



EDAM 5336 - Practicum in Sch Adm II: Practicum in Sch Adm II (Sub I- Aug 25 to Oct 10)

Fall 2025 Syllabus, Section 680, CRN 17480

Instructor Information

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Times and Location

Does Not Meet Face-to-Face

Course Description

This course focuses on the application of administrative tasks in an internship field-based experience. The course requires the development of an action research plan for change based on a need linked to a campus improvement plan. Candidates enrolled in this course will complete an 80-hour practicum experience under the direction of a university professor and a school site supervisor. Assignments include the implementation of techniques and styles of behavior in a school setting. In accordance with Texas Administrative Code Section 228.30, educator preparation candidates enrolled in this course are expected to complete all required state trainings during the duration of the course. Prerequisite: EDAM 5335 and graduate standing

Educational Programs Department, College of Education

Additional Course Information

The School Administrative Practicum is designed to allow the candidate to gain an authentic experience in school administration. The course is organized into two 7-week modules. The initial 7-week module objectives will require the candidate to gain exposure to the administration of student discipline, the special education process, the evaluation of instruction, the implementation of the RTI program, the evaluation of curriculum, the campus supervision process, and the campus improvement strategy. Candidates will also be required to accumulate hours toward the certification process. Eighty hours of administrative experience will be required at the end of the second 7-week module. Hours should be collected during both 7-week modules. In addition to gaining practical experience in the schools, the candidates will also be required to document their campus experiences, complete written tasks related to the Performance Assessment for School Leaders (PASL) certification exam, create documents, and post discussion topics to Blackboard.

Additional Expectations:

Candidates will be required to video selected assignments during this Practicum. Within EDAM 5336, candidates will be required to conduct two videos. The videos are assigned during modules 2 & 4. Students should prepare accordingly. Videos are mandatory, and the completion of all assignments is mandatory to pass this course, which is required to apply for Texas Principal Certification.



Program Learning Outcomes

The Master of Science in Educational Administration program prepares students to become highly effective instructional, school community, and administrative leaders in increasingly complex educational systems.

1. Graduates of the program will be able to interpret education policy, public financing, and school accountability to develop and implement effective campus teaching and learning processes.
2. Graduates of the program will be able to evaluate research, theory, and data to facilitate the development of a campus vision for learning, communication, legal and ethical interactions with a variety of stakeholders.
3. Graduates of the program will be able to assess the principles of effective leadership, management, and data-driven decision-making to ensure safe and effective learning environments.

Upon successful completion of this course, each student will:

C01: Candidates will be able to address and resolve a significant problem/challenge in the school that influences instructional practice and student learning.

C02: Candidates will be able to work with colleagues to develop a prioritized list of significant professional development needs.

C03: Candidates will be able to analyze the effectiveness of professional development on colleagues.

C04: Candidates will be able to identify a team of teachers with varying experience to develop a collaborative team.

C05: Candidates will be able to facilitate the collaborative team's work as they implement the plan to improve instruction, student learning, and the school culture.

C06: Candidates will be able to facilitate colleagues' self-reflection on the collaborative team and the ability to reflect on future work in building collaborative teams in order to promote positive change in the school culture.

C07: Candidates will be able to create a discussion of campus issues, the process involved in solving campus issues, the development of professional development and the importance of a "feedback loop" in the professional development process.

Student Learning Outcomes

C01: Address and Resolve Problem/ Challenge.

- **M01.1:** The candidate will be able, through research, and administrative team collaboration and analysis of school data identify one major campus problem that influences instructional practice (C01)

C02: Organize professional development

- **M02.1:** The candidate will be able to collaborate with colleagues and prioritize, organize, and develop a Professional Development plan that addresses the campus problem. (C02)

C03: Implement the Plan to Improve Instruction, Student Learning, and the School Culture

- **M03.1:** The candidate will be able to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning. (C03)

C04: Develop a collaborative team

- **M04.1:** The candidate will be able to organize a group of stakeholders who will collaborate to identify a specific organizational issue. (C04)

