

Sistema Universitario Ana G. Méndez, Inc.
Continental USA Branch Campuses
Universidad del Este, Universidad Metropolitana, and Universidad del Turabo

Student's Course Guide

©Ana G. Méndez University System, Inc. 2016

All rights reserved®

Table of Contents

	Page
Welcome	3
Description of Discipline-Based Dual Language Immersion Model®.....	5
Constructivist Teaching Philosophy	6
Course Rules	7
Course Module.....	9
Special Instructions for Students	10
Services for Students with Disabilities	12
Research Law Compliance	13
Blackboard Learning Management System	14
Getting Started with Blackboard.....	14
Logging in to Blackboard	15
Accessing your class in Blackboard	16
Learning Resources Center	17
E-Lab and its Resources.....	17
NetTutor.....	18
Rosetta Stone Advantage	18
Virtual Library	18
VoiceThread.....	18
References	19

To the Student

Welcome to the continental USA branch campuses of the Ana G. Méndez University System, Universidad del Este, Universidad del Turabo, and Universidad Metropolitana. This document is a guide used to facilitate your learning process since it contains instructions, policies, and important elements that you must follow to succeed in our educational programs and for the use of the instructional module of your course.

The student is expected to read this document carefully and write down any questions that may arise, in order to discuss them with the facilitator before or during the first workshop. The facilitator will discuss the general elements of this guide and the expectations of the course that are detailed in the instructional module.

This student guide provides information regarding the **Discipline Based Dual Language Immersion Model®** which promotes bilingual teaching using the English and Spanish languages as the instructional mode. The languages alternate weekly to support the learner in the process of becoming a bilingual professional. Our teaching methodology integrates important elements such as content objectives, language objectives, activities prior to the workshop, and activities to be completed during the workshop. It also includes useful electronic links and resources related to the E-Lab and Blackboard, which provide learning tools used to develop skills in both languages.

The facilitators of our universities provide students with dynamic and creative learning experiences, while promoting the educational philosophy of Constructivism and effective dual language acquisition practices. The facilitator of the course is trained to assist you as you

develop the maximum level of performance, while promoting collaborative work. It is recommended that you continuously communicate with the facilitator of the course and benefit from his/her experiences and educational approaches.

We are fully aware that success and effort work hand in hand together; academic scenarios are not the exception. Therefore, we invite you to put forward your best effort to obtain your university degree, which in return will open the doors to opportunities and goals you have established.

Description of Discipline-Based Dual Language Immersion Model®

1. The format of our bilingual course modules follow the **Discipline-Based Dual Language Immersion Model®** of the Ana G. Méndez University System, Inc., which is designed to promote each student's development as a dual language professional.
2. Our bilingual instructional model consists of seven basic elements:
 - a. use of both languages (English and Spanish) within the content of the course, 50% in English and 50% in Spanish,
 - b. language development across the curriculum (70% of the evaluation is based on content and 30% of the evaluation consists of language skills),
 - c. systematic integration of the four language domains (listening, speaking, reading, and writing),
 - d. a language placement test to support the development in both languages,
 - e. language courses in English and Spanish,
 - f. support during the process of learning language skills using the E-lab resources,
 - g. bilingual faculty and staff in a multicultural environment.
3. Each weekly workshop will be facilitated entirely in the language specified for the workshop. The languages used in each workshop will be alternated to ensure that 50% of the weekly workshop is conducted in English and 50% in Spanish. However, in five or fifteen-week courses, the time and activities during the last workshop will be equally divided between both languages. **Spanish will be the only language of instruction during the first two hours of class, and only English will be spoken during the last two hours.**
4. The bilingual model 50% in English and 50% in Spanish does not apply to language courses (English and Spanish). That is, these courses will be delivered exclusively in the language taught.

5. The evaluation of the activities completed prior to and during the workshop, follows the bilingual model rule where 70% evaluates mastery of the content of the course and 30% consists of the mastery of linguistic competencies in English and Spanish.
6. Students must strive to develop skills in both languages and use the language resources that are available in and outside the institution. **Becoming a bilingual professional is a process which requires practice, effort and dedication.**

Constructivist Teaching Philosophy

1. All of our courses are based on the educational philosophy of Constructivism. Constructivism is an educational philosophy founded on the premise that, by reflecting on our experiences, we can construct our own understanding of the world in which we live. Each of us generates our own “rules” and “mental models” which we use to make sense of our experiences. Learning, therefore, is simply the process of adjusting our mental models to understand new experiences.
2. Professors in their role as facilitators focus on assisting students to make connections between prior knowledge and new learning with real life experiences. In this way, a new understanding that is relevant for students is fostered based on their previous experiences.
3. Facilitators adapt effective teaching strategies to students’ responses during the learning process and encourages them to analyze, interpret, and predict information that can be applied to daily life and curricular concepts of the course.
4. All of our professors are language facilitators of English and Spanish language, therefore, they are highly trained in effective methodologies to teach workshops in both languages. This means, you will be improving your language skills in each course across your career.

Course Rules

1. Attendance to all class sessions is mandatory for the student, as well as for the facilitator. A student who is absent to a workshop must present a valid excuse. If the absence is justified, the facilitator may allow the student to make up the work or assign additional work. It is at the discretion of the facilitator to allow the student to make up oral presentations and special group activities. All activities assigned must be completed and handed in prior to the next workshop or on the date stipulated by the facilitator.
2. If you are absent to a workshop, you must immediately contact the facilitator to establish a make-up plan for said workshop.
3. When completing group activities, students will receive two grades: one for their performance as a member of the group and another for the quality of his/her individual work.
4. Ethical and professional behavior is expected from students in all course activities and in our institution. Click here to open the [Student Manual](#).
5. Under no circumstances will plagiarized work be accepted; that is, students must create original work that includes ideas, citations, or paraphrased information that is properly cited, retrieved from reliable sources and giving credit to its original author. In the event that a student commits plagiarism, he/she risks receiving a zero in the activity. It is at the discretion of the facilitator to allow the student to replace the written work.
6. The student should become familiar with the American Psychological Association (APA) style rules to avoid plagiarism. The APA Style Rules govern the scientific writing in the social and behavioral sciences. It establishes the standards for the dissemination of scientific knowledge in a clear, precise and uniform way. Its use has been extended to other disciplines. The sixth edition covers the following aspects:
 - a. Ethical and legal standards for the publication of scientific work or

- b. Structure and content of the manuscript or
 - c. Writing rules for a clear, concise and biased expression
 - d. Punctuation rules, capitalization, abbreviations, equations and more
 - e. Format of tables and graphs or format of quotations and references
 - f. To learn more about APA, you can go to the Learning Resource Center or visit www.apastyle.org.
7. **In order to reduce/prevent plagiarism, the SafeAssign™ tool, which is found in Blackboard, will be used to verify the authorship of all documents.**
8. The facilitator will establish the means of communication which he/she will use to contact students; SUAGM email address, telephone numbers, as well as the hours available to assist students. SUAGM's email is the official mode of communication. The use of personal emails is not allowed. Note that your Blackboard user is the same one you will use for your SUAGM mail, adding the following (@ email.suagm.edu).
9. The use of cellular phones is prohibited during class; therefore, it must be on vibrate or silent mode. Notify the facilitator in case of emergency.
10. For security reasons, only students registered in the course will have access to the classrooms.
11. All students are subject to the behavior policies and norms that govern the Ana G. Méndez University System and the ones of the university in which you are enrolled.

Course Module

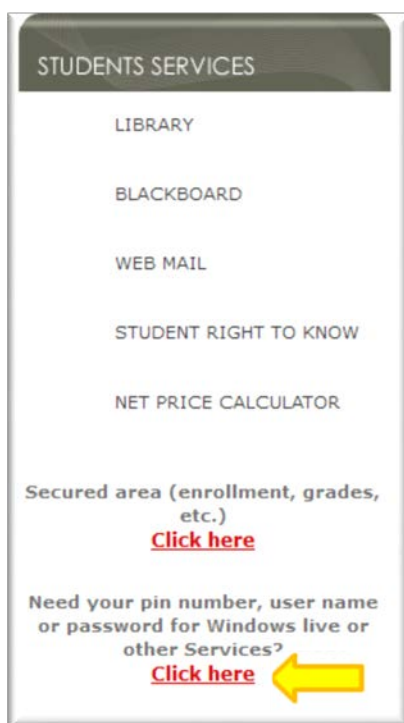
The instructional course module is a guide of the activities that are carried out prior to and during the workshops. The instructional course module includes the content objectives, language objectives integrated to the content of the course, constructivist activities, electronic links, Blackboard and E-Lab resources, and specific instructions for the use of language learning tools in English and Spanish of the E-Lab, and the evaluation criteria, that will be used throughout the course to evaluate 70% of the mastery of content concepts, and 30% for the development of language skills. As soon as you are assigned to a course, you should:

- access the course module **exclusively** through Blackboard and immediately notify your facilitator or the Service Desk by email, servicedesk@suagm.edu or by phone at 787-751-0178, extension 97487, if you should encounter any problems;
- read the entire module and take notes on questions to send to the facilitator. Visit the Learning Resources Center of your campus in the event that you do not have the facilitator's contact information.
- Before the beginning of the workshop, verify with the facilitator changes or updates made to the module (if any).
- Blackboard is the platform where students and teachers virtually interact. Here you can share information and complete assignments for your classes. In Blackboard you will also find the module, which is the study guide, the link to the E-Lab resources and the digital portfolio information.

Special Instructions for Students

1. Carefully read the module and its appendices to familiarize yourself with their content.

Verify that you have access to SUAGM accounts, E-Lab, email, and the Blackboard platform. If you need help in managing the accounts, you can visit your campus web page and under the Students Services option select “click here” next to *Need your pin number, user name or password for windows live or other services?*, so that you can recover your academic credentials. You can also contact your facilitator or the Service Desk via email servicedesk@suagm.edu or by phone 787-751-0178, ext. 97847.



2. Prior to Workshop One, the facilitator will post announcements regarding important dates and other information about the course in Blackboard. The facilitator will also post reminders regarding activities to be completed prior to the workshop, projects, and the importance of completing the Language Lab/E-Lab exercises assigned by the facilitator during the course. Read this information frequently throughout the course. The facilitator

will provide feedback on a weekly basis regarding the activities completed prior to and during the workshop and the evaluations completed by the student. To see your progress in the course, go to the Tools area, and select My Grades in Blackboard.

3. During Workshop One, the facilitator will explain the expectations of the *Digital Performance Portfolio Assessment Handbook*, that can be found to the left in the content area of your Blackboard course. This document provides detailed instructions for the effective completion of the digital portfolio. Familiarize yourself with this document to facilitate the development of the digital portfolio which is a requirement in all of our courses.
4. Use the **NetTutor** resource that appears in the E-Lab to revise written works, in English and Spanish, before submitting them to the facilitator. This resource reviews writing and grammar principles of your writing and provides feedback be incorporated into the document prior to its submission to the facilitator.
5. The facilitator will send written works to SafeAssign™ to detect plagiarism. Avoid using information directly copied from the Internet and use APA style to cite references. You may submit activities before the workshop by means of SafeAssign™, if the facilitator makes the arrangements to have the tool previously configured. The Learning Resources Center (LRC) offers workshops related to the APA style, Blackboard, MS Word, MS PowerPoint and on the use and application of all E-Lab resources, among others.
6. If you have questions about the activities to be completed prior to and during the workshop or regarding the content, clarify them by contacting the facilitator by means of the SUAGM email.
7. Students can research information on the course topics using the **Virtual Library**, the university's electronic libraries, Internet, and other academic resources of the E-Lab, such

as electronic books and dictionaries. Students have access to the virtual libraries of the three universities through the E-Lab. In the E-Lab you will find a link that will take you to the Virtual Library page to perform your search. It has electronic resources that support the information needs of our academic community, magazines, encyclopedias, e-books, and multimedia resources, among others.

8. Visit the Learning Resource Center of your campus and take all required workshops including Blackboard, the E-Lab resources, the APA style, and the Digital Performance Portfolio. This will allow you to be successful with the use of the resources available to you of our universities.

Services for Students with Disabilities

Ana G. Méndez University and its three universities, Universidad del Turabo, Universidad del Este and Universidad Metropolitana, encourage the participation of all students, including those with special needs, in the services, programs, and activities of the course. Those students that require some type of assistance or reasonable accommodation in any aspect of the course, should contact counseling services or request it from the facilitator. Students should be prepared to present evidence that supports their petition, if required by the institution. For additional information, refer to the [Students with Disabilities Handbook](#).

Research Law Compliance

The law of research compliance only applies to the courses which are stated on the cover page of the course module. Students and faculty members of **all courses that require a study/research, questionnaires or interviews** will follow the norms and procedures of the compliance office; likewise, all students and facilitators will request authorization to conduct any of the activities previously mentioned. All students, as part of a course that requires the participation of human subjects as part of a sample of a formal research, must be certified in the investigation processes by the Institutional Review Board for Human Subject Research (IRB).

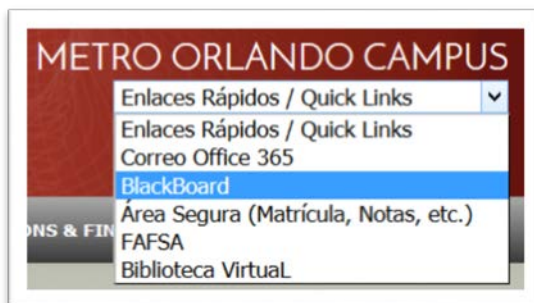
Students and faculty members of the campuses of Florida, Maryland, and Texas must contact the academic director or the IRB institutional representative of the campus. It is important to clarify that not all courses require the IRB certification.

In order to access the forms from of the IRB Office or for additional information, visit the following link: http://www.suagm.edu/ac_aa_re_ofi_comites_irbnet.asp. Select the forms needed from the link provided. In addition, students and facilitators can obtain the online certifications related to IRB processes by following the instructions from the following link: <http://www.suagm.edu/pdf/Instrucciones%20Certificaciones%20IRBNet.pdf>.

Some of the certifications include: International Review Board for Human Subject Research (IRB), Health Insurance Portability and Accountability Act (HIPAA), Responsible Conduct of Research (RCR), among others that may be required by the facilitator of the course. To clarify doubts or questions, please contact your facilitator.

Blackboard Learning Management System

The Ana G. Méndez University System uses **Blackboard** as a platform to deliver online and blended courses and to enrich the university student's educational experience with face-to-face and online programs. Blackboard is a learning management system designed to improve the educational process by making it more interesting, interactive, and effective. With Blackboard, students are able to stay informed, involved, and accessible. Blackboard is the official tool that will be used in all of our courses and by all of our students and facilitators. You can access Blackboard from the web page of your center under the Quick Links section.



Getting Started with Blackboard

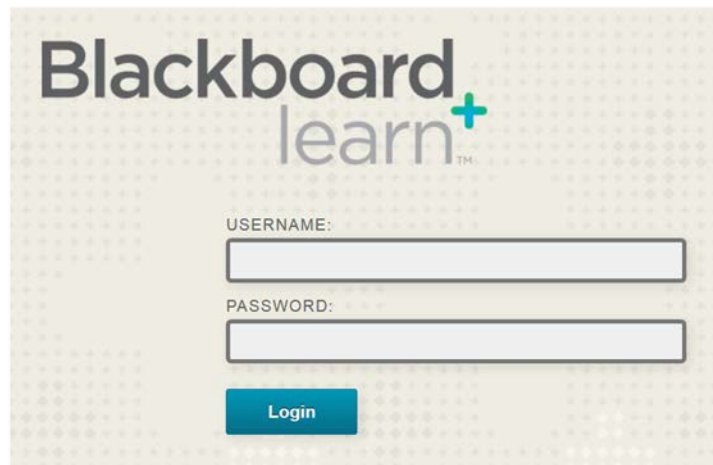
In order to login to Blackboard, you must have an active SUAGM student email account. Please visit <https://ociteapps.suagm.edu/sica/> to obtain your account information. You will need your student ID number to access the page.

A screenshot of a login page for the 'Sistema Universitario Ana G. Méndez'. On the left, there is a logo consisting of a red circle with stylized figures inside, and the text 'Sistema Universitario Ana G. Méndez' below it. To the right of the logo, there are two input fields: 'Número de Identificación:' and 'Últimos 4 dígitos del Seguro Social:'. Below these fields, there are two links: '¿No recuerda su número de identificación?' and 'Manual de Instrucciones'. On the far right, there is a 'Login' button.

The Web address for Blackboard is <https://suagm.blackboard.com>. Once you access Blackboard's homepage, add it to your *favorites* (bookmarks) to make it easier to access.

Logging into Blackboard

1. Be sure you have an active SUAGM student email account.
2. Go to <https://suagm.blackboard.com>
3. Enter your student username and password:
 - a. In the username field @suagm.edu should not be entered.
(e.g. jsmith187)
 - b. The password is you student number beginning with a capital S and the * at the end (e.g. S01000000*)

The image shows the Blackboard Learn login interface. At the top, the text "Blackboard" is in a large, bold, dark grey font, and "learn" is in a smaller, lighter grey font with a green plus sign to its right. Below the logo, there are two input fields. The first is labeled "USERNAME:" and the second is labeled "PASSWORD:". Both fields are empty and have a light grey border. Below the password field is a blue button with the word "Login" in white text. The background of the login area is a light beige color with a subtle pattern of small dots.

Accessing your course on Blackboard

1. Go to the **Courses** tab.
2. Click on your course title under **Course List**.
3. You are now ready to start!

Once you access your class, look for the menu on the left side of the screen. There you will find the following tools:

- a. E-module - course guide containing the description, general objectives, texts and resources and weekly workshops with specific objectives, before and during workshop activities, and evaluations.
- b. Digital Portfolio - is one of the assessment tools that measures students' linguistic and academic performance.
- c. Content - is the area where the facilitator can provide academic material for study and where students can submit their activities before the workshop as configured by the facilitator.
- d. Discussions - is the tool used to promote written discussion forums designed by the facilitator.
- e. Tools - provides the student with different links: message of courses, calendar, grade center, announcements, and discussion forums among others.
- f. E-Lab - A virtual space created for students with a compendium of electronic resources accessible from their Blackboard course. It contains resources such as Rosetta Stone Advantage, Virtual Library, NetTutor, and VoiceThread.

Learning Resources Center

The Learning Resources Center (LRC) at the Ana G. Méndez University System, Universidad del Turabo, Universidad del Este, and Universidad Metropolitana, are committed to helping users find the information they seek by offering print and online resources that respond to the academic programs offered at our USA campuses. The development of skills in information management are encouraged, so that academic requirements are met in an environment conducive to the creation, dissemination of knowledge, and its ethical use. In order to access these resources, click on the following link: <http://bibliotecas.suagm.edu/SG4.aspx>.

The E-Lab/Language Lab and its Resources

The E-Lab is a collection of resources to help and support our students. It is composed of the following resources:

- NetTutor,
- Rosetta Stone Advantage (previously known as Tell Me More),
- VoiceThread (previously known as Blackboard Collaborate Voice Tools)
- Virtual Library (UNE/UT/UMET).

All of these resources are available within Blackboard for our students, without the need to login to a separate resource or page. Each tool offers the ability to enrich their learning experience within their course by strengthening the necessary skills in both languages (English and Spanish). The Learning Resources Center (LRC) offers a series of workshops on Blackboard and the E-Lab resources. Visit the LRC of your campus and enroll in these workshops.

NetTutor

NetTutor is an online system that provides tutoring in the following subject areas: mathematics, statistics, business, finance, accounting, and the Spanish and English language. It also features an online writing lab in which students can submit their papers for feedback from certified tutors. This online service offers live tutoring, a question and answer center, tutorial archives and chat archives (meeting hours apply).

Rosetta Stone Advantage

Rosetta Stone Advantage (formerly known as Tell Me More) is an online system that aims to develop the skills to communicate, these include: listening, speaking, reading, and writing. This service facilitates learning through daily dialogues or in an environment where professional communication is used.

Virtual Library

The Virtual Library holds a wide variety of academic resources allowing students to access SUAGM's online electronic catalog, publications, newspapers, databases, electronic books, and other scholarly reference material. This electronic library is available for students enrolled in all our universities; Universidad del Turabo, Universidad del Este, and Universidad Metropolitana.

VoiceThread

The VoiceThread resource (previously known as Blackboard Collaborate Voice Tools) enables you to upload, share and discuss documents, presentations, images, audio files and videos. The tool allows commenting using your microphone, webcam, text, audio-file upload, or phone.

References

- American Psychological Association (2009). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.
- Chamot, A. U. (2009). *The CALLA handbook: Implementing the cognitive academic language learning approach* (2nd ed.). Boston, MA: Pearson.
- Echevarría, J., Vogt, M., & Short, D. J. (2016). *Making content comprehensible for English learners: The SIOP[®] model* (5th ed.). Boston, MA: Pearson.
- Gabler, I. C., & Schroeder, M. (2003). *Constructivist methods for the secondary classroom*. Boston, NA: Pearson.
- Reyes, S. A., & Vallone, T. L. (2008). *Constructivist strategies for teaching English language learners*. Thousand Oaks, CA: Corwin Press.