for technology-based tasks.

f) Know how to use technology applications to facilitate the evaluation of work, including both process and product.

g) Know how to create rubrics to evaluate technology-based processes and products against established criteria.

6. **Communicate in different formats for diverse audiences.**

a) Know how to select, format, and present media activities and projects appropriate for the content, purpose, audience, and environment.

b) Know how to use productivity tools (e.g., spreadsheets, databases, word processors, graphics applications) to communicate effectively.

c) Know how to select and use various presentation formats (e.g., slide shows, posters, multimedia presentations, newsletters, brochures, reports) to communicate effectively.

d) Know the characteristics, purposes, and protocols for using a variety of electronic communication tools (e.g., e-mail, Internet browsers, videoconferencing, distance-learning tools, discussion forums).
7. **Demonstrate**
knowledge of instructional design, development, and assessment in a technology-enhanced environment.

a) Know how to use formal and informal assessments to evaluate students' technology proficiencies.
b) Know fundamental characteristics of quantitative and qualitative assessments and understands how to use these assessments appropriately to plan and develop instruction.
c) Know how to facilitate ongoing student self-assessment in the use of technology, including both process and product.
d) Demonstrate knowledge of effective methods for incorporating technology into various instructional strategies (e.g., direct instruction, cooperative, project-based) to maximize student learning and teacher effectiveness.
e) Demonstrate knowledge of effective methods for incorporating technology into various instructional strategies (e.g., direct instruction, cooperative, project-based) to maximize student learning and teacher effectiveness.
f) Know how to use technology to develop student collaboration skills to propose, assess, implement, and communicate solutions to real-world problems.
g) Know and apply effective classroom-management strategies in technology-enhanced environments.

8. **Implement**
and assess
technology-enhanced instruction to meet the diverse needs and abilities of all students.

a) Demonstrate knowledge of a variety of technology-based tools, including assistive and instructional technologies that promote learning for all students.
b) Know how to plan and design activities and products that are accessible to learners with diverse needs and abilities.

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The Association for Talent Development (ATD) Standards

Based Alignments:

Learning Technologies

- Apply a variety of learning technologies to address specific learning needs.
Use technology effectively across the different areas of expertise.
Identify when and how to use technology as a training and development solution.

Evaluating Learning Impact
Use learning metrics and analytics to measure the impact of learning solutions.
Select appropriate strategies, research design, and measures.
Communicate and gain support for the evaluation plan.
Manage data collections.
Analyze and interpret data.
Apply learning analytics.
Make recommendations to aid decision-making.

The Association for Educational Communications & Technology (AECT) Standards Based Alignments:

Instructional Systems Design
a) Utilize and implement design principles which specify optimal conditions for learning.
b) Identify learning theories from which each model is derived and the consequent implications.

Audiovisual Technologies
a) Apply development techniques such as storyboarding and or scriptwriting to plan for the development of audio/video technologies.
b) Use a variety of projection devices with appropriate technology tools to facilitate presentations and instruction.

Development
a) Use appropriate analog and digital productivity tools to develop instructional and professional products.
b) Apply appropriate learning and psychological theories to the selection of appropriate technological tools and to the development of instructional and professional products.
c) Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
Message Design

a) Apply principles of educational psychology, communications theory, and visual literacy to the selection of media for macro- and micro-level design of instruction.

Computer-Based Technologies

a) Design and produce audio/video instructional materials which use computer-based technologies.
b) Design, produce, and use digital information with computer-based technologies.

Integrated Technologies

a) Develop and prepare instructional materials and products for various distance education delivery technologies.
b) Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
c) Use appropriate software for capturing Web pages, audio wave files, and video files for developing offline presentations.

Media Utilization

a) Identify key factors in selecting and using technologies appropriate for learning situations specified in the instructional design process.
b) Use educational communications and instructional technology (SMETS) resources in a variety of learning contexts.

Implementation and Institutionalization

a) Use appropriate instructional materials and strategies in various learning contexts.
b) Identify and apply techniques for integrating SMETS innovations in various learning contexts.

Policies and Regulations

a) Identify and apply policies which incorporate professional ethics within practice.
b) Identify and implement effective policies related to the utilization, application, and integration of instructional technologies.

Management

a) Demonstrate leadership attributes with individuals and groups (e.g., interpersonal skills, group dynamics, team building).
Project Management
   a) Apply project management techniques in various learning and training contexts.

Resource Management
   a) Apply resource management techniques in various learning and training contexts.