C05: Facilitate an implementation process

- **M05.1:** The candidate will be able to oversee and facilitate the implementation of a plan to address the organizational issue that was identified as needing attention. (C05)

C06: Implementation process reflection

- **M06.1:** The candidate will be able to facilitate at least one collaborative team and create a ten-minute video of the conversation to promote self-reflection on professional growth. (C06)

C07: Evaluation and Analysis of the Process



- **MO7.1:** The candidate will be able to discuss the identification of campus issues, the process involved in solving campus issues, the development of professional development and the importance of a "feedback loop" in the professional development process. (C07)

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu/academiccalendar/)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	1. Pre-paid subscription to simulated exercises by Ed Leadership Sims. You will find the SIMS at by emailing bcoulson@schoolsims.com . Please pay the required fee which it will be between \$25.00 to \$35.00 dollars.		
Required	2. Certify Teacher subscription: https://www.certifyteacher.com/		

Other Course Materials

Self-Help Resources

Contemporary Resources Related to Texas Educator Preparation:

The purpose for providing web-links to important field-related information is to ensure that TAMIU College of Education graduate students are well-informed and prepared with the latest information pertinent to their respective professional role.

- Current Academic Excellence Indicator System (TAPR & AEIS) Reports (<https://rptsvr1.tea.texas.gov/perfreport/aeis/>)
- Current Texas Administrative Code (TEC) Policies ([https://texreg.sos.state.tx.us/public/readtac\\$ext.ViewTAC/?tac_view=2&ti=19](https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC/?tac_view=2&ti=19))
- Current Texas Penal Code Policies (<http://www.statutes.legis.state.tx.us/Docs/SDocs/PENALCODE.pdf>)
- Current Family Code Policies (<http://www.statutes.legis.state.tx.us/Docs/SDocs/FAMILYCODE.pdf>)

For certification programs only:

- Educator program standards (http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)- (http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) The purpose for the State Board for Educator Certification (SBEC) information is to present prospective public school educators with the latest standards for the profession.
- Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)- (<http://cms.texas-ets.org/texas/testframeworks/>) The purpose for presenting Texas Educator Testing information is to present transparent information regarding Texas law requiring that educators pass appropriate tests to become certified.
- TEKS (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)- (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785) The purpose for presenting information about the Texas Essential Knowledge and Skills (TEKS) is to highlight the Texas standards that educators need to follow to prepare students.
- College and Career Readiness Standards (<https://www.highered.texas.gov/institutional-resources-programs/institutional-grant-opportunities/college-readiness-and-success-models-crs-2020/>)- (<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>) The purpose for providing information about Texas College and Career Readiness Standards is to present a synopsis of the multi-level framework that focuses on the subject matter and practices that Texas educators need to follow to ensure postsecondary readiness.



Grading Criteria

Grading Scale/Schema

The College of Education uses the following grading scale. Final letter grades for this course are based on this grading scale.

GRADE	PERCENTAGE
A	90-100%
B	80-89%
C	70-79%
D	60-69.9%
F	Below 60

Open Boilerplate

Meet and Greet	10
Site Supervisor Training Acknowledgement Form	100
Professional Online Trainings (ASK, Dyslexia, TBSI)	200
Orientation Meeting	25
Pre & Post Conference Virtual Meetings with Dr. Castilla for Video Modules 2 & 4	200
Professional Development Video No extensions for video submissions if it is not submitted on time, you might need to drop this course	50
Professional Learning Committee Video No extensions for video submissions if it is not submitted on time, you might need to drop this course	50
Voice Threads for SIMS x 6 x 25	150
Practicum Project Proposal	100
Site Supervisor Agreement	100
Permission to conduct Practicum	100
Practicum Logs	100
Site Supervisor Evaluation	100
SIMS Summary Reports X 4 (50 pts each)	200
TASK 1 Action Research	350
TASK 2 Professional Development	350
Leadership Case Analysis	50



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	MO1.1: The candidate will be able, through research, and administrative team collaboration and analysis of school data identify one major campus problem that influences instructional practice (CO1)	Assignments Attend course virtual meeting on August 27, 2025 at 6 pm. Complete the site supervisor, permission to conduct practicum & PASL documentation Submit the SBEC Site Supervisor's credentials via Blackboard drop box. Submit the Site Supervisor Training Acknowledgement Form Meet with school administration to discuss campus problem. Develop plan to address problem • PASL TASK 1 (Please submit the PASL tasks in word format in balckboard • First Draft Due Sep. 11, 2025 (Note you will have to return to Module 1 to submit your first draft). The final submission will be in Module 4). • Final Draft Due Sept. 18, 2025 • SIM: Emerging Challenges of Distributed Leadership and submit VoiceThread • Module 1 Proposal • Site Supervisor Agreement • Permission to Conduct Practicum • Submit the PASL Agreement Form (MO1.1)	8/28/2025
9/1	MO2.1: The candidate will be able to collaborate with colleagues and prioritize, organize, and develop a Professional Development plan that addresses the campus problem. (CO2)	• Collaborate with colleagues and record a (35- minute video). Please make sure that you follow these guidelines: 1. Record using YouTube only. All other recordings are difficult to download and it takes too long. 2. Dress Professionally. 3. Make sure that you state your name, title, and topic for your video recording. 4. Ensure that all the participants are visible and heard during the video. 5. Please view your video prior to submitting it to ensure audio quality. • Meetings for Professional Development Video with Dr. Castilla • VoiceThread for SIM: New Teacher Evaluation • Leadership Case Analysis (MO2.1)	9/4/2025
9/8	MO3.1: The candidate will be able to establish and support effective and continuous professional development with staff for the purpose of improved instruction and student learning. (CO3)	Complete the following online/virtual trainings and submit the certificates to Dr. Castilla in Blackboard Assignment DropBox NOTE – the trainings marked with an Asterisk are self-paced and you have until Sept. 18, 2025, to complete them. *ASK About Suicide Training *Dyslexia Characteristics and Effective Strategies *Texas Behavior Support Initiative *Youth Mental Health First Aid you must find this training on your own via a Texas Service Center. • SIM: Administrator' First Week on the Job VoiceThread (MO3.1) • Begin PASL TASK 2	9/11/2025



9/15	M04.1: The candidate will be able to organize a group of stakeholders who will collaborate to identify a specific organizational issue. (CO4)	1. Organize a PLC FTF or virtual. Please select one of the following topics: Curriculum & Assessment, End of the Year Procedures, Students' Retention and Promotion Criteria, ELL students, Special Education Students, Gifted and Talented Students or a topic of your choice – please clear your topic with Dr. Castilla if not listed above. Lead your participants and video tape your meeting (35- Minutes) 2. Record using YouTube only. All other recordings are difficult to download and it takes too long. 3. Dress Professionally. 4. Make sure that you state your name, title, and topic for your video recording. 5. Ensure that all the participants are visible and heard during the video. 6. Please view your video prior to submitting it to ensure audio quality. 7. SIM: Equity: Exploring Beneath the Surface SIM VoiceThread	9/18/2025
9/22	M05.1: The candidate will be able to oversee and facilitate the implementation of a plan to address the organizational issue that was identified as needing attention. (CO5)	• SIM Difficult Conversations- Race Summary Report • SIM: Cultural Competency Summary Report (M05.1) • PASL TASK 2 First Draft Due (Submit in Module 3)	9/25/2025
9/29	M06.1: The candidate will be able to facilitate at least one collaborative team and create a ten-minute video of the conversation to promote self-reflection on professional growth. (CO6)	• View SIM: Student Support Transgender and submit VoiceThread • View SIM: Community Partnership Digital Readiness and submit summary report • View SIM: Disruptive Teacher and submit summary report (M06.1) • PASL TASK 2 Final Draft Due October 2, 2025 (Submit in Module 3)	10/2/2025
10/6	M07.1: The candidate will be able to discuss the identification of campus issues, the process involved in solving campus issues, the development of professional development and the importance of a "feedback loop" in the professional development process. (CO7)	• Submit Practicum Logs and • Site Supervisor Evaluation • VoiceThread- SIM: Cyberbullying	10/8/2025

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.

- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

TAMIU encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that students learn to express and defend their beliefs, but it is also essential that they learn to listen and respond respectfully to others whose beliefs they may not share. The University will always tolerate different, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When students verbally abuse or ridicule and intimidate others whose views they do not agree with, they subvert the free exchange of ideas that should characterize a university classroom. If their actions are deemed by the professor to be disruptive, they will be subject to appropriate disciplinary action (please refer to Student Handbook Article 4).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at <https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml>).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who



cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.

- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that “it was only a draft” will not be accepted.
- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to <https://www.tamiu.edu/adminis/police/safezone/index.shtml> for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Student Counseling and Disability Services located in Student Center 126. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Student Counseling and Disability Services office.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: <http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiau.edu/studentaffairs/StudentHandbook1.shtml/>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU Student Handbook. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook (<https://www.tamiau.edu/scce/studenthandbook.shtml> (<https://www.tamiau.edu/scce/studenthandbook.shtml/>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/>), and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.



Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

*[The ITALICIZED INFORMATION BELOW is where you are to ADD your course information. **Please don't forget to remove these instructions and all ITALICIZED content.]***

Regular and Substantive Interaction (Note to Instructors):

The U.S. Department of Education (ED) has issued Regular and Substantive Interaction: Background, Concerns, and Guiding Principles which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. This ruling applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses. The Department of Education has the authority to audit courses and programs at institutions, like Texas A&M International University, with online offerings.

Be sure that your course provides for regular and substantive interaction between faculty and students, students and students, and students and content. (C-RAC, OSCQR, QM, SACSCOC, SC)

- 1. Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)*
- 2. Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)*

Be sure to add clear statements on your syllabi about these instructor-to-student expectations.

Visit for additional guidance on including Regular and Substantive Interaction: <https://www.tamiu.edu/distance/faculty/regular-and-substantive-interaction.shtml>

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.

- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

The School Administrative Practicum is designed to allow the candidate to gain an authentic experience in school administration. The course is organized into two 7-week modules. The initial 7-week module objectives will require the candidate to gain exposure to the administration of student discipline, the special education process, the evaluation of instruction, the implementation of the RTI program, the evaluation of curriculum, the campus supervision process, and the campus improvement strategy. Candidates will also be required to accumulate hours toward the certification process. **Eighty** hours of administrative experience will be required at the end of the second 7-week module. Hours should be collected during both 7-week modules. In addition to gaining practical experience in the schools, the candidates will also be required to document their campus experiences, complete written tasks related to the Performance Assessment for School Leaders (PASL) certification exam, create documents, and post discussion topics to Blackboard.

Additional Expectations:

Candidates will be required to video selected assignments during this Practicum. Within EDAM 5336, candidates will be required to conduct two videos. The videos are assigned during modules 2 & 4. Students should prepare accordingly. Videos are mandatory, and the completion of all assignments is compulsory to pass this course, which is required to apply for Texas Principal Certification.

Student-Instructor Communication Policy and Response Time

Students should expect the instructor to answer all Blackboard e-mails within 24 hours. *All communication between the professor and the student should be conducted through the course email, either Blackboard or at Israel.castilla@tamiu.edu. The professor will not be close to a computer or a phone on weekends, so please note this important information.*

Announcements/Course Messages/Emails

Course announcements will be posted as needed for reminders of upcoming important deadlines.

Assignments and Assessments

Assignments (with appropriate feedback) will be graded within 72 hours of due date.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamiu.edu/distance/students/netiquette.shtml/>) for further instruction.

Accommodations/Accessibility Policy

Texas A&M International University seeks to provide reasonable accommodation for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations as required to afford equal educational opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodation. For more information, contact the online at **Office of Disability Services for Students (DSS)**, via phone at 956.326.3086 or by visiting the staff at the Student Center, room 118. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit the Instructional Technology and Distance Education Services page on **University Resources and Support Services**.

Computer/Technology Requirements

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Online students will need regular access to a personal computer that runs on a broadband Internet connection.

