



EDGR 5323 - Data Drvn Decision Mkg in Ed: Data Drvn Decision Mkg in Ed (Sub I- Aug 25 to Oct 10)

Fall 2025 Syllabus, Section 680, CRN 16366

Instructor Information

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Office Hours:

Virtual by appointment.

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Office Hours:

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Times and Location

Does Not Meet Face-to-Face

Course Description

This course explores key issues in educational research and practice, particularly the focus on test scores to measure student achievement and educational effectiveness. It will examine what test scores, as well as other school-based data, mean. Further, a discussion how to descriptively analyze educational data, interpret data, and use data to make decisions about student learning and school improvement. Prerequisite: Graduate standing and admission to the College of Education.

Educational Programs Department, College of Education

Program Learning Outcomes

TAMIU Educational Administration Program Mission and Goals

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.

Student Learning Outcomes

COURSE STUDENT LEARNING OBJECTIVES

CSLO 1: The student will be able to develop a collaborative instructional plan focused on aligning content to meet the academic needs of diverse student populations.

CSLO 2- The student will be able to evaluate campus assessment data to make data-informed decisions.

CSLO 3- The student will be able propose and create data-driven professional development for teachers.

LESSON OBJECTIVES/LEARNING OUTCOMES (LO'S)

Module 1: Effectiveness & Curriculum Alignment

MO1.1: Integrate emerging issues, recent research, and knowledge of systems (e.g. school improvement process, strategic planning, etc. and various types of data (e.g. demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision). (Meets CSLO 1, 2, 3)

MO1.2 Evaluate a collaborative process to analyze the use of consensus-building, conflict management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enables the collaborative development of a shared campus vision and mission focused on teaching and learning.

(Meets CSLO 2, 3)

Module 2: Coaching & developing teachers using data-informed feedback

MO2.1: Examine campus data using a framework for data-informed decision making to coach and develop teachers by facilitating teacher self-assessment, and goal setting using individualized feedback for professional growth. (Meets CSLO 1, 2, 3)

Module 3: Shared Data Shared Making

MO3.1 Evaluate emerging issues, recent research, knowledge of systems (e.g., campus improvement plans), and various types of data (e.g., demographic, perceptive learning, student learning, and processes) to collaboratively develop a shared campus vision. (Meets CSLO 2, 3)

MO3.2 Compare and Contrast collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school. (Meets CSLO 1, 2, 3)

Module 4: Facilitating High Expectations

MO4.1 Creates a positive, collaborative, and collegial campus culture to communicate expectations to staff and uses multiple data points (e.g. regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations (Meets CSLO 2,3)

Module 5: The Cycle of Instructional Improvement

MO5.1 Assess the needs of a campus to create leadership opportunities, defines roles and delegates responsibilities to effective staff and administrators to support campus goal attainment. (Meets CSLO 1,2,3)

Module 6: School Culture & Vision

MO 6.1. Establish strategies to ensure that all students have access to effective educators and continuous opportunities to learn. (Meets CSLO 2,3)

Module 7: Response to Intervention & Principal Perceptions Concerning Instructional Leadership Elements

MO 7.1 Examine instructional strategies that support the growth of individual students and student groups, support equity, and work to reduce the achievement gap. (Meets CSLO 1, 2, 3)

MO 7.2 Prepare a comprehensive and ongoing plan for campus goal setting and instructional improvement. (Meets CSLO 2, 3).

Comprehensive Final Exam (CSLO 1,2,3)

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	Data-Drive Leadership	Datnow A. & Park V. (2014)	0470594799

Other Course Materials

OPTIONAL INSTRUCTIONAL MATERIAL(S)

Supplemental PowerPoints – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings.

COURSE REFERENCES/BIBLIOGRAPHY (IN APA FORMAT):

Students please follow the American Psychological Association Manual (APA) 6th Edition for reflections and class question(s) summaries.

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://rptsrv1.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>)
- # Texas Educator Certification Texas Examination of Educator Standards TExES Program Principal (268) (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>)

Additional Material(s)

- # **PowerPoints** – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings. Class PowerPoints have been prepared from the required course textbooks referenced below:
- # **VoiceThreads**-The purpose of the VoiceThreads is to provide students with additional course interaction, and discussion with all the students in the course. The VoiceThreads have been prepared from the resources below:

Module 2: Coaching & developing teachers using data-informed feedback: Schleicher, A. (2012, June 12). *Using Data to Build Better schools*. Retrieved from

https://www.youtube.com/watch?time_continue=98&v=7Xmr87nsl74 (https://www.youtube.com/watch?time_continue=98&v=7Xmr87nsl74)

Module 3: Shared Data Decision Making: **McFadyen, M. (2014)** *What Every School Leader Can Learn from My Trip to the North Pole*. Retrieved from <http://www.bamradionetwork.com/school-cfos/3347-what-every-school-leader-can-learn-from-my-trip-to-the-north-pole/> (<http://www.bamradionetwork.com/school-cfos/3347-what-every-school-leader-can-learn-from-my-trip-to-the-north-pole/>)

Module 5: The Cycle of Instructional Improvement: Hemerling, J. (2016, May). *5 Ways to Lead in an Era of Constant Change*. Retrieved from https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change (https://www.ted.com/talks/jim_hemerling_5_ways_to_lead_in_an_era_of_constant_change/)

Module 6: School Culture & Vision: Rios, V. (2015, November). *Help for Kids the Education System Ignores*. Retrieved from https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores/ (https://www.ted.com/talks/victor_rios_help_for_kids_the_education_system_ignores/)

For certification programs only:

Educator program 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.