Delivery System Management
   a) Apply delivery system management techniques in various learning and training contexts.

Information Management
   a) Apply information management techniques in various learning and training contexts.

Problem Analysis
   a) Identify and apply problem analysis skills in appropriate media and educational technology (MET) contexts (e.g., conduct needs assessments, identify and define problems, identify constraints, identify resources, define learner characteristics, define goals and objectives in instructional systems design, media development and utilization, program management.

Criterion-Referenced Measurement
   a) Develop and apply criterion-referenced measures in a variety of MET contexts.

Formative and Summative Evaluation
   a) Develop and apply formative and summative evaluation strategies in a variety of MET contexts.

TEExEs STANDARDS

Standard I:
The Master Technology Teachers effectively models and applies classroom teaching methodology and curriculum models that promote active student learning through the integration of technology and addresses the varied learning needs of all students.
Standard II:
The Master Technology Teacher *selects* and administers appropriate technology-related assessments on an ongoing basis and uses the results to design and improve instruction.

Standard III:
The Master Technology Teacher *applies* knowledge of digital learning competencies including Internet research, graphics, animation, website mastering and video technology.

Standard IV:
The Master Technology Teacher *serves* as a resource regarding the integration of assistive technologies and accessible design concepts to meet the needs of all students.

Standard V:
The Master Technology Teacher *facilitates* appropriate, research-based technology instruction by communicating and collaborating with educational stakeholders; mentoring, coaching and consulting with colleagues; providing professional development opportunities for faculty; and making decisions based on converging evidence from research.

Students will be expected to model the following roles, responsibilities and functions in various degrees to become empowered learners in this course:

*Figure 1. Adapted From International Society for Technology in Education (ISTE) Standards For Educators*
VI. Course Requirements

The course requirements provide opportunities for students to explore the concepts, theories, and practices related to educational technology integration. This course adopts a cooperative online workshop approach. Therefore, it is essential to participate in each module and contribute data, information, and knowledge in a timely way. Grades are awarded based on points earned for coursework. The due dates for assignments are indicated in the course calendar. Assignments may be submitted prior to the due date. Assignments submitted late will be penalized 20% for each day late. Only assignments completed on time may be resubmitted for an improved grade up to one week after the original due date (this is in line with Mastery Learning Goals). Assignments submitted on time may be resubmitted twice (excluding your final project, unless submitted one week early). Additional information for each assignment is located within the Blackboard Learn 5320 course site under the modules section(s).

VII. Online Access

All assignments and graded course content are posted on the Blackboard Learn course site. Rubrics for each assignment and participation requirements are found in the respective Blackboard modules section. You will need a computer capable of accessing the internet for this course. While you will primarily meet asynchronously for this course, unless otherwise announced, you are expected to collaborate with your peers and schedule independent meeting times for peer feedback and your final group project. If you cannot attend an announced synchronous meeting via WebEx Training, when and if one is scheduled, the session will be recorded for you to review at a later date. Students are encouraged to register and obtain a www.Lynda.com account to be utilized in conjunction with their online journal assignments.

VIII. Online Participation [Individual & Group Assignment]

This is a performance-based course and there is a participation grade for active participation: Including completing course modules, posting feedback, adding to discussions in the discussions boards, and actively forming and contributing with your peer collaborative strategy groups. Furthermore, students are expected to provide timely group feedback and plan several weeks in advance the structure and outline of their group's collaborative strategy integration project. While some components of your group project will be completed concurrently, with your other course objectives, you will be evaluated by your group
members based on your level of participation, feedback and active contributions leading up to your final project submission. You will also find that by completing certain modules in Blackboard you will further add to your participation grade since there are bonus participation points spread out in the course modules. Rubrics and the assignment criterion for what is expected each week can be found in the course site under the respective course module(s) for each week.

**IX. Technology Journal** [Individual Assignment]

Each week students are required to select a tool they would like to learn more about, and then compose a written journal entry detailing their individual learning experience. This course will follow the project-based approach to learning tools. That is, the goal is to become familiar with a variety of tools in the context of completing a project. Student’s will learn these tools primarily by completing Web-based tutorials on Lynda.com. Students must post in their individually created online journal threads in the Blackboard course site, or post a link (can be a Google site or other free hosting site of their choice, ex. Wordpress, or personal website) to the course discussion board, detailing their experience with their chosen tool(s). The online journal serves the purpose of detailing the student's learning experience and offers an opportunity for students to explore their own interests with new and emerging technologies. By the end of the semester, students will have at least six detailed entries of their chosen technologies, their learning experiences, and the potential efficacy for strategic application.

