Teaching at Texas A&M University
Educational Development and Instructional Support:

Canvas – Learning Management System (LMS) for TAMU, see also Teaching and Learning, and Training and Support. Additional resource: Third Party Tools Status.

> **Recommendation**: Faculty and student success are interconnected. Canvas tools offer efficiencies that support instructor and student success. Instructors are encouraged to utilize Canvas for face-to-face courses by:
>
> - accessing Canvas course shell,
> - uploading syllabus,
> - adding course resource links/materials,
> - using Canvas email for course communications,
> - populating the course calendar,
> - setting up gradebook,
> - including auto graded quizzes in your assessment plan, and;
> - utilizing engagement tools:
>   - discussion boards [technical guidance here Canvas Getting Started: Discussions (youtube.com) and here Canvas Discussions Web (youtube.com)] and;
>   - announcements [see Create Course Announcements - Google Slides and Creating Content - Google Drive] to facilitate ongoing interaction.
>
> These practices enhance the course experience for both instructors and students. See Final Start of Semester Checklist.pdf - Google Drive.
>
> Third party tools like Ally (supporting Canvas accessibility), HelioCampus (supporting Student Course Evaluation or SCE administration in Canvas), and Gradescope (replaces scantrons for testing) also increase efficiency.

Center for Teaching Excellence (CTE) – educational development and digital learning support, serving faculty and graduate students engaged in the instructional mission of Texas A&M University.

Graduate Student Support – instructional professional development specifically for graduate students (jointly supported by Center for Teaching Excellence and Graduate and Professional School).

Help Desk Central – general non-Canvas technical support.

Transformational Teaching & Learning Conference: TAMU teaching conference at the end of spring semester.

University Audio Visual Services (UAVS)– support for classroom technology.

What type of course(s) are you teaching?

Check-in with your department head regarding your specific teaching assignment. If it is an existing course, request a current syllabus from you department or access one in Aggie One Stop by selecting the "Class Search" option. If you are creating a new course, contact department head for access to the current program learning outcomes and curriculum map. This information supports aligning the new course within the existing program.

There are different aspects of assessment, alignment, and other factors associated with different categories of courses. Below is a list of things to know about course categories that inform general course design and assessment of student learning:

- Coordinated Courses – multi-section courses managed by a course coordinator who often maintains the course syllabus and facilitates textbook selection.
- Core Curriculum Courses – TAMU general education requirements. See also Undergraduate Studies - Core Curriculum (tamu.edu) and Instructor Resources
- Cultural Discourse (CD) and International Cultural & Diversity (ICD) Courses
- Gateway Courses – introductory, large, multi-section classes, some with Course Coordinators, may also be core curriculum courses.
- Existing (Inherited) Course – taught by a colleague previously, an approved syllabus already exists.
- Major Course – accreditation (institutional and/or disciplinary) related assessments may apply, check with Department Head
- Writing Intensive "W" Courses & Communication Intensive "C" Courses - University Writing Center (UWC) – Writing Intensive (W) & Communication Intensive (C) Courses (tamu.edu) [Note: Writing-Intensive Courses are an example of High Impact Practices (HIPs). For more information, see Home - LAUNCH (tamu.edu).]
- Stacked – courses offering two levels of credit such as senior undergraduate and graduate.

Create or update syllabus:

Minimum Syllabus Requirements (MSR) – Maintained by the Faculty Senate. Includes template. MSR elements are also built into the syllabus template in Canvas.

Learning Outcomes (a component of Minimum Syllabus Requirements) – "A learning outcome is a statement regarding what the student will know or be able to do upon successfully completing the course. It must be both observable and measurable. The outcomes may include competencies developed in the course." See "Learning Outcomes"

module for assistance. See also Student Learning Outcomes (for the TAMU Baccalaureate student experience) in Catalogs.

Related Item: **Howdy –** instructions for required instructor upload of syllabus and CV**.** Howdy is also the source for course rosters and email lists and the location for final grade upload.

Other resources related to syllabus and course design:

Academic Calendar – source for required course calendar dates in syllabus, Final exam schedules, see also Interfaith Calendar, Standard Lecture Times, see also Faculty Handbook.

Accessibility – Making educational resources available to all learners. Guidelines and links to instructions for creating an accessible electronic syllabus in Microsoft Word and Adobe Acrobat PDF are included in the Minimum Syllabus Requirements. See also Faculty Guide: Universal Design for Learning and IT Accessibility (tamu.edu).

Generative AI – see also Teaching with AI and Syllabus and Policy Considerations, CoPilot for Microsoft 365.

Catalogs – resources for course descriptions required for syllabus, overview of degree programs.

Export Control Office – if teaching a distance course, see "Distance Education" in Export Control Compliance Program Manual.

Faculty Handbook – Faculty Affairs publication which includes sections on teaching.

Howdy – instructions for required instructor upload of syllabus and CV**.** Howdy is also the source for course rosters and email lists and the location for final grade upload.

Family Educational Rights and Privacy Act or FERPA – rules for protection of educational records. Example: grades may not be posted via a public list connecting student names with their grades.

Mediasite – campus platform for upload of instructional video.

Office Hours – "A faculty member is expected to be available to students outside of class for consultations on course work, the student's progress in the course and to answer questions. Office hours should be posted online. Each faculty member should be available at a central location on campus (such as a departmental office or the library) during those posted times. Office hours occur during normal business hours (8 a.m. to 5 p.m., Monday–Friday). Your department will advise you on the minimum number of office hours that you should hold, as well as any other guidelines related to consultations with students outside

of class." (Source: TAMU Faculty Handbook, Faculty Affairs)

Office of Institutional Effectiveness & Evaluation (OIEE) – Manages the HelioCampus platform for accreditation assessment, Student Course Evaluations (SCEs), and Mid-Term Evaluation.

Start of semester checklist – for Canvas courses

Student Rules – Each individual student, faculty member, and staff employee is expected to read this handbook carefully and observe its requirements. Particular attention should be given to the Aggie Code of Honor, the University Statement on Harassment and Discrimination and the Students' Rights and Responsibilities.

Library licensed materials: For textbook and course reading requests, additional seats for an e-book already in the collection, as well as streaming video and audio, faculty may suggest a purchase using this online form.

Library Course Reserves: Instructors can request that library print materials, e-reserves and e-books be placed on reserves for their students. New!: Enable Reserves in your Canvas course.

Open Educational Resources: The division of OpenEd supports faculty who want to develop, adopt, or adapt openly licensed material for courses. We can locate materials that align with learning outcomes, help faculty understand open licensing, and publish OER in our Pressbooks platform.

New!: Tech Bar: Faculty and students can check-out technology for up to 7 days for free! Equipment includes items such as cameras, calculators, video and audio equipment, chargers, and much more! Consider how the Tech Bar can enhance your curriculum.

Library Instruction: Invite a librarian to work with your students. Librarians will customize a session to meet your students' needs, from library orientations to advanced research concepts.

Textbooks and Course Materials – See TAMU Bookstore Course Materials Concierge.

Title IX at Texas A&M (Department of Civil Rights & Equity Investigations) – more information regarding institutional policy statement in TAMU Minimum Syllabus Requirements**.**

Support for Students:

Academic Success Center – support for learner and instructional success including

Academic Coaching, Tutoring, Supplemental Instruction (SI).

University Health Services – Mental Health Services and Medical Services for students. – resource supporting student mental health and wellbeing.

Disability Resources – unit coordinating accommodations for students with documented disabilities that negatively impact learning - see Faculty Resource Guide and Services

English Language Proficiency (ELP)– provides services to support international instructors wishing to improve their spoken English skills.

About Students and Campus Culture:

Accountability – Website for key campus metrics, etc. – example: student demographics, time to degree.

Aggie Core Values – Elements of the Texas A&M University Purpose Statement, expectations of all members of the Aggie community.

Aggie Honor System Office – rules and procedures, support for academic integrity development. (To help students better understand academic integrity, see also Academic Honesty Quiz – in TAMU Libraries Oak Trust from Kati Stoddard, Instructional Associate Professor, Plant Pathology & Microbiology.

Attendance Policy – see Minimum Syllabus Requirements, Student Rule 7.

Math Learning Center (MLC) – supports students in high-enrollment courses with significant math, statistics, and quantitative reasoning content.

University Health Services – provides evidence-based healthcare to students.

Undergraduate Studies –

- Academic Success Center
  - Type of Support available
  - StudyHub
  - Supplemental Instruction (SI)
- LAUNCH
  - Learning Communities
  - Academic Excellence
  - Undergraduate Research
  - National Fellowships
  - Capstones, Honors
- Math Learning Center
- Office for Student Success - coordinates student success initiatives and First-Year Experience components.

- o Routh First-Generation Center
- o Transfer Student Program
- o Undergraduate Ombuds
- University Writing Center - (UWC)– support for students working on communication and writing assignments and instructors teaching communication and writing intensive courses.