Performance Assessment for School Leaders (PASL) (368) School leadership candidates required to submit a performance assessment now have another assessment – the ETS® Performance Assessment for School Leaders (PASL). This assessment is administered twice per year during pre-established submission windows. The fee for the PASL is \$375.00 (<https://www.ets.org/ppa/test-takers/school-leaders/register/fees/texas/>). Before



registering for the assessment, you must be approved by the state certification system (TAMIU Educator Preparation Program located at the TAMIU College of Education Student Success Center, 956- 326-2688. The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders.

The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. A video of you facilitating a collaborative team during your internship experience is required as one of the components for Task 3. Task responses can be created throughout your practicum (EDAM 5335 & EDAM 5336) professional field practice.

You will complete 21 tasks by entering and submitting a written response and uploading artifacts via an online submission system. Within the online system, you can:

1. Enter a written response to each task
2. Link the required documents and artifacts to the written response
3. Upload the required video
4. Upload the required permission forms
5. Edit, save, delete and change responses up until submission

Tasks must be submitted on or before the task submission deadline date.

New principal exam 268 Students who are seeking Principal certification must now take the TExES Principal as Instructional Leaders (268) exam. The 268 exam is a computer-administered test (CAT) with 70 selected-response questions and 4 constructed-response questions. The duration of the 268 exam is approximately 5 hours, which includes 15 minutes for CAT tutorial and compliance agreement and 4 hours and 45 minutes of testing time. The fee for this exam is \$200.00 and the passing score is 240. Enclosed in this link you will find the 268 Preparation Manual (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>)

Certification domains/competencies (<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)- 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 (<http://www.thecb.state.tx.us/?objectid=1DBF4AD0-26FC-11E8-BC500050560100A9>)- 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

Final Grade Calculation is out of 1000 points

A= 1000-900

B = 899-800

C= 799-700

D= 699-600

F= 599-0

GRADE	PERCENTAGE
A	90-100
B	80-89
C	70-79
D	60-69
F	Below 60



Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	Module 1 Effectiveness & Curriculum Alignment Datnow & Park, Chapter 1- Module 1 Constructed Response Assignment (140 points) Park (2018) Critical Analysis Essay (20 points) Acknowledgement of Syllabus and Policies (20 points) Meet and Greet Discussion (40 points)	-Read Datnow & Park Chapter 1 The Promise and Pitfalls of Data-Driven Decision Making (MO1.1) -Datnow & Park Chapter 1 PowerPoint (MO 1.1) Read Leading Data Conversation Moves Toward Data-Informed Leadership for Equity and Learning (Park, 2018) (MO 1.2)	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 8/27/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 8/31/25 by 11:59 pm Central Time.
9/1	Module 2: Coaching & developing teachers using data-informed feedback Datnow & Park Chapter 2 Task (20 points) Module 2 Voice Thread: Data Informed Principals) 40 points	Datnow & Park Chapter 2 PowerPoint (MO 2.1) Read Datnow & Park Chapter 2 The Four P's of Educational Reform: People, Policies, Practices, and Patterns (MO 2.1)	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 9/3/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 9/7/25 by 11:59 pm Central Time.
9/8	Module 3: Shared Data Decision Making Datnow & Park Chapter 3 Reflective Essay (20 points) Module 3 Case Study Read Article When Data Use Devolves Into Deficit Talk: Creating the Conditions for Productive Teacher Collaboration Using Data (Miranda & Jaffe-Walter, 2018) (100 points) Shared Data Decision Making VoiceThread (40 points)	Read Datnow & Park Chapter 3 Reculturing for Data Use Datnow & Park Chapter 3 PowerPoint Read When Data Use Devolves Into Deficit Talk: Creating the Conditions for Productive Teacher Collaboration Using Data (Miranda & Jaffe-Walter, 2018)	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 9/10/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 9/14/25 by 11:59 pm Central Time.
9/15	Module 4: Facilitating High Expectations -Datnow & Park Chapter 4 Task You will need to obtain the most recent Texas Academic Performance Report (TAPR) from the Texas Education Agency (TEA) website for a campus of your choice and answer the 4 questions posted for this assignment (20 points) Facilitating High Expectations Class Discussion (40 points)	Read Datnow & Park Chapter 4 Goals Routines, and Tools for Data Use Datnow & Park Chapter 4 PowerPoint	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 9/17/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 9/21/25 by 11:59 pm Central Time.
9/22	Module 5 The Cycle of Instructional Improvement Case Study 2 Read: Gonzales, M. M. (2019). Power Play: An Assistant Principal's Dilemma and Unexpected Rise to School Leadership. Journal of Cases in Educational Leadership, 22(2), 68-84 and work on Module 5 Case Study (100 points) Instructional Improvement VoiceThread (40 points)	Read Datnow & Park Chapter Using Data for Instructional Improvement Datnow & Park PowerPoint Read Gonzales, M. M. (2019). Power Play: An Assistant Principal's Dilemma and Unexpected Rise to School Leadership. Journal of Cases in Educational Leadership, 22(2), 68-84. Datnow & Park Chapter 5 PowerPoint (MO 5.1)	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 9/24/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 9/28/25 by 11:59 pm Central Time.



9/29	Module 6: School Culture & Vision Datnow & Park Chapter 6 Constructed Response Assignment (140 points) School Culture & Vision Voice Thread (40 points)	Read Datnow & Park Chapter 6 Facing the Future with Data-Informed Leadership	Readings, initial posts for Voice Threads and Discussion Boards are due on Wednesday, 10/1/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 10/5/25 by 11:59 pm