**X. Strategy Integration Proposal** [Individual Assignment]

Students will submit a selected strategy proposal to integrate a learning strategy in a given instructional environment. The purpose of constructing a *Strategy Proposal* is to simulate authentic instructional technology integration. The goal is to plan an intervention for a performance discrepancy due to a lack of knowledge and skills that an instructional strategy can help to bridge a performance gap. The Proposal is a detailed document about the way a systematic strategic process is used to design episodes of intentional learning using technology as a facilitation medium. The technology is left completely open to the student. However, the student must include a selective strategy, a rationale, the goals of employing said strategies, benefits, intended outcomes of the strategies integration, any required resources, and impacts associated with the implementation.
XI. Design Activity [Individual Assignment]

During the design activity, students will envision how to integrate their technology of choice into an entire instructional unit from start to finish. The activity requires the student to fully describe their vision in terms of each of the critical steps in the design process:

➔ Summarize the characteristics of the learners for whom you are creating the lesson.
➔ State the behaviors that you expect your students to be able to do at the conclusion of the unit.
➔ Given the objectives, describe in detail the teaching and learning strategies that need to be implemented to meet the objectives.
➔ Given the strategies selected, identify the technologies that will be needed in support of those strategies.
➔ Describe the summative evaluation process you will use to evaluate the design and how the results of the evaluation will be used to revise it.

XII. Lesson Plan [Individual Assignment]

For the instructional lesson plan, students will specify the day-by-day implementation of the instructional events included in their instructional proposal. The collection of daily lesson plans for the unit will provide a daily snapshot of what will happen in the chosen instructional environment. The activity requires students to complete the following steps:

➢ Describe how you will prepare the students for the lesson.
➢ State the instructional strategy objective that will be addressed by this lesson.
➢ Describe what you need to do to prepare for the lesson.

XIII. Instructional Action Plan [Individual Assignment]

Students will be required to create an instructional action plan. The assignment involves detailing all of the preparations that need to be made to successfully carry out their instructional strategy. Based upon the plan, it creates a critical to-do list for instruction. Students will:

❖ Describe what action needs to be taken to prepare the learners.
❖ Describe what you need to do to prepare the learning environment ready for the strategy.
List the materials, technology and, tools you need to prepare and/or tasks that need to be done for the intended activities.

List the prompts you want to remember to use to cover all points of the lesson.

Describe the things you need to do to ensure the technologies you have selected are available and working.

Describe the feedback instruments you need to have ready for this lesson.

Given the feedback, describe the follow-up activities.

**XIV. Collaborative Strategies Final Project** [Group Assignment]

The final project for the IDET 5320 course, Strategies for Technology Integration, will be used. Students will progressively create a final project that implements a learner-centered pedagogy, a “learning by doing” model, or Project Based Learning plan, according to the course readings. Students may reference additional readings as well. The goal of the final project is to design global interactions towards a final instructional product per a current Society for Technology in Teacher Education theme for all educational environments. Alternative universal and global design projects, with an included rationale, may be proposed by the fourth week of the course; however, they are subject to instructor approval. Each student is required to begin working collaboratively within a team to integrate a chosen instructional strategy within their selected instructional site, community, or service learning environment. Students are required to form teams by the fourth week of the course. Each team will submit an online overview level presentation pitch of their collaborative strategy plan, and technology integration project proposal. Therefore, it is expected that students plan ahead and form into groups early. The final project is intended to synthesize the steps presented in earlier assignments within the course, culminating in a professional and complete strategic integration plan with detailed steps, rationale, and methods for integrating, applying and assessing the implementation.

Fall, 2018

David R. Squires, Ph.D.

*Instructional Design & Educational Technology, Texas A&M University- Corpus Christi*
XV. Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Score Range</th>
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<tbody>
<tr>
<td>A</td>
<td>Excellent</td>
<td>100-90</td>
</tr>
<tr>
<td>B</td>
<td>Good</td>
<td>89-80</td>
</tr>
<tr>
<td>C</td>
<td>Average</td>
<td>79-70</td>
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<tr>
<td>D</td>
<td>Passing</td>
<td>69-60</td>
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<tr>
<td>F</td>
<td>Failure; work not passed</td>
<td>Below 60</td>
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XVI. Additional Resources

Submitting Assignments
Please save your assignments as Word documents that include your name in the file name. For example, “YourLastname_Proposal.doc”. Completed assignments should be submitted as Word documents. I will then insert comments and feedback electronically then return it to you via Blackboard. Again, please include your name in the file name and please do not submit your work as a PDF. You should see comments inserted throughout your document when it is returned. If you can’t see these comments, please let me know. More details on each assignment are provided in the Blackboard Learn site. Please download and read these assignment rubric descriptions carefully. Note: If you prefer to use Google Docs be sure your document allows comments or it will be returned with a grade of zero.

