Computing Applications in Education

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>IDET 5302</th>
<th>Fall, 2019</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits</td>
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</tr>
<tr>
<td>Instructor</td>
<td></td>
<td></td>
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<tr>
<td>Hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr. Elwood</td>
<td></td>
<td></td>
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<tr>
<td>c.edu</td>
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<td></td>
</tr>
<tr>
<td>Email</td>
<td>susan.elwood@tamuc</td>
<td></td>
</tr>
<tr>
<td>Office</td>
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<td>request</td>
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</table>

I. Course Description

Introduces the uses of technology in classroom environments. Examines and practices technology integration within classroom environments, using various applications, instructional and productivity software, as well as evaluation tools and resources. Addresses development of integrated instructional activities and a collaborative final project related to selected instructional goals.

II. Rationale

There are no prerequisites for this course. The course is intended to have a practical focus which will assist you—a working or future educator or trainer—in making better use of computers with your students. This course will focus on a number of strategies for use of computers in education or training environments. Instruction and activities will be delivered via the University’s BlackBoard learning management system.
A final “instructor approved” project is required for each of you. The project should be useful to you and should address a learning environment related question or problem of your choosing. Projects are subject to instructor approval and should target application of at least three of the progressive artifacts presented in the course.

III. Required Textbooks

★ None. Readings are provided within the Blackboard course shell as needed.

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.

V. Standards-Based Instructional Goals and Objectives

Goals

- Apply a systemic process to improve each others’ abilities to set goals, and take action.
- Set goals to remain current on emerging technologies for learning, innovations in pedagogy, and advancements in the learning sciences.
- Increase equity, inclusion, and digital citizenship practices.
- Design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- Produce audio/video instructional materials which use computer-based technologies; especially in modeling effective use of tools and resources to apply a variety of standards-aligned formative and summative assessments.
- **Model** effective learning environment management and collaborative learning strategies to maximize teacher and student use of digital tools and multimedia resources.

**Objectives-- During the course, each student will be expected to:**

| 1. **Apply** a systemic process to improve each others’ abilities to set goals, take action and... | a) Establish a coaching agreement among peers to establish trust with clients and each other in the working group.  
 b) Display a coaching presence that demonstrates active listening, asking powerful questions to help manage progress and accountability.  
 c) Develop goals and plans in designing learning opportunities.  
 d) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.  
 e) Use direct communication.  
 f) Meet ethical guidelines and professional standards.  
 g) Demonstrate cultural competency when communicating with colleagues; interact with them as co-collaborators in learning environments.  
 h) Foster a culture where learners take ownership of their learning goals and outcomes in both independent and group settings. |
|---|---|
| 2. **Set goals** to remain current on emerging technologies for learning, innovations in pedagogy, and advancements in the learning sciences. | a) Coach educators in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.  
 b) Use collaborative tools to expand students’ authentic, real-world learning experience by engaging virtually with experts, teams and students, locally and globally.  
 c) Use technology to regularly engage in reflective practices that support personal and professional growth. |
| 3. **Increase** equity, inclusion, and digital citizenship practices. | a) Ensure all learners have skilled educators who actively use technology to meet learner needs.  
 b) Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.  
 c) Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.  
 d) Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for professional development for teachers and administrators. |
| **4. Design** authentic, learner-driven activities and environments that recognize and accommodate learner variability. | a) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.  
   b) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.  
   c) Coach teachers in and model design and implementation of technology-enhanced learning experiences  
      i) addressing content standards and student technology standards;  
      ii) using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students;  
      iii) emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation). |
|---|---|
| **5. Produce** audio/video instructional materials which use computer-based technologies; especially in modeling effective use of tools and resources to apply a variety of standards-aligned formative and summative assessments. | a) Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback, to inform instruction.  
   b) Apply development techniques such as storyboarding and/or scriptwriting to plan for the development of audio/video technologies.  
   c) Use appropriate software for capturing Web pages, audio wave files, and video files for developing off-line presentations.  
   d) Combine electronic and non-electronic media to produce instructional materials, presentations, and products. |
| **6. Model** effective learning environment management and collaborative learning strategies to maximize teacher and student use of digital tools and multimedia resources. | a) Design, produce and use digital information with computer-based technologies.  
   b) Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.  
   c) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. |
| **7. Evaluate** effective instructional products to contribute to a professional portfolio. | a) Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.  
   b) Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.  
   c) Use the results of evaluation methods and techniques to revise and update instructional and professional products. |
Note: Each number in the table above directly correlates to the week number in the course schedule. Use these objectives to guide your work per correlating session.

Association of Talent Development (ATD) Standards—

Coaching: Apply a systemic process to improve others’ ability to set goals, take action and:

· Establish coaching agreement.
· Establish trust and intimacy with the client.
· Display coaching presence.
· Demonstrate active listening.
· Ask powerful questions.
· Use direct communication.
· Create awareness.
· Design learning opportunities
· Develop goals and plans.
· Manage progress and accountability.
· Meet ethical guidelines and professional standards.

Association for Educational Communications and Technology (AECT) Standards—

2.0. Indicative Performances
   2.0.5. Apply appropriate evaluation strategies and techniques for assessing effectiveness of instructional and professional products.
   2.0.6. Use the results of evaluation methods and techniques to revise and update instructional and professional products.
   2.0.7. Contribute to a professional portfolio by developing and selecting a variety of productions for inclusion in the portfolio.

2.2 Audiovisual Technologies
   2.2.2. Apply development techniques such as storyboarding and/or scriptwriting to plan for the development of audio/video technologies.

2.3 Computer Based Technologies
   2.3.1 Design and produce audio/video instructional materials which use computer-based technologies.
   2.3.2. Design, produce, and use digital information with computer-based technologies.

2.4 Integrated Technologies
   2.4.3. Combine electronic and non-electronic media to produce instructional materials, presentations, and products.
   2.4.4. Use telecommunications tools such as electronic mail and browsing tools for the World Wide Web to develop instructional and professional products.
   2.4.7. Use appropriate software for capturing Web pages, audio wave files, and video files for developing off-line presentations.

International Society for Technology in Education (ISTE)
Education Leaders:

1. Equity and Citizenship Advocate
   a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
   b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
   c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.

2. (ISTE 5.) Connected Learner
   a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy, and advancements in the learning sciences.
   b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
   c. Use technology to regularly engage in reflective practices that support personal and professional growth.
   d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

Educators:

3. Citizen
   a. (ISTE 3b.) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.

4. Collaborator
   a. Dedicate planning time to collaborate with colleagues to create authentic learning experience that leverage technology.
   b. (ISTE 4c.) Use collaborative tools to expand students’ authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
   c. (ISTE 4d.) Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer
   a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
   b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

6. Facilitator
   a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
   b. Model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.

7. Analyst
   a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
   b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback, to students and inform instruction.

Coaches:

1. (ISTE Coaches 2.) Teaching, Learning and Assessments
a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.
b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
c. (ISTE Coaches 2.d.) Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation).
d. (ISTE Coaches 2.f.) Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
e. (ISTE Coaches 2.g.) Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.

2. (ISTE Coaches 3.) Digital Age Learning Environments
   a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.

3. (ISTE Coaches 6.) Content Knowledge and Professional Growth
   a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the ISTE Standards*S and ISTE Standards*T.

VI. Course Requirements

This course is experience- and Mastery Learning Goal-focused. Students complete a variety of tasks to gain experience and move through different levels of expertise. Students are expected to gain technical skills during the class. In addition, students are expected to direct their own learning and challenge themselves to apply technology to their own learning, as well as the learning of others. Points are not deducted for inaccuracy and error – rather, students are expected to work collaboratively with the instructor and peers to master specific skills and meet specific goals. 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%. 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 course site under the modules section(s).

**VII. Online Access**

A variety of synchronous (in real time) and asynchronous technologies (not in real time) will be used to teach this class. 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 online asynchronously for this course, unless otherwise announced, you are expected to collaborate with your working group peers and schedule meeting times for peer and final project feedback. 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. You are expected to login into Blackboard at least once a day Monday through Friday.

**VIII. Online Participation** [Individual & Working Group Assignment]

You should be aware that much of the work you will do will be completed independently & asynchronously. There will be many resources to assist you with your work (electronic, print and human-based), but you will need to put in considerable time on your own in order to meet the course goals and objectives. The instructor also expects that each participant will be engaged in online discussions and working groups, contributing in substantial ways to the conversations. All participants take an active role by contributing ideas and resources, posing questions, taking initiative, and helping other class members; especially in the **working group protocol:**

1. asynchronous, independent preparation period with prepared files by mid-week;
2. synchronous review and brief discussion of each person’s independent learning within a working group web conference;
3. a 3-5 minute summarized web conference “celebrate and elevate” peer-reported highlights of the longer working group recording to the appropriate discussion forum.

This is a performance-based course and there is a participation grade for active online participation, including completing course modules, posting feedback, adding to discussions in the discussions boards, and actively communicating and contributing with your peers collaboratively in your working groups. It is expected that all of our interactions will be carried out in the spirit of collaboration as we all work to improve our use of technology for teaching and learning. 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. You will have unstructured time to work on your tasks and projects.

IX. Grading Scale

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<tr>
<th>Grade</th>
<th>Description</th>
<th>Score</th>
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<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>
</tr>
<tr>
<td>D</td>
<td>Work Not Passed</td>
<td>69-60</td>
</tr>
<tr>
<td>F</td>
<td>Failing</td>
<td>Below 60</td>
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</table>

X. Additional Resources

Qualtrics Data Collection Research & Experience Software

Qualtrics is a recommended data collection survey tool to conduct online or in person data collection. Qualtrics enables users to generate surveys and polls and get feedback using a variety of distribution means. Results can be viewed as reports and can be downloaded. Qualtrics allows you to share surveys and results with your colleagues using the collaboration feature. Please be aware that Qualtrics should primarily be used for University purposes and according to University policies. Access Qualtrics for free with your TAMU-CC account: https://tamucc.co1.qualtrics.com

Qualtrics Training Resources
Downloadable Qualtrics eBooks - These free eBooks can be downloaded to your computer or device for later reference: [https://goo.gl/NDuZ1S](https://goo.gl/NDuZ1S)

Scholarly Citations


**XI. Schedule**

Note: “WG” = Working Group

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Due</th>
<th>Module</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 19</td>
<td><strong>Wk 1 Google Cert</strong> Individual to Working Group Documentation</td>
<td>Individually Appropriate Google Certification Level</td>
<td>WG: time log, individual slide, conference recordings</td>
<td>1</td>
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<tr>
<td>October 26</td>
<td><strong>Wk 2 Google Cert</strong> Individual to Working Group Documentation</td>
<td>Individually Appropriate Google Certification Level</td>
<td>WG: time log &amp; <em>Google Certificate</em>, individual slide, conference recordings</td>
<td>2</td>
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<tr>
<td>November 2</td>
<td><strong>Equity and Crowd-Sourcing</strong></td>
<td>Module 3 Course Materials</td>
<td>WG: individual slide &amp; <em>Equity Assignment</em>, conference recordings</td>
<td>3</td>
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<tr>
<td>November 9</td>
<td><strong>Standards and WebQuests/ Quest Garden</strong></td>
<td>Module 4 Course Materials</td>
<td>*Request conference with Dr. E *WG: individual slide with <em>Standards &amp; WQ/QG</em>, conference recordings</td>
<td>4</td>
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<tr>
<td>November 16</td>
<td>Asynchronous <strong>Video and Mindtools/ HIP I</strong></td>
<td>Module 5 Course Materials</td>
<td>WG: individual slide with <strong>Video &amp; Mindtools/ HIP I Assignment</strong>, conference recordings</td>
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<tr>
<td>November 23</td>
<td><strong>Multimedia and Mindtools/ HIP II</strong></td>
<td>Module 6 Course Materials</td>
<td>WG: individual slide with <strong>Multimedia &amp; Mindtools/ HIP II Assignment</strong>, conference recordings</td>
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<tr>
<td>November 30</td>
<td>* Final Project Due by 11/30 with 80% or higher for option to resubmit.*</td>
<td>none</td>
<td>(11/23 final project submission as optional Mastery Learning due date)</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.**

**Carefully review the course schedule tab in Blackboard Learn for a detailed schedule of the course and assignment due dates.**

*** Download and carefully scrutinize the assignment rubrics in the Blackboard Learn course site.
Scheduling Office Hours Online:
susan.elwood@tamucc.edu with your available blocks of time 24-48 hours out
Office Hour Meetings Are Available In Person Faculty Center Room #252
Online Via WebEx, Google Hangouts, Zoom, or Telephone: 1-361-825-2407

XII. Assignments Summary

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

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<td>Week 4</td>
<td>3 points</td>
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<tr>
<td></td>
<td>Week 6</td>
<td>4 points</td>
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Wk1- Google Certification Documentation
- Individual- Slide Template completed;
- Working Group- Process & Synopsis recording
  
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<th>Points</th>
<th>Earned</th>
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<tbody>
<tr>
<td>Thirs</td>
<td>5 points</td>
<td></td>
<td></td>
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<tr>
<td>Sat</td>
<td>5 points</td>
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</table>

Wk2- Google Certification Documentation
- Individual- Slide Template completed;
- Working Group- Process & Synopsis recording

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<th>Points</th>
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<tr>
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Wk3- [Individual & WG Assignment]
- Equity & Crowd Sourcing
  
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Wk4- [Individual & WG Assignment]
- Standards & WebQuests/ Quest Garden
  
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<tr>
<td>Sat</td>
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Midterm 1-1, 10-15 min. Web Conference with Dr. E Mon-Thurs

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<th>Points</th>
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<td></td>
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Wk5- [Individual & WG Assignment]
- Asynchronous Video & Mindtools/ HIP I
  
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Wk6- [Individual & WG Assignment]
- Multimedia & Mindtools/ HIP II
  
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<tr>
<td>Sat</td>
<td>10 points</td>
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Wk7- [Individual & WG Assignment]
- Final Project Mastery Learning Deadline (opt)
- Final Project Draft for Peer Comment
  
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<td>Wk 6 end</td>
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<tr>
<td>Dec 1</td>
<td>5 points</td>
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Final Project [Individual & WG Assignment]

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<tbody>
<tr>
<td>Dec 7</td>
<td>20 points</td>
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</table>

Minimal of three course projects woven in to project and final portfolio.

Total = 100 points
XIII. Bibliography


*Dr. Elwood’s content, as adapted from Dr. Squires’ syllabus template Instructional Design & Educational Technology, Texas A&M University-Corpus Christi*
XIV. 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. Check the academic calendar (tamucc.edu/academics/calendar/) for 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](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*