



# Teaching at Texas A&M University

## Information and Resources

### Educational Development and Instructional Support:

[Canvas](#) – Learning Management System (LMS) for TAMU, see also [Training and Support](#). [Third Party Tools Status](#) lists integrated tools.

NOTE: One of the best things an instructor can do for a face-to-face course is to claim their Canvas course shell and build it out as a resource and communication hub for the class. Doing so helps clarify the course organization for both instructor and students.

[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, <https://cte.tamu.edu/>.

[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 technical support.

[Instructional Media Services](#) (IMS)– support for classroom technology.

[Keep Teaching](#) – instructional support information emphasizing blended or hybrid formats.

### What course(s) are you teaching?

Check with the department head. If it is an existing course, request a current syllabus 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 program learning outcomes and curriculum map in order to integrate the new course with the existing program

### Things to know about course categories that inform general course design and measurement 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](#) – see rubrics
- Gateway Courses – introductory, large, multi-section classes, may also be coordinated courses and/or core curriculum courses
- Inherited Course – taught by a colleague previously, a syllabus already exists



- Major Course – accreditation 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 \(tamu.edu\)](#)
- 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 templates. 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](#) in [Catalogs](#).

## Other resources informing syllabus:

[Academic Calendar](#) – source for required course calendar dates in syllabus, [Final exam schedule](#), see also [Interfaith Calendar](#), [Faculty Handbook](#) pages-10-11, [Standard Lecture Times](#).

**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](#).

[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 E-Handbook](#) – Faculty Affairs publication which includes section 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 Early Feedback.

[Start of semester checklist](#) – for Canvas course - see [keep Teaching.tamu.edu](http://keep Teaching.tamu.edu)

[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](#).

[Texas A&M University Libraries](#) – see link to [information for faculty](#) and scroll down for teaching support.

Textbooks and Course Materials - See TAMU Bookstore [Course Materials Concierge](#). See also Course Material on Reserve at TAMU University Libraries – Requests for eReserves and eBooks can be made through the [Course Reserves](#). Go to [Request Streaming Media](#) for audio or video requests.

[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 student and faculty 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](#)
  - Academic Coaching
  - [StudyHub](#)
  - [Supplemental Instruction \(SI\)](#) ([list of courses supported and sessions](#))
  - Tutoring
- [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.
  - [Routh First-Generation Center](#)
  - [Transfer Student Program](#)
  - [Undergraduate Ombuds](#)
- [University Writing Center](#) - (UWC)– support for students working on communication and writing assignments and instructors teaching communication and writing intensive courses.