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (<https://www.tamiu.edu/distance/students/technology-requirements.shtml/>) when using the learning management system (LMS) of the University.



Additional Hardware. For this class, you will need the following additional hardware: a webcam and a microphone for VoiceThread (<http://www.tamui.edu/distance/technology/voicethread.shtml/>) discussions. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, a microphone, or a webcam with a built-in microphone from your local electronic store or any online store. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, a microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software.

You will need the following additional software: You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

Note: Students, if you do not own the required hardware or software or do not have access to the Internet, it will be highly challenging for you to make any progress in this class. However, my goal is to assist you in finding solutions and guide you appropriately most of the required materials can either be found free of charge at TAMIU's library, classrooms, and available computer labs. **Visit Media Services' web page on the availability of on-campus computer labs.** In addition, you may also purchase any of these items at any electronic store.

Learning Management System (Blackboard)

Students are provided with an orientation (*eLearning (Blackboard) Student Orientation*) and access to guides on how to use the Blackboard LMS. Guides may be available at **Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page** or by contacting the eLearning team at elarning@tamui.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions:

The course requires a synchronous orientation session that students must attend. Each student is required to attend a pre- and post-conference via virtual or phone for each video project.

Grading Policy

The College of Education uses the following grading scale. Final letter grades for this course are based on this grading scale.

A = 90 – 100%

B = 80 - 89

C = 70 - 79

D = 60-69

F = Below 60

Satisfactory/Credit/Pass

Unsatisfactory/No credit

S/CR/P

U/NC

For this course, the course points are as follows:

A= 2,235– 2,012

B= 2,011 – 1,788

C= 1,787– 1,564

D= 1,563 – 1,341



F= 1,340 - 0

Rubrics (may be included here and in the Syllabus and Overview in the course)

Grading Rubrics are available for student review in Blackboard.

Late Work Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates, which are reflected in the assignment section of this syllabus. NO LATE WORK will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.

I. Policies of the College of Education

(Required on all COE Syllabi)

Graduate Policies

Mission Statement

The mission of the College of Education is to prepare highly effective; culturally competent educational and clinical professionals who are equipped to assume leadership roles in a global society. "Changing the perception!"

Academic Integrity

As a member in an academic community, candidates in the COE at Texas A&M International University (TAMU) are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Candidates who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Candidates are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMU Honor Code. Please visit the Office of Student Conduct and Community Engagement website for the Honor Code (<http://www.tamui.edu/scce/honorcouncil.shtml/>). (<http://www.tamui.edu/scce/honorcouncil.shtml/>) TAMU faculty have the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

Copyright Restrictions:

The Copyright Act of 1976 (<https://www.copyright.gov/title17/92appa.pdf>) grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook (or other sources) without permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as an article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use.

In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Plagiarism:

Plagiarism is the act of passing off some other person's ideas, words, or work as one's own, and includes, and is not limited to, the appropriation, buying, receiving as a "gift", or obtaining, by any other means, another's work for the submission of one's own academic work. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See the TAMU Student Handbook (<http://www.tamui.edu/scce/studenthandbook.shtml/>), (<http://www.tamui.edu/scce/studenthandbook.shtml/>) Section 7.01a for examples.) Plagiarism includes direct, paraphrase, and patchwork plagiarism. Finally, acts of plagiarism may constitute copyright infringement.



Avoiding plagiarism: Purdue University's Online Writing Lab (http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html) (OWL) provides materials on "Avoiding Plagiarism."

Cheating:

Cheating is an act of deception in which candidates misrepresent mastered information related to an academic exercise. (See the TAMIU Student Handbook (<http://www.tamiau.edu/scce/studenthandbook.shtml/>), (<http://www.tamiau.edu/scce/studenthandbook.shtml/>) Section 7.01b for examples.)

Scholastic Deficiency:

Candidates are highly encouraged to monitor their progress throughout their coursework, as each is responsible for the grade earned. Midterm reports are not typically provided for graduate candidates.

A minimum grade point average of 3.0 ("B") on a 4.0 point scale computed on all graduate work attempted must be maintained. If either of a cumulative GPA or the GPA for courses listed on the degree plan fall below the minimum of 3.000, candidates are considered to be scholastically deficient. If the minimum GPA is not attained by the end of subsequent semester of enrollment, the candidate will be dropped from graduate studies.

Notification of academic probation is through the Office of Graduate Studies and Research. No more than three (3) semester credit hours with a letter grade of "C" earned at this university will be accepted toward credit for a master's degree. Candidates who receive a "D", "F", or more than one "C" for coursework listed on their degree plan will also be dropped from graduate studies. To continue in the program, candidates must reapply through the Office of Graduate Studies. *Note: All current program and/or admission requirements must be met at readmission.* For further information consult the Catalog and Graduate Handbook (<https://www.tamiau.edu/gradschool/documents/GraduateHandbook2017-2018.pdf>). (<https://www.tamiau.edu/gradschool/documents/GraduateHandbook2017-2018.pdf>)

UConnect, TAMIU Email, and Dusty Alert:

Announcements are sent to candidates through TAMIU's UConnect portal and TAMIU Dusty e-mail accounts, and Blackboard Course Messages as these are the official means of communicating course and university business with candidates and faculty. Checking UConnect and the TAMIU Dusty e-mail account and Blackboard Course Messages should become a regular routine. Missing important TAMIU e-mail or UConnect/Blackboard messages from a faculty member, chair or dean is not an accepted excuse or reason for not knowing. Candidates are encouraged to sign-up for Dusty Alert (see www.tamiau.edu (<http://www.tamiau.edu/>)) (<http://www.tamiau.edu/>) which is an instant cell phone text-messaging system allowing the University to communicate instantly with an on-campus emergency, something of immediate danger or a campus closing.

Technology Issues:

Issues with technology should be directed to the Office of Instructional Technology via email (hotline@tamiau.edu) or by calling Office of Information Technology (OIT) at 956-326-2310.

Accommodations for Candidates with Disabilities:

Texas A&M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, you are responsible for registering with the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B).

Student Attendance and Leave of Absence (LOA) Policy:

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.24) and the Student LOA Rule (Section 3.25) which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (<http://www.tamiau.edu/scce/studenthandbook.shtml/>) Handbook (<http://www.tamiau.edu/scce/studenthandbook.shtml/>).

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. Specifically, a pregnant/parenting student is afforded the following:

- (1) Submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth.
- (2) If grading is based in part on class attendance or participation, earn the credits missed so that the student can be reinstated to the status held before the LOA.
- (3) At the conclusion of the LOA, return to the same academic and extracurricular status held when the LOA began.

Written Assignment Criteria:

Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed/typed and follow the most current addition of the American Psychological Association's Manual (APA) for style and format.

Previously Submitted Work:

The COE encourages original work to be developed and submitted for each course. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero. I recognize that there are a variety of AI programs available to assist writers. AI programs are not a replacement for human creativity, originality, and critical thinking. Writing is a craft that you must develop over time to develop your own individual voice as a writer. However, within limited circumstances, and with proper attribution, AI programs may be used as a tool.

Engagement:

Candidates are expected to engage in the online environment via Blackboard in a timely manner and remain for a duration of time necessary to participate and complete assignments. "Last Accessed" dates (the last date a student has entered the course electronically) may be monitored in all Blackboard courses. Candidates are held responsible for regularly checking Blackboard and their TAMIU email account for course-related matters.

Exams:

Exams at the graduate level are at the discretion of the faculty member and will be noted in the course syllabus. All final exams are given on the day specified during final week, according to the University Schedule (<http://catalog.tamtu.edu/introduction/academic-calendar/>). (<http://catalog.tamtu.edu/introduction/academic-calendar/>)

Incomplete Grades:

Incomplete grades are given at the discretion of the faculty of record. Candidates who are passing and have incomplete work (e.g., a term paper, examination, or other required work; completed 95% of the coursework) must collaborate with the faculty of record to obtain an "Incomplete." As such, candidates are responsible for obtaining the Incomplete Contract form, completing the appropriate portions of the form, and meeting with the faculty of record to complete the contract. Candidates must sign the Incomplete Contract along with the faculty member specifying assignments to be completed and the due date. Thereafter, the faculty member will initiate the contract by submitting it to the chair and dean, and ultimately the University Registrar's Office. Failure to sign the contract, and have it on file in the Office of the University Registrar, will result in the "I" being converted to an "F" through an administrative action by the University Registrar. The grade of "I" may be removed under certain conditions:

- If candidates elect to complete the course, they may, within the time specified in the contract, but not exceeding 12 months from the date the "I" was recorded, complete the work in the course and request that the faculty member submit a change of grade form to the University Registrar.
- If the candidate elects not to complete the course and the signed contract, as agreed, within a period of 12 months, the "I" will be converted to a grade of "F" through an administrative action by the University Registrar.
- A candidate may not register for a course for which a current grade of "I" exists.

Dropping a Course:

Candidates are responsible for dropping a course before the drop date. Faculty are not responsible for, and cannot drop candidates from courses.

Repeating a Course:

Courses applicable to a graduate degree may not be repeated for course credit, unless prescribed during the readmission process.

TurnItIn:

Candidates may be required to submit work to TurnItIn. Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

Professional Expectations:

Preparing to become a highly effective educator requires a great deal of commitment, time, and preparation on the candidate's part. Educators are expected to be: respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. Thus, candidates are expected to be equipped to participate in all class activities and discussions and remain for a duration necessary to participate and complete assignments. All coursework is expected to be word processed (unless announced otherwise), proofread, spell-checked, and grammar-checked. (Candidates needing help with Standard English should contact the Writing Center (<http://www.tamtu.edu/uc/writingcenter/index.shtml/>)) (<http://www.tamtu.edu/uc/writingcenter/index.shtml/>). Assignments **are due as noted** within the syllabus unless otherwise announced.

Attendance:

Candidates are responsible for maintaining currency with assignment modifications and/or due-dates *regardless* of the circumstance. In the event that candidates must be inactive in the online environment, they are responsible and will be held accountable for any information, work, assignment, etc., missed, *regardless* of the circumstance.

Please note that significant inactivity in the online environment **may** (and often does) impact final grades. Candidates inactive for personal illness or other reasons are expected to present justification for inactivity to faculty who will counsel with the candidate and advise whether or not the work missed during the particular time may be made up.

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary.

It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. If a student would like to file a complaint for discrimination due to his or her pregnant/parenting status, please contact the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site: www.tamiu.edu/reportit (<http://www.tamiu.edu/reportit/>). (<http://www.tamiu.edu/reportit/>)

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Equal Opportunity and Diversity (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodations. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students at the University, contact the Title IX Coordinator. In the event that a student will need a leave of absence for a substantial period of time, TAMIU University urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*. As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule. Both rules can be found in the TAMIU Student Handbook ((<https://www.tamiu.edu/scce/studenthandbook.shtml>)/<https://www.tamiu.edu/scce/studenthandbook.shtml> (<https://www.tamiu.edu/scce/studenthandbook.shtml>)) (<https://www.tamiu.edu/scce/studenthandbook.shtml>)).

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity in admissions, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt, at www.tamiu.edu/reportit (<http://www.tamiu.edu/reportit/>), (<http://www.tamiu.edu/reportit/>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Candidate Support Services:

- **Writing Center** - Contact Information: Billy F. Cowart Hall 203, (956) 326-2883 or (956) 326-2884.
- **University Learning Center** - Contact Information: Billy F. Cowart Hall 205, (956) 326-2723.
- **Student Counseling Center** - Contact Information: University Success Center 138, (956) 326-2230.

Course Grading Scale:

The COE records grades from "A" to "C." Grades of "D" are not given in the College; all courses in which an "F" is given, must be repeated. For "I" grades, an Independent Contract must be completed with the faculty of record. All grades are available via the web at the end of each semester. Numerical values correspond to the letter grades as noted. Final grades are calculated using the following, whereby: