

TEXAS A&M UNIVERSITY – SAN ANTONIO

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

EDUCATOR CAFE

TERM: SPRING 2023

COURSE: EDFR 3120: Field Residency 2

DAY(S)/TIME:

Observations - Students should spend at least 3 hours per week conducting interactive observations in their assigned classroom on days and times that work for both the Cooperating Teacher and the student.

Seminars - Seminars are held from 12:00-1:50 pm once per month on the following Fridays: 1/20, 2/10, 3/10, 4/21

LOCATION: Assigned campus/classroom for observations; Madla 203 for monthly seminars

INSTRUCTOR INFORMATION:

INSTRUCTOR: Julie McDevitt

EMAIL: jmcdevitt@tamusa.edu

OFFICE: 210-784-2467

CELL: 210-862-0026 – I welcome texts.

OFFICE LOCATION: Madla 223

OFFICE HOURS: Contact instructor to schedule either in person or virtually via Zoom.

Course Description

This lab course is designed to equip pre-service teacher candidates with classroom experiences in the field. Students are required to complete 30 hours of *interactive* classroom observation. At least 15 hours of the required 30 hours must involve actively working with students. Students are required to complete specific assignments related to observations and to certification exams. The course must be successfully completed prior to clinical teaching.

The Field Residency 2 course is similar to the Field Residency 1 course in that students will observe the principles and methods from college classes in an authentic classroom setting. The course provides students with the opportunity to observe the various roles of a professional teacher, both instructional and non-instructional; to learn about the practices and policies of a classroom and a school; and to practice their professional communication skills with stakeholders.

During the semester, students will observe best instructional practices for working with a diverse body of learners, including students with special needs, emergent bilingual students, and students from different cultural and socioeconomic backgrounds. Students will have the opportunity to get practical experience with differentiation, accommodations, and modifications. The semester will culminate with the requirement to be formally observed teaching a 45-minute lesson, providing practical experience with the entire lesson cycle.

Course seminars will address specific dimensions within the four domains of the Texas teacher evaluation rubric: Planning, Instruction, Learning Environment, and Professional Practices and Responsibilities. Because the students in Field Residency 2 seek secondary certification, the teaching practices discussed during seminars will address the unique experiences of a secondary teacher.

The goal of the Field Residency 2 course is for students to improve their own teaching practice through reflecting on their experiences in the classroom. Importantly, students are expected to communicate and discuss all phases of the field experience with both the cooperating teacher and the university field supervisor.

Course Learning Outcomes

By the end of Field Residency 2, students will be able to:

1. Articulate professional learning goals aligned to the state of Texas teacher evaluation instrument through reflection on their own teaching practice.
2. Implement a relevant, meaningful, and well-organized lesson that engages all learners.
3. Provide explanations of lesson content that are clear, correct, and engage secondary learners.

Pedagogy and Professional Responsibilities (PPR) Competencies Emphasized in Field Residency 2:

- 2.5s Ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement.
- 2.7s Organize and manage groups to ensure that students work together cooperatively and productively;
- 2.8s Schedule activities and manage class time in ways that maximize student learning;
- 2.9s Manage transitions to maximize instructional time;
- 2.10s Implement routines and procedures for the effective management of materials, supplies, and technology;
- 3.11s Use flexible grouping to promote productive student interactions and enhance learning;
- 3.19s Adjust instruction based on ongoing assessment of student understanding; and
- 3.20s Use alternative instructional approaches to ensure that all students learn and succeed.
- 4.6s Engage in collaborative decision making and problem solving with other educators to support students' learning and well-being
- 4.9s Collaborate professionally with other members of the school community to achieve school and district educational goals;

<https://tea.texas.gov/sites/default/files/PPr%20EC-12%20Standards.pdf>

Required Materials:

1. Course Syllabus
2. Educator CAFÉ Handbook – the handbook contains detailed instructions and requirements specific to the Educator CAFÉ Program.

SEMINAR DATES – FIELD RESIDENCY 2

The monthly field residency seminars are **MANDATORY** and must be attended **FACE TO FACE**. Failure to attend field residency seminars will result in receiving no credit for EDFR 3120.

Seminar #	Date / Time	Seminar Topics
1	Friday, January 20 12:00 – 1:50 p.m.	Professional Practices & Responsibilities: Assessing professional dispositions and establishing professional learning goals. (TTESS Domain IV)
2	Friday, February 10 12:00 – 1:50 p.m.	Planning: Engaging all learners and adjusting to address varying background knowledge, life experiences, and skills. (TTESS Domain I)
3	Friday, March 10 12:00 – 1:50 p.m.	Instruction: Communicating effectively and adjusting for engagement. (TTESS Domain II)
4	Friday, April 21 12:00 – 1:50 p.m.	Learning Environment: Engaging all students in relevant, meaningful learning. (TTESS Domain III)
Checkout	May 1 - 5 As Scheduled	Students are required to meet one-on-one with the field supervisor to review grades and documents that are auditable by the Texas Education Agency (TEA).

Additional Dates to Note:

- January 16 MLK Day/TAMUSA Holiday
- January 23 First week of observations (FR 2)
- March 6 Split Placements begin, if relevant
- March 13-17 Spring Break/TAMUSA Holiday
- May 5 Last day of observations
- May 22 Grades Due in Jagwire (Deadline)
- July 7 Deadline for passing TExES content exam for fall 2023 Clinical Teaching**

ACTIVITIES, TASKS, AND REQUIREMENTS – FIELD RESIDENCY 2

****IMPORTANT INFORMATION – READ THIS THOROUGHLY****

The following requirements pertain to all students enrolled in Field Residency 2. If you do not abide by and complete all of the requirements, you will not receive credit for Field Residency 2.

A. General Requirements

1. Students must receive the full support and recommendation of both the Field Supervisor and the Cooperating Teacher as noted on the End of Semester (EOS) Disposition forms to be recommended for certification. Students who do not receive full support and recommendation from both the Field Supervisor and the Cooperating Teacher will not receive credit for the Field Residency 2 course and will be required to re-enroll in Field Residency 2 the next semester that it is offered. Non-recommendation may result in being permanently removed from the Educator CAFÉ if the reason for not being recommended is severe. In this case, the candidate would be required to change their degree plan to one this is non-certification seeking.
2. Assignments are posted in the Blackboard course and should be submitted in Blackboard. Students may be required to turn in paper copies of selected assignments at the discretion of the Field Supervisor.
3. The Final Grading Sheet lists the due dates and point values for all course assignments.
4. Students must use the College of Education and Human Development's (COEHD) lesson plan template relevant to their certification area. The Blackboard course contains the lesson plan templates.

B. Classroom Observations

1. Students must complete a minimum of 30 hours of classroom observations over the course of the semester.
2. Observation hours cannot be accrued all at once, e.g. in one week. Rather, students must spend at least 3 hours every week in the classroom throughout the semester.
3. Students should discuss and make arrangements with the Cooperating Teacher to observe on days and at times that are mutually acceptable. Students must develop and follow the same observation schedule every week. If the student is unable to observe on a scheduled day, they must inform the Cooperating Teacher and the Field Supervisor immediately. It is not acceptable to miss a scheduled observation, however, if something unexpected comes up, communicate with both the Cooperating Teacher and the Field Supervisor immediately.
4. Of the 30 hours required, a minimum of 15 hours must be interactive. The remaining 15 hours may be observational. Interactive hours include the following types of activities: assisting teachers, administering assessments, tutoring individual students, teaching in small and large group settings, and engaging in other educational activities as suggested by the Cooperating Teacher.
5. The Educator CAFÉ recommends that after the first two observations, field residency students begin interacting with the classroom students. This interaction time will be an asset when field residency students are observed by the Field Supervisor teaching a 45-minute lesson (see E below).
6. For each observation, field residency students must record on the timesheet the interactive activities they engaged in with students or the activities they observed.
7. Students must spend time working with students with special needs and with students from different cultural and socioeconomic backgrounds. Field Residency students are also expected to practice classroom management strategies and gain practical experience with differentiation, accommodations, and modifications. Students must document these interactions and observations on the timesheet.
8. During the observation hours, field residency students will be required to observe teaching and classroom practices related to required reflection assignments.

C. Seminars

1. In-person attendance at all monthly Field Residency 2 seminars is mandatory. Students must attend all seminars to earn credit; partial credit is not given. Students who are ill need to let their supervisor know immediately and the supervisor can decide to make up the class in a one on one session.
2. Attendance at each seminar is worth 10 points (40 points total).

D. Important Forms

The following forms must be submitted by the due date and must be signed with an original signature(s):

1. Acknowledgement of Clinical Teaching
2. Acknowledgement of TExES Exam Policies for Current Students, 2022-23
3. Two-Way Release
4. Schedule of Observations
5. End of Semester Disposition Form completed by the Cooperating Teacher
6. End of Semester Disposition Form completed by the Field Supervisor
7. Timesheet. The timesheet is due at every seminar with the required number of hours logged.

E. Teaching Observation by Field Supervisor

1. The field residency student must be observed by the Field Supervisor teaching one 45-minute lesson. The observation is worth 50 points: 20 points Lesson Plan, 10 points Pre-Conference Form, 10 points Observation Evaluation, and 10 points Post-Conference Form.
2. The observation will follow the POP Cycle: Pre-Observation – Observation – Post-Observation:
 - a) Students write a formal lesson plan using the COEHD lesson plan template. Students submit the lesson plan to Blackboard at least two school days prior to the observation.
 - b) Students complete the Pre-Observation Conference form and submit it to Blackboard at least 48-hours prior to the observation.
 - c) The student and the Field Supervisor have a formal meeting to discuss the lesson plan and the Pre-Observation Conference form. This meeting is called the “Pre-Conference.” The meeting can take place in person, on the phone, or via an online platform (e.g. Zoom). During the Pre-Conference, the student reviews the lesson plan and the Pre-Observation Conference form with the Field Supervisor and the Field Supervisor asks questions and provides feedback. This is also an opportunity for the student to ask questions and get help.
 - d) The Field Supervisor observes the student teach the lesson. The Field Supervisor completes the Observation Evaluation form and their part of the Post-Observation Conference form.
 - e) The student and the Field Supervisor meet immediately following the observation, or within one day of the observation, to discuss the observation.
 - f) The student completes their part of the Post-Observation Conference form and the Observation Evaluation and submits them to the Blackboard course within 48 hours of the observation.
3. Field Supervisor observations must occur before the last date of observations.

F. Additional Assignments

1. In addition to the assignments listed above students must complete the following assignments:
 - a) Observation Reflections
 - b) TExES Exam Reflections
 - c) Mini-Lesson Lesson Plan, Presentation, and Reflection
 - d) Mid-Term Disposition Self-Assessment
2. Assignments are posted in the Blackboard course and should be submitted in Blackboard. Students may be required to turn in paper copies of selected assignments at the discretion of the Field Supervisor.
3. The Final Grading Sheet lists the due dates and point values for all course assignments.

COURSE POLICIES

Assignment Policy: All assignments must be submitted on time to receive full credit. No late work will be accepted. Note: Arrangements in exceptional circumstances (hospitalization, catastrophe, etc.) are the responsibility of the student. This means you must meet with the instructor to discuss the situation and provide documentation.

Class Participation: Participation in class discussions is expected. Elements of appropriate participation include evidence of critical thinking, clarity in identification of the issues, understanding of the problems and ability to propose and evaluate solutions. It is expected that discussions in class will reflect the required assignments. All participants are expected to welcome open expression of opinions, attitudes, and beliefs.

Class Attendance Policy: This class occurs very quickly and only meets 4 times for a total of 8 hours; therefore, attendance is very important! A vital part of every student's education is regular attendance at class meetings. Every faculty member is to keep a current attendance record on all students. In addition, successful performance in this class requires that you attend class and be punctual. Your attendance affects the dialogue about the topics and successful discussion requires your attendance. Your absence alters the community and without your presence, discussion is radically different. Absences tend to lower the quality of a student's work in a course and subsequently their understanding of the content.

Fitness to Teach: Students that struggle to complete field residency may have a Fitness to Teach report submitted or be placed on a growth plan. More information about Fitness to Teach standards and the Growth Plan can be found in the Educator CAFÉ Handbook.

The College of Education and Human Development will not recommend students for certification who do not meet qualifying criteria. Admission to the program does not guarantee fitness to remain in the program. Only those students who meet program standards will be allowed to continue in the program. Students pursuing an initial teacher's certification must meet fitness to teach standards that are assessed by faculty and program staff throughout the program. These standards include demonstration of emotional and mental fitness in their interaction with others as well as conformance with the code of professional educator ethics of the state of Texas. Students who fail to demonstrate fitness or conformance to appropriate codes may be asked to enter a remediation plan in order to remain in the program.

If a remediation plan is developed, students must demonstrate satisfactory remediation prior to being allowed to proceed toward graduation. In rare cases, a student's ability to practice may exceed remediation and removal from the program is possible. Periodically in each candidate's preparation, there will be checkpoints at which faculty, teaching specialists and cooperating teachers will assess professional dispositions. Candidates who are identified as having significant concerns will be required to correct the areas of concern and may be placed on a growth plan.

All A&M-SA students placed in schools are expected to adhere to the Code of Ethics and Standard Practices for Texas Educators. Students exhibiting a pattern of concern will be referred to the Assistant Dean. Failure to remediate areas of concern may result in a recommendation for the student to be dropped from the Educator CAFÉ. Students dropped from the Educator CAFÉ will be required to shift to a non-certification degree program in order to graduate. Students who are required to change to a non-certification degree plan will not be allowed to change back to a certificate degree plan.

UNIVERSITY POLICIES

Academic Accommodations for Persons with Disabilities: The Americans with Disabilities Act of 1990, as amended, and the Rehabilitation Act of 1973 are federal anti-discrimination statutes that provide comprehensive civil rights protection for individuals with disabilities. Title II of the ADA and Section 504 of the Rehabilitation Act require that students with disabilities be guaranteed equal access to the learning environment through the provision of reasonable and appropriate accommodation of their disability. If you have a disability that may require accommodation, please contact Disability Support Services (DSS) for the coordination of services. The phone number for DSS is (210) 784-1335 and email is dss@tamusa.edu.

Academic Learning Center: All currently enrolled students at Texas A&M University-San Antonio can utilize the Academic Learning Center for subject-area tutoring. The Academic Learning Center is an appointment-based center where appointments are made through the Navigate platform. Students access Navigate through Jagwire in the Student Services tab. The Center is active on campus outreaching to students to highlight services offered. You can contact the Academic Learning Center by emailing tutoring@tamusa.edu or calling (210)-784-1332. Appointments can also be made through Jagwire under the services tab.

Writing, Language, and Digital Composing Center: The Writing, Language, and Digital Composing Center supports graduate and undergraduate students in all three colleges as well as faculty and staff. Tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. Our language tutors support students enrolled in Spanish courses and students composing in Spanish for any assignment. Our digital studio tutors support students working on digital projects such as eportfolios, class presentations, or other digital multimedia projects. Students can schedule appointments through JagWire under the Student Services tab. Click on “Writing, Language, and Digital Composing Center” to make your appointment. The Center offers face-to-face, synchronous online, and asynchronous digital appointments. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at <https://bit.ly/WLDCCenter>.

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio’s mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/> More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

Financial Aid and Verification of Attendance: According to the following federal regulation, 34 CFR 668.21: U.S. Department of Education (DoE) Title IV regulation, a student can only receive Title IV funds based on Title IV eligibility criteria which include class attendance. If Title IV funds are disbursed to ineligible students (including students who fail to begin attendance), the institution must return these funds to the U.S. DoE within 30 days of becoming aware that the student will not or has not begun attendance. Faculty will provide the Office of Financial Aid with an electronic notification if a student has not attended the first week of class. Any student receiving federal financial aid who does not attend the first week of class will have their aid terminated and returned to the DoE. Please note that any student who stops attending at any time during the semester may also need to return a portion of their federal aid.

Jaguar Writing Center: The Jaguar Writing Center provides writing support to graduate and undergraduate students in all three colleges. Writing tutors work with students to develop reading skills, prepare oral presentations, and plan, draft, and revise their written assignments. The Writing Center is currently holding all appointments digitally. Students can schedule appointments with the Writing Center in Jagwire under the student services tab. Students wanting to work in real-time with a tutor can schedule an “Online Appointment.” Students wishing to receive asynchronous, written feedback from a tutor can schedule an “eTutoring” appointment. More information about what services we offer, how to make an appointment, and how to access your appointment can be found on our website at www.tamusa.edu/Writing-Center. The Writing Center can also be reached by emailing writingcenter@tamusa.edu.

Meeting Basic Needs: If you face challenges securing food, housing or other basic needs, you are not alone, and A&M-San Antonio can help during this time of crisis. We invite you to learn about the many resources available to support you by visiting the [Dean of Student’s website](#) or by reaching out via dos@tamusa.edu. Additionally, it is not unusual for students to encounter temporary illness or injuries that may interfere with your academic success. Students may request temporary illness/disability assistance by reaching out to the [Dean of Student’s Office](#) (210) 784-1354. If you are comfortable doing so, please notify the professor of any issues so that they may provide additional resources.

Military Affairs: Veterans and active-duty military personnel are welcomed and encouraged to communicate, in advance if possible, and special circumstances (e.g., upcoming deployment, drill requirements, disability accommodations). You are also encouraged to visit the Patriots’ Casa in-person room 202, or to contact the Office of Military Affairs with any questions at military.va@tamusa.edu or (210)784-1397.

Religious Observances: Texas A&M University-San Antonio recognizes the diversity of faiths represented among the campus community and protects the rights of students, faculty, and staff to observe religious holidays according to their tradition. Under the policy, students are provided an opportunity to make up any examination, study, or work

requirements that may be missed due to a religious observance provided they notify their instructors before the end of the second week of classes for regular session classes.

Respect for Diversity: We understand that our students represent diverse backgrounds and perspectives. When we are equity-minded, we are aware of differences and inequalities and are willing to discuss them so we can act to resolve them. The University is committed to building cultural competencies, or the attitudes, skills, and knowledge that enable individuals and organizations to acknowledge cultural differences and incorporate these differences in working with people from diverse cultures. Respecting and accepting people different than you is vital to your success in the class, on campus, and as a future professional in the global community. While working together to build this community we ask all members to:

- Share their unique experiences, values, and beliefs.
- Be open to the views of others.
- Honor the uniqueness of their colleagues.
- Value each other's opinions and communicate respectfully.
- Keep confidential discussions that the community has of a personal (or professional) nature.
- Use this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the A&M-San Antonio community.

The Six-Drop Rule: Students are subject to the requirements of Senate Bill (SB) 1231 passed by the Texas Legislature in 2007. SB 1231 limits students to a maximum of six (6) non-punitive course drops (i.e., courses a student chooses to drop) during their undergraduate careers. A non-punitive drop does not affect the student's GPA. However, course drops that exceed the maximum allowed by SB 1231 will be treated as "F" grades and will impact the student's GPA.

Statement of Harassment and Discrimination: Texas A&M University-San Antonio is committed to the fundamental principles of academic freedom, equality of opportunity and human dignity. To fulfill its multiple missions as an institution of higher learning, A&M-San Antonio encourages a climate that values and nurtures collegiality, diversity, pluralism, and the uniqueness of the individual within our state, nation, and world. All decisions and actions involving students and employees should be based on applicable law and individual merit. Texas A&M University-San Antonio, in accordance with applicable federal and state law, prohibits discrimination, including harassment, on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or gender expression. Individuals who believe they have experienced harassment or discrimination prohibited by this statement are encouraged to contact the appropriate offices within their respective units.

Texas A&M University-San Antonio faculty are committed to helping create a safe learning environment for all students and for the university as a whole. If you have experienced any form of sex- or gender-based discrimination or harassment, including sexual assault, sexual harassment, domestic or dating violence, or stalking, know that help and support are available. A&M-San Antonio has staff members trained to support survivors in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, and more. The university strongly encourages all students to report any such incidents to the university. Please be aware that all A&M-San Antonio employees (other than those designated as confidential resources such as counselors and other healthcare providers are required to report information about such discrimination and harassment to the university. This means that if you tell a faculty member about a situation of sexual harassment or sexual violence, or other related misconduct, the faculty member must share that information with the university's Title IX Coordinator. If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact the Student Counseling Center at (210) 784-1331, Modular C.

Students' Rights and Responsibilities: The purpose of the following statement is to enumerate the essential provisions for the student freedom and responsibility to learn at Texas A&M University-San Antonio. All students are required to follow all policies and regulations as set forth by The Texas A&M University System. This includes the [A&M-San Antonio Student Code of Conduct](#).

Students' Rights

1. A student shall have the right to participate in a free exchange of ideas, and there shall be no university rule or procedure that in any way abridges the rights of freedom of speech, expression, petition and peaceful assembly as set forth in the U.S. Constitution.

2. Each student shall have the right to participate in all areas and activities of the university, free from any form of discrimination, including harassment, on the basis of race, color, national or ethnic origin, religion, sex, disability, age, sexual orientation, genetic information or veteran status in accordance with applicable federal and state laws.
3. A student has the right to personal privacy except as otherwise provided by law, and this will be observed by students and University authorities alike.
4. Each student subject to disciplinary action arising from violations of university student rules shall be assured a fundamentally fair process.

Students' Responsibilities

1. A student has the responsibility to respect the rights and property of others, including other students, the faculty, and the administration.
2. A student has the responsibility to be fully acquainted with the published University Student Rules found in the Student Handbook, Student Code of Conduct, on our website, University Catalog and students must comply with them and the laws of the land.
3. A student has the responsibility to recognize that student actions reflect upon the individuals involved and upon the entire university community.
4. A student has the responsibility to recognize the University's obligation to provide an environment for learning.
5. A student has the responsibility to check their university email for any updates or official university notification.
6. We expect that students 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.

Counseling Resources: As a college student, there may be times when personal stress interferes with your academic performance and/or negatively impacts your daily functioning. If you or someone you know is experiencing life stressors, emotional difficulties, or mental health concerns at Texas A&M University – San Antonio, please contact the Student Counseling Center (SCC) located in Modular C, Room 166 (rear entrance) or call 210-784-1331 between the hours of 8:00AM and 5:00PM, Monday – Friday. After-hours crisis support is available by calling 210-784-1331 (select option “2”). Please contact UPD at 911 if harm to self or harm to others is imminent.

All mental health services provided by the SCC are free, confidential (as the law allows), and are not part of a student's academic or university record. SCC provides brief individual and group therapy, crisis intervention, consultation, case management, and prevention services. For more information, please visit www.tamusa.edu/studentcounseling

Emergency Preparedness: JagE Alert is Texas A&M University-San Antonio's mass notification. In the event of an emergency, such as inclement weather, students, staff and faculty, who are registered, will have the option to receive a text message, email and/or phone call with instructions and updates. To register or update your information visit: <https://tamusa.bbcportal.com/> More information about Emergency Preparedness and the Emergency Response Guide can be found here: <https://www.tamusa.edu/upd/index.html>

COVID-19 SYLLABUS ADDENDUM

Everyone is strongly encouraged to get vaccinated and get vaccine boosters! It is the best way to prevent serious illness or death.

In alignment with the recent Texas A&M-System COVID-19 Phased Demobilization – Phase 1 guidelines, the University is updating Texas A&M-San Antonio COVID-19 guidelines and procedures.

To coincide with the end of the spring 2022 semester, the updates include:

- Indicators for positive COVID-19 cases are no longer posted to the [Community. Safety. TOGETHER](#) microsite as of May 15.
- COVID-19 case management will no longer be conducted.

- The reporting portal will no longer be used to make second-hand reports about individuals who have revealed they are a positive, exposure, or symptomatic case.
- Exposure cases and symptomatic cases are no longer required/asked to report; only positive cases are required to report. Students and employees are required to complete the online [COVID-19 Reporting Portal form](#) if they test positive for COVID-19. This includes results from a home Rapid Test.
- Once a positive report is made, individuals will receive automated feedback documenting their status and will receive information about completing a Return to Campus form at the conclusion of their expected period of isolation. Once the Return to Campus form is submitted, they will receive automated feedback whether they are able to return to campus or not.
- As it pertains to COVID-19, faculty/supervisors will no longer receive a formal letter from the University (Dean of Students Office or Human Resources Department) documenting the release of a student or employee to return to campus. It is the responsibility of the student/employee to fill out the [Return to Campus form](#) and present to their respective professors and/or supervisor documentation of their approved return to campus.
- The Self Wellness Screen (Health Self-Screen Form) found on the Jaguar App may still be accessed and used to help determine if an individual should be on campus or not. Continued self-screening is encouraged for all, as is the continued practice of refraining from coming to campus if symptomatic.

In addition, there have been significant changes to our [Community. Safety. TOGETHER.](#) microsite to consolidate and condense information. Resources and updated information will still be available on the microsite, including archives of what was previously communicated and featured on the site.

If you have questions regarding updates to our COVID-19 guidelines, here are sources you can reach out to depending on your question:

- General questions regarding COVID-19 protocol: safety@tamusa.edu
- Student concerns: dos@tamusa.edu
- Instructional or classroom needs: officeofacademicaffairs@tamusa.edu

Thank you for your continued support in our collective efforts to ensure the health and safety of our Jaguar community.