



# Teaching at Texas A&M University

## Educational Development and Instructional Support:

**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. See [website](#) for details and additional programs/services. See also [Fall 2025 Workshop Guide](#).

**Canvas** – Learning Management System (LMS) for TAMU, see also [Teaching and Learning](#), [Training and Support](#), and [LMS Tools](#).

**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,
- using the module organizing structure,
- adding course resource links/materials,
- using Canvas messages for course communications,
- populating the course calendar,
- [setting up gradebook](#),
- including auto-graded quizzes in your assessment plan, and,
- utilizing engagement tools – Example - discussion boards [technical guidance [Canvas Getting Started: Discussions \(youtube.com\)](#) and [Canvas Discussions Web \(youtube.com\)](#)]

These practices enhance the course experience for both instructors and students. See [Course Building Best Practices](#).

Centrally supported [third-party tools](#) connect to Canvas to offer additional features to improve efficiency for course evaluations and common core assessments ([HelioCampus](#)) as well as digital bubble sheets that can replace scantrons ([Gradescope](#)). [Ally](#), [Panorama](#), and [Simple Syllabus](#) also support digital accessibility and the April 24, 2026 compliance deadline.

**Accessibility** – Making educational resources available to all learners. See also [Faculty Guide: Universal Design for Learning](#), and [IT Accessibility](#). Note – Deadline for Full Compliance is April 24, 2026.

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



## About Course Types:

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

**The context, expectations and requirements regarding curricular alignment and assessment can differ by course type. 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 may have a Course Coordinator who maintains the course syllabus and facilitates textbook selection.
- **Core Curriculum Courses** – often call general education requirements at other institutions, with assessment requirements related to accreditation. See [Core Curriculum Assessment](#) and [Instructor Resources, Office of Institutional Effectiveness & Evaluation](#) (OIEE).
- **Cultural Discourse (CD) and International Cultural & Diversity (ICD) Courses**
- **Gateway Courses** – introductory, large, multi-section classes, may have Course Coordinators, may also be core curriculum courses.
- **Existing or Inherited Courses** – taught by a colleague previously, an approved syllabus already exists.
- **Major Courses** – accreditation (institutional and/or disciplinary) related assessments may apply, check with Department Head.
- **New Courses** – require a draft syllabus and alignment with program to go through approval process.
- **Prerequisite or Corequisite Courses** – Sequenced courses for which faculty peers and students expect specific content and skills supporting overall program curriculum to be addressed.
- **Stacked Courses** – courses enrolling multiple levels of students and offering two levels of credit such as senior undergraduate and graduate.
- **Writing Intensive “W” Courses & Communication Intensive “C” Courses** - [University Writing Center \(UWC\) – Writing Intensive \(W\) & Communication Intensive \(C\) Courses \(tamu.edu\)](#)
  - [Checklist of C Course Requirements](#)
  - [Checklist of W Course Requirements](#)
  - [Note: Writing-Intensive Courses are an example of [High Impact Practices](#) (HIPs). For more information, see [Home - LAUNCH \(tamu.edu\)](#).]



## Creating or Updating a Syllabus:

**Minimum Syllabus Requirements (MSR)** – Maintained by Faculty Senate. Includes a template. MSR elements are built into the syllabus template in Canvas. See also [Simple Syllabus](#), [Instructions](#).

**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** – source of instructions for required instructor [upload of syllabus](#) and [upload of CV](#), also the source for course rosters and email lists. [Final grade upload](#) is possible from Canvas or in Howdy.

## Additional Information Supporting Course Design and Syllabus:

**Academic Calendar** – source for required course calendar dates in syllabus, [Final Examination 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 [Digital Accessibility Website](#), [Faculty Guide: Universal Design for Learning](#), and [IT Accessibility](#) for guidelines on course materials. Note – Deadline for Full Compliance is April 24, 2026.

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

**Course Workload Estimator 2.0** – helps to identify potential course workload imbalances.

**Distance Education** – [Faculty Resources](#) – information for faculty teaching distance education courses.

**Export Control Office** – if teaching a distance course, see “Distance Education” in [Compliance Program Manual](#).

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

**Generative AI** – [Artificial Intelligence](#), see also [Teaching with AI](#) and [Syllabus and Policy Considerations](#), [TAMU AI-Enabled Tools](#).



[Help Desk Central](#) – general technical support.

**Family Educational Rights and Privacy Act** or [FERPA](#) – rules for protection of educational records. Example: it is a violation to post grades connected to student names via a public list.

[Mediasite](#) – campus platform for uploading instructional videos.

**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](#)) Note: Some faculty call these “student hours” to emphasize their purpose to assist students.

[Student Course Evaluations](#) (SCEs) – Administered end of semester, [Mid-Term Evaluation](#) also available. See [Common Items](#). See also [What can I do to encourage my students to complete student course evaluations?](#) Managed by [Office of Institutional Effectiveness & Evaluation](#) (OIEE), in [HelioCampus](#) platform.

[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](#).

[Testing Services](#) – see also Disability Resources [testing center](#).

**Textbooks and Course Materials** – See TAMU Bookstore [Course Materials Concierge](#). See also [Texas A&M University Libraries](#).

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

[University Audio Visual Services](#) – support for classroom technology.

## [University Libraries](#)

- [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. [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.
- **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.

## 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](#).

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

**Undergraduate Studies** –

- **Academic Success Center**
  - [Support Types](#) available
  - [StudyHub](#)
  - [Supplemental Instruction \(SI\)](#)
- **Honors** - Honors Academy challenges high-achieving undergraduate students to develop the personal, professional, and intellectual skills they will need to address tomorrow's multifaceted problems.
- **Math Learning Center** (MLC) – supports students in high-enrollment courses with significant math, statistics, and quantitative reasoning content.
- **Office of National Fellowships** - Facilitates student engagement with fellowship opportunities.
- **Office for Student Success** - coordinates student success initiatives and First-Year Experience components.
  - [Routh First-Generation Center](#)
  - [Transfer Student Program](#)
  - [Undergraduate Ombuds](#)
- **Office of Undergraduate Research** – A mentored investigation or creative inquiry conducted by undergraduates that seeks to make a scholarly or artistic contribution to knowledge.
- **University Writing Center** - (UWC)– support for students working on communication/writing assignments and instructors of “C” and “W” courses.

**Student Life** – **Division of Student Affairs**

**Teaching Recognition:**

**Teaching Awards** – Information on awards and processes.

**Teaching Impact** – Crafting narrative and curating evidence supporting impact in teaching, additional details [Impact Statement](#). See also [Teaching Portfolio Reflection Guide](#), [Teaching CV](#).