Scholarly Citations
## XVII. Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment Due</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oct 20</td>
<td><strong>Integrative Strategies</strong></td>
<td>Located in Module 1 Assignment Materials Folder</td>
<td>[Course Introduction &amp; First Journal Entry Due]</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Project Based Learning Strategies</strong></td>
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<td></td>
<td><strong>Concept Mapping Strategies</strong></td>
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<td><strong>Self-Regulated Learning</strong></td>
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<tr>
<td></td>
<td><strong>Concept Mapping Strategies</strong></td>
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<tr>
<td>Nov  3</td>
<td><strong>Design</strong></td>
<td>Located in Module 3 Assignment Materials Folder</td>
<td>[Practice Activity: Design Vision &amp; Journal Entry Due]</td>
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<td></td>
<td><strong>Universal Design Strategies</strong></td>
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<td></td>
<td><strong>Graphic Organizers</strong></td>
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<tr>
<td>Nov 10</td>
<td><strong>Lesson Plan</strong></td>
<td>Located in Module 4 Assignment Materials Folder</td>
<td>[Practice Activity: Implementation Plan &amp; Journal Entry Due]</td>
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<tr>
<td></td>
<td><strong>Gamification</strong></td>
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<td><strong>Badges</strong></td>
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<td>Nov 17</td>
<td><strong>Instructional Action Plan</strong></td>
<td>Located in Module 5 Assignment Materials Folder</td>
<td>[Practice Activity: Critical List for Instruction &amp; Journal Entry Due]</td>
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<td><strong>Adaptive Learning</strong></td>
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<td><strong>Learning Analytic Strategies</strong></td>
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<td></td>
<td><strong>Mobile Learning Strategies</strong></td>
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<td>Nov 24</td>
<td><strong>Team Collaboration Project Planning &amp; Early Feedback Submission</strong></td>
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<td>6</td>
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<tr>
<td></td>
<td><em>(Due by December 1st for Option to Resubmit)</em></td>
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<tr>
<td>Dec  8</td>
<td><strong>Collaborative Strategies Final Project</strong></td>
<td></td>
<td>[Team Complete Project Due]</td>
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</table>

- This course syllabus is a general plan for the course; deviations announced to the class by the instructor may be necessary.
XVIII. Assignments Summary

All assignments are due by 11:59pm on the designated due date

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Due</th>
<th>Points</th>
<th>Earned</th>
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</thead>
<tbody>
<tr>
<td><strong>Technology Journal</strong></td>
<td></td>
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<tr>
<td>Introduction &amp; x5 Complete Journal Entries</td>
<td>Every Week</td>
<td>20 points</td>
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<tr>
<td><strong>Integration Proposal</strong></td>
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<tr>
<td>Rationale</td>
<td>October 27</td>
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<tr>
<td><strong>Design Activity</strong></td>
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<tr>
<td>Design</td>
<td>November 3</td>
<td>10 points</td>
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<tr>
<td><strong>Lesson Plan</strong></td>
<td></td>
<td></td>
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<tr>
<td>Implementation</td>
<td>November 10</td>
<td>10 points</td>
<td></td>
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<tr>
<td><strong>Instructional Action Plan</strong></td>
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<tr>
<td>Critical Actions</td>
<td>November 17</td>
<td>10 points</td>
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<tr>
<td><strong>Collaborative Strategies</strong></td>
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<tr>
<td>Complete Project</td>
<td>December 8</td>
<td>30 points</td>
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<tr>
<td><strong>Online Participation</strong></td>
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<tr>
<td>Active Participation</td>
<td>Every Week</td>
<td>10 points</td>
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</table>

Total = 100 points
XIX. Module Readings & Posted Articles

Full pdf articles listed below are available for student’s individual use in the Blackboard 5320 course site and may be opened with the password: IDET5320


XX. Bibliography


*Required Course Policies*

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 failing grade.

**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 9th, 2018) is the last day to drop a class with an automatic grade of “W” this term.

**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