



BE420 Bilingual Target Language Proficiency Summer 2014

Instructor information:

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Use Blackboard email for any issues concerning the class

Course Description:

BE420 Bilingual Target Lang. Proficiency is required for students in the EC-6 Bilingual Generalist program and who are seeking the bilingual certification. BE420 is a general introduction to the study of the Spanish language. The class emphasizes the mastery of academic Spanish to enable students in any field of study or teacher candidates seeking certification in Spanish further their knowledge of standard Spanish. Class is intended to provide students with a fundamental understanding of Spanish phonetics, phonology, syntax, morphology, semantics and Spanish orthography and to apply this knowledge to become competent users of Spanish for academic purposes. Class prepares students to take the BTLPT Bilingual Target Language Proficiency Test--Spanish (Texas #190), required for the bilingual certification.

Course Delivery Method: Web-enhanced; thus some of the content will be developed on Blackboard with face-to-face meetings. The meetings will be as follows:

- Tuesday, June 3 at **NTCC H103**, 4pm-8:15pm
- Tuesday, June 10, Bringle Lake campus, S&T building Room 306, 4pm-8:15pm
- Tuesday, June 17, Bringle Lake campus, S&T building Room 306, 4pm-8:15pm
- NO CLASS ON TUESDAY JUNE 24
- Saturday, June 21, Bringle Lake campus, S&T building Room 306, 9am-3:00pm (BTLPT PREPARATION SESSION)

Required Textbooks/Resources:

CLASS PACKET

COMPOSITION BOOK, COLLEGE RULED PAPER

TEXTBOOK: Morris, Lidia and Rosado, Luis (2013) *Desarrollo Del Español Para Maestros En Programas de Educación Bilingüe*. ISBN: 9780980002805

Student Learning Outcomes:

Be420 A&M Texarkana students will...

1. Define the bilingual language proficiency standards and explain the relationship between these standards and the competencies that are evaluated by TeXes#190, BTLPT, one of the exams required for certification (Unit 1).

2. Demonstrate knowledge of Spanish academic Spanish by completing various activities in the four language domains to enhance listening and speaking comprehension skills, reading comprehension skills and writing skills.
3. Demonstrate knowledge of Spanish morphology, phonology, syntax and other nuances of Spanish grammar by completing the required assignments.
4. Use correct spelling, orthography and punctuation in written discourse as demonstrated by writing samples.
5. Explain some of the most common errors produced by speakers of the substandard form and explain reasons for the importance of educated forms of the language in educational settings.
6. Produce writing samples, video and audio recordings to demonstrate the application of Standard Spanish in different situations and for different purposes in educational settings.

Professionalism outcomes:

BE420 A&M Texarkana students will demonstrate...

1. Appropriate attendance and promptness and an ability to meet deadlines
2. Positive, open attitude towards learning and an ability to utilize constructive feedback
3. Appropriate collaboration, organizational, and presentation skills
4. Respectful attitude towards their professor and peers
5. Appropriate grammar, articulation, and speech patterns in Spanish
6. Professional and ethical behavior and knowledge of the Educator Code of Ethics
[*Texas Code of Ethics and Standard Practices*](#)

Technology Outcomes:

BE420 prepares future educators to utilize technology in the classroom in meaningful ways. It provides **introductory** instruction based on TEA Technology Standards. Thus, TEA [*Technology applications*](#) are aligned with the course technology outcomes. The following are the Technology Outcomes that students are expected to demonstrate in this course:

1. Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
2. Apply digital tools to gather, evaluate, and use information.
 - Use email and Blackboard tools including online discussion and chat
 - Use word processor to produce quality written documents
 - Use presentation software to produce a quality presentation (Powerpoint, Prezi, etc.)
 - Use other innovative technologies including Wikis, Blogs, web aps, etc.
3. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
4. Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

5. Demonstrate a sound understanding of technology concepts, systems, and operations.

Course Content

Unidad 1: Lengua y Lingüística (June 2, 3, 4, 5)

Unidad 2: Gramática española (June 6, 7)

Unidad 3: Las Vocales y las Sílabas (June 12, 13, 14)

Unidad 4: Ortografía y Puntuación (June 16, 17, 18)

Unidad 5: Destrezas Receptivas del Lenguaje (Escucha y Lectura) (June 23-June 28)

Unidad 6: Destrezas Productivas del Lenguaje (Comunicación oral y Escritura) (June 30-July 3)

Calendar of Academic Activities:

Monday, June 2 - Saturday, June 7

- Seminar 1, Tuesday, June 3

Unidad 1: Lengua y Lingüística (June 2, 3, 4, 5)

- La Lengua Española
 - Handout (pg. 20 Práctica)
- Lenguaje Lengua y Lingüística
 - Handout (pg. 14-15 Análisis A, B, C, D, E, F)

Unidad 2: Gramática Española (June 6, 7)

- Book, Capitulo 1 La gramática del idioma español Prepare the chapter

Monday, June 9 - Saturday, June 14

- Seminar 2, Tuesday, June 10

Cont.. Unidad 2 (June 9, 10, 11)

- La oración
 - Handout (Para Empezar A; 2.1 Análisis A; 3.3 p. 30 Práctica R, Análisis p. 31 A, p. 32 R; 4 Para empezar p. 33 A, B, Análisis R; 4.1 p. 35 Análisis R, p. 36 Análisis R, p. 43 A, B, C; 5 p. 48 R, p. 49 A, B, Análisis, p. 51 A, p. 52 B, C, Análisis, p. 52 Práctica A; 5.4 p. 56 Práctica)

Unidad 3: Las Vocales y las Sílabas (June 12, 13, 14)

- La Sílabas
 - Handout (p. 5 Ejercicio 1, p. 6 Ejercicio 2, 3, 4, p. 7 Ejercicio 5, 6, p. 9 Ejercicio 8, 9)
 - Handout (Las vocales en español—lea y prepare y en voz alta practique separando las sílabas de las palabras en p. 16 dos sílabas, tres sílabas, sílabas de número mixto. DO NOT INCLUDE IN THE JOURNAL)
 - Handout (Vocales y sílabas 3.3 p. 56 Act. 3.3, p. 57 Act. 3.4, p. 60 Act. 3.5)

Monday, June 16- Saturday, June 21

- Seminar 3, Tuesday, June

Unidad 4: Ortografía y Puntuación (June 16, 17, 18)

- Book, Capitulo 2 La ortografía (Prepare the chapter)
- Handouts (Ejercicios de ortografía y repaso 1-11)
 - Seminar 4 BTLPT PREPARATION SESSION, Sat. June 21 (JOURNAL IS DUE ON THIS DAY)

Monday, June 23 – Saturday, June 28

- No meetings on this week

Unidad 5: Destrezas Receptivas del Lenguaje (Escucha y Lectura)

- Recorded Oral presentations (due Sat, June 28)

Monday, June 30 – Thursday, July 3

- No meetings on this final week

Unidad 6: Destrezas Productivas del Lenguaje (Comunicación oral y Escritura)

- Write a lesson plan in Spanish (See instructions below) (due Wed, July 3)
- Write a letter to the parents in a hypothetical classroom (See instructions below) (due Wed, July 3)

Methods of Evaluation and Grading Criteria:

Assessment will be based on the successful completion of the following class assignments:

Grammar journal: 60%

Letter to parents: 5%

Ensayo: 5%

Lesson plan: 10%

Recorded Oral Presentations: 20%

JOURNAL INSTRUCTIONS

STUDENTS MUST HAVE A JOURNAL WITH ALL THEIR WRITING ACTIVITIES AS INDICATED BELOW.

- Journal must be organized.
- Each activity must indicate source, page #, and the date when the activity must be completed
- Each activity must indicate complete directions indicated in the activity with complete sentences in the responses (or as indicated).
- Points will be deducted for grammar errors (spelling, orthography, punctuation).
- WRITE CLEARLY!!
- Activities must be completed *in the order indicated ABOVE*.

PURCHASE A 50-PAGE JOURNAL, SMALL SIZE. JOURNAL IS DUE ON SATURDAY JUNE 21 (it will not be accepted on any other date since I will take these with me to Austin Texas on the next day).

ASSIGNMENT BASED ON THE ORAL EXPRESSION SESSION, CHAPTER 7 OF THE BTLPT

RECORDED ORAL PRESENTATIONS

(due on Sat. June 28)

BASED ON THE TASKS IN THE BTLPT PREPARATION MANUAL. This is a recorded assignment. You need the BTLPT preparation manual to do this assignment. The manual is available on the course webpage at the BTLPT materials content folder.

In the manual, go to Chapter 7 Oral Expression Constructed-Response Assignment Practice Questions, pages 46-50. There are 4 TASKS to complete. Read the activity carefully, and follow the instructions. Pretend you are listening to what the book says and follow the instructions to record your part.

Create 4 different recordings. When recording, make sure you identify yourself and the assignment you are completing (For example, When RECORDING say: Luz Mary Rincon, Task 1, Questions 1-4). Save each recording as an mp4 file and upload in Blackboard. Use a timer and time yourself according to the instructions (30 seconds, 45 seconds) in such a way that the recordings last exactly what the instructions say. Stop at the end of the 30 or 45 seconds even if you have not finished saying what you had planned. This is how the exam goes.

THESE ARE THE TASKS THAT YOU HAVE TO COMPLETE on pages 46-50 of the manual.

TASK ONE: Preguntas 1-4. Lea las instrucciones en la pa. 46. Mire el script y lea mentalmente la conversación. Grabe sus respuestas y pretenda que la otra persona le esta hablando.

TASK TWO: Preguntas 5-6. Responda las dos preguntas dando parte de la información en la pregunta al responder para guiar a su oyente.

TASK THREE: Pregunta 7. Grabe su presentación.

TASK FOUR: Pregunta 8. Dé su opinión.

ASSIGNMENT BASED ON THE WRITTEN EXPRESSION SESSION, CHAPTER 9 OF THE BTLPT

For this assignment we are not following the exact instructions on the manual, but it will prepare you for the test as well.

In the manual, go to Chapter 9 Written Expression Constructed-Response Assignment Practice Questions, pages 58-63. There are 3 TASKS to complete: *Respuesta a una carta o memorando, Plan de Clase, Ensayo de Opinión* (p. 59). Read this section and review how these assignments are expected to be developed during the test. We will use some of these ideas in the written assignments described below.

NOTE THAT THERE ARE SPECIFIC INSTRUCTIONS IN THE ASSIGNMENTS THAT FOLLOW and these may be different to the ones in the BTLPT.

WELCOME LETTER TO PARENTS (due on Thursday, July 3)

Write a “Welcome Letter” to your students’ parents in Spanish! Escriba una carta de bienvenida en español a los padres de sus estudiantes. This letter is not based on the BTLPT task, but please go ahead and read the instructions on how to write memos and responses to the parents on pgs 59-61 of the BTLPT manual.

Empiece con un saludo y preséntese (su nombre, diga que usted es la profesora de 3º grado, etc.). Continúe con una breve presentación sobre usted (su educación, sobre su familia cercana, sus pasatiempos). Esto los acercará a usted un poco más a los padres.

En el cierre, invite a los padres a que se contacten con usted. Deles sus horas de conferencia, días, su email institucional, el # de teléfono de la escuela. Siempre use su título acompañando su firma (Ms. Rincon, 3rd Maestra de Tercero).

Redacte el cuerpo de la carta, enfocándose en las respuestas a estas preguntas:

- Cuál es su filosofía o las expectativas para este año?
- Cuáles son los grandes temas académicos de su clases?
- Cuáles son los grandes proyectos, salidas y viajes de campo (*field trips*)?
- Cuál es su plan de comunicación durante el año con los padres? (revistas mensuales, pagina web, *open house*)?
- Qué tipo de colaboración espera de los padres? Qué expectativas tiene del comportamiento académico y disciplinario de los sus hijos?

Sea concisa/o. ¡La carta no debe tener más de una hoja!

LESSON PLAN
(due on Thursday, July 3)

Esta tarea es basada en la tarea de escritura en el manual del BTLPT, con algunos cambios en el modelo de la lección. Lea las instrucciones sobre los ensayos en el manual del BTLPT pgs. 61-62, pero siga el modelo específico dado a continuación. La lección de clase no debe tener más de 2 hojas y ser escrita en español.

TITULO DE LA LECCION

Fecha:

Nombre del maestro:

Distrito escolar y campus:

Grado/nivel:

de estudiantes:

Tiempo: (1 hora, 2 horas, etc)

Materia: Español y Lectura

Sinopsis de la lección: Describa de qué se trata la lección

TEKS: (en español) (seleccione un # apropiado de habilidades para la lección, copie, pegue en el documento)

Objetivos: (deben correlacionar directamente con los TEKS)

Vocabulario académico:

Materiales y recursos:

Motivación:

Conocimiento básico/anterior:

Procedimientos/Desarrollo de la clase

- Presentación del contenido por parte del maestro
- Demostración de conocimiento por parte de los estudiantes
- Practica guiada
- Practica independiente

Evaluación

Cierre

READ THESE CONCEPTS BEFORE DOING THE LESSON PLAN. ALSO USE INFORMATION IN THE CLASS BOOK AND THE BTLPT MANUAL

Review of the main concepts in the Madeline Hunter Lesson Design*

1. Student Objective – The teacher clearly informs the student what to expect and what she/he will be able to accomplish by the end of the instruction. The objective should be specific in content and focus on observable behavior(s). The objective should let the student know what is going to happen in his/her own language (restate the lesson objective in simple words).
2. Anticipatory Set – An activity to focus the students= attention, provide a brief practice, and/or develop a readiness for instruction that will follow. It should relate to some previous learning (helps teacher to avoid Aassumptive teaching@). If successful, the anticipatory set helps the students get mentally and/or physically ready for the lesson.
3. Input – The information that the student must have so that she/he may reach the objective. The teacher needs to determine how the student is going to get this information and what the means of instruction will be. It is important that the teacher determine what new information is needed by the learner, and the most efficient and effective means of delivery.
4. Modeling - This happens when the student sees an example or examples of an acceptable finished product or is exposed to what the new learning looks like. The teacher needs to focus on the essentials and label the critical elements.**
5. Check for Understanding - When the teacher checks for student=s possession of essential information and the skills necessary to achieve the instructional objective. This can be done by the teacher observing the student performing or attempting to perform the new skill. The teacher should look for bits and pieces and small segments of the whole.
6. Guided Practice - The student=s first attempts with new learning are guided so they are accurate and successful. The teacher must closely monitor what the student is doing to see that the instruction has Ataken.@ Mistakes need to be corrected as soon as possible so that the errors are not learned; if this happens, the student will have to unlearn and then relearn.
7. Independent Practice - When the student can perform the skill or process without major errors, then he/she is ready to develop fluency by practicing without the availability of the teacher. The teacher does not need to monitor the practice as the student is engaging in the practice, but should check the finished product (this is the intent of homework and seatwork).
8. Closure – The lesson in concluded. There is a quick review of the content of the lesson. The teacher may “preview” the next lesson. Homework is assigned. Students may journal or do a quickwrite.

ENSAYO EN ESPAÑOL
(due on Thursday, July 3)

Escriba un ensayo en un documento de Word. El ensayo debe tener entre 200 y 250 palabras y no más de una hoja. Lea las instrucciones sobre los ensayos en el manual del BTLPT pg. 63.

Temas: Los miembros de la administración de una escuela primaria en Texas enviarán a un maestro o a una maestra a un curso de capacitación sobre ciencias sociales. Esta escuela no cuenta con maestros bilingües con dicha capacitación. Escriba un ensayo persuasivo que contenga al menos dos razones por las cuales los administradores de esta escuela deberían darle esta oportunidad a un maestro o una maestra bilingüe (pregunta del BTLPT, p. 63).

Para que le sirvan de guía, estos son unos ejemplos de ensayos

1. El primer [ensayo](#), habla sobre la importancia de reflexionar acerca de los peligros del cambio climático. El argumento es simple, se define el concepto principal, se analiza sus consecuencias y finalmente, se describe por qué se debe tomar acciones más serias para evitar este fenómeno.
2. El segundo ejemplo trata sobre la pena de muerte. Un análisis sencillo que cuestiona la efectividad de esta sanción.
3. El tercer y último ensayo se enfoca en analizar a la eutanasia, los argumentos a favor y en contra de la misma.

Ensayo sobre el calentamiento global

El fenómeno del calentamiento global debe ser un tema de preocupación para los gobiernos de todos los países. ¿En qué consiste dicho fenómeno y por qué es grave? Se trata del aumento de la temperatura media, en todo el planeta. Esto incluye a la atmósfera terrestre y la de los océanos. Existen datos científicos suficientes que demuestran que la temperatura está aumentando, y que, lo más grave, el resultado de este aumento es el hombre y sus múltiples actividades que sólo han deteriorado el medio ambiente. El cambio climático y el efecto invernadero no son consecuencias de la naturaleza. Es el resultado de la actividad- desproporcionada- del ser humano destruyendo, precisamente, a esa naturaleza. La tecnología avanza a pasos gigantes, en la mayoría de las disciplinas de la ciencia humana. Pero, ¿ha sido beneficioso ese avance para cuidar nuestro hogar? ¿Por qué no se promueve a mayor escala la producción, por ejemplo, de autos eléctricos y ecológicos? Existe, en sencillas palabras, una falta clara de voluntad por parte de los grupos empresariales y también por parte de los gobiernos. Mientras todo este panorama continúe, no se prestará la debida atención al calentamiento global y a sus múltiples consecuencias en el medio ambiente.

Ensayo sobre la pena de muerte

Es sabido que la pena de muerte ha sido aplicada desde tiempos remotos en diferentes civilizaciones. La pena capital fue siempre utilizada en base a dos argumentos: como forma de castigo para el criminal y, al mismo tiempo, como una manera de prevención de otros delitos. ¿Se podría afirmar que verdaderamente dicho castigo se justifica y que realmente disminuye el delito? Uno de las razones por la que se debe repensar la utilidad de esta medida es el acceso al sistema legal. Se afirma que aquellos con menos capacidad económica tendrían menos posibilidad de tener una buena defensa en el juicio y por tanto, con una alta probabilidad de ser sancionados con esta pena capital. Las estadísticas mundiales de aplicación de la pena de muerte comparadas con su posible impacto en la disminución de la delincuencia tampoco ha mostrado resultados convincentes que puedan probar con certeza que esta sanción frena la comisión de delitos.

Ensayo sobre la eutanasia

Un tema bastante polémico es si una persona tiene el derecho de terminar o no con su propia vida. La Asociación Médica Mundial define a la eutanasia de la siguiente forma: "El acto deliberado de poner fin a la vida de un paciente" Ese derecho a vivir, es un derecho humano. ¿Quién tiene derecho a decir cuando debe acabar esa vida? La respuesta más lógica es simple. Cada uno es dueño de su propia salud y por ende, está en su facultad de decidir si hace se autoinflinge daño o si termina con su existencia. La postura a favor de "asistir al paciente" si este desea poner fin a su vida puede resumirse en una única idea: la libertad. La libertad del paciente de poder tomar la decisión de no detener su sufrimiento. ¿Y la postura contraria? Quienes argumentan en contra sostienen que la vida humana es inviolable y que la eutanasia equivale a un asesinato asistido. Afirman también que la vida debe ser preservada, a pesar de que las condiciones en que se encuentre la salud de la persona.

TEACHER PREPARATION PROGRAM (TPP) STANDARDS AND EXPECTATIONS

I. TPP Professional/Ethical Outcomes

As future educators, students are evaluated on professional/ethical outcomes that meet [Texas Code of Ethics and Standard Practices](#) and TPP Professional Expectations. These

practices are aligned with the course professionalism outcomes. See Professionalism Outcomes above.

II. TPP Technology Outcomes

This course prepares future educators to utilize technology in the classroom in meaningful ways. It provides **introductory** instruction based on TEA Technology Standards. Thus, TEA ***Technology applications*** are aligned with the course technology outcomes. See Technology outcomes above.

III. Educator Preparation Curriculum ([TAC Chapter 228 Rule §228.30](#))

According to TAC Chapter 228, Rule 228.30, (b) The curriculum for each educator preparation program shall rely on scientifically-based research to ensure teacher effectiveness and align to the TEKS. The following [subject matter](#) is targeted by BE420:

- (2) the code of ethics and standard practices for Texas educators, pursuant to Chapter 247 of this title (relating to Educators' Code of Ethics);
- (6) TEKS organization, structure, and skills;
- (7) TEKS in the content areas;
- (13) parent conferences/communication skills;
- (14) instructional technology;
- (17) certification test preparation.

IV. TEA Standards

This course prepares students to meet the standards for the EC-6 Bilingual Generalist Certification Standard I.

Bilingual Generalist Standard I. The **bilingual education** teacher has communicative competence and academic language proficiency in the first language (L1) and in the second language (L2). *The beginning bilingual education teacher knows and understands:*

- 1.1k how to read, write, and communicate orally in a proficient manner in **L1** and L2;
- 1.2k **academic language in L1** and L2.

The beginning bilingual education teacher is able to:

- 1.1s prepare lessons, materials, and assessments **in L1** and L2;
- 1.2s use academic language competently in **L1 and L2** to deliver instruction;
- 1.3s communicate effectively (orally and in writing) with families, colleagues, and the community in L1 and L2.

Students will receive a hard copy of the Bilingual Educator Standards.

V. Texas Standards

This course prepares students to pass the Texas#190 (BTPLP Bilingual Target Language Proficiency Test). The following test standards are addressed in this course:

University Policies

- I. Disability Accommodations:** Students with disabilities may request reasonable accommodations through the A&M-Texarkana Disability Services Office by calling 903-223-3062.
- II. Academic Integrity:** Academic honesty is expected of students enrolled in this course. Cheating on examinations, unauthorized collaboration, falsification of research data, plagiarism, and undocumented use of materials from any source constitute academic dishonesty and may be grounds for a grade of 'F' in the course and/or disciplinary actions. For additional information, see the university catalog.
- III. A&M-Texarkana Email Address:** Upon application to Texas A&M University-Texarkana an individual will be assigned an A&M-Texarkana email account. This email account will be used to deliver official university correspondence. Each individual is responsible for information sent and received via the university email account and is expected to check the official A&M-Texarkana email account on a frequent and consistent basis. Faculty and students are required to utilize the university email account when communicating about coursework.
- IV. Drop Policy:** Effective Fall 2013, students who no longer wish to attend their course(s) will be required to submit the necessary paperwork to the Registrar's Office in order to be officially dropped/withdrawn from their course(s). Those student who do not follow the correct drop/withdraw procedure will remain registered in their course(s) and receive the grade issued by the instructor. Use this website to see the new regulations and drop dates <http://tamut.edu/Student-Support/Registrar/Dropping.html>
- V. Class Participation:** Students are responsible for beginning their participation on the FIRST CLASS DAY by logging on and completing assignments according to the COURSE CALENDAR. ***Failure to submit online assignments between the first day of classes and the University census date*** (according to the University schedule) will result in an ADMINISTRATIVE DROP from the course.
- VI. Student Technical Assistance:**
- Solutions to common problems and FAQ's for your web-enhanced and web courses are found at this link: <http://www.tamut.edu/Training/Student%20Training/index.html>
 - If you cannot find your resolution there, you can send in a support request detailing your specific problem here: <http://www.tamut.edu/techde/support.htm>
 - Blackboard Helpdesk contacts (office hours are: Monday – Friday, 8:00a to 5:00p)
Julia Allen (main contact) 903-223-3154 julia.allen@tamut.edu
Nikki Thomson (alternate) 903-223-3083 nikki.thomson@tamut.edu
Jayson Ferguson (alternate) 903-223-3105 jayson.ferguson@tamut.edu
- VII. Technical Requirements: Minimum Windows PC Requirements:**
- Pentium IV 1.5GHz+ (preferred: Core Duo)
 - 1 GB RAM minimum (preferred: 2 GB)
 - 128MB Video Card minimum - Sound Card is required for some courses
 - 56K modem minimum (Cable or DSL required for some courses)
 - Windows 2000, XP, Vista or 7
 - Web browser (Internet Explorer 7.0+; Firefox 3.0+)
 - Microsoft Word, minimum Office 97
- Some courses will need plug-ins such as Flash player 10 +, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment (Java 1.6.0_15), Windows Media Player 10+, RealPlayer, and Macromedia/Adobe Shockwave.

Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Windows Operating Systems:

- Internet Explorer 8 or 9 (IE is not supported on Windows XP)
- Mozilla Firefox 3.6+
- Google Chrome

Minimum Apple Macintosh Requirements:

- Intel Core 2.0GHz+
- 1 GB RAM (preferred: 2 GB)
- 128MB Video Card minimum - Sound Card is required for some courses
- 56K modem minimum (Cable or DSL required for some courses)
- Web browser (Firefox 3.0+ ; Safari 3.0+)
- Microsoft Word, minimum Office 97

Some courses will need plug-ins such as Flash player 10+, QuickTime player 7.0+, Adobe Reader 9.0+, Java Runtime Environment, RealPlayer, and Macromedia/Adobe Shockwave. Some online courses may also require a CD ROM (8x minimum, higher recommended). Blackboard has certified the following browsers for computers running Macintosh Operating Systems:

- Mac OS 10.2 (Jaguar): (Safari 1 is compatible)
- Mac OS 10.3 (Panther): Safari 1.2 (Firefox 1.5 is compatible)
- Mac OS 10.4 (Tiger): Safari 2 and Firefox 1.5
- Mac OS 10.5 (Leopard): (Firefox 2.0 is compatible)

I-OS and Android Devices

These devices are currently supported using the Blackboard Mobile App, available for free from your App Store or scan the code below:



To access Texas A&M University - Texarkana, there is an individual license fee of \$1.99 per year or \$5.99 lifetime. This fee gives you access to the university from all your (same platform) devices; it is not necessary to pay the fee for each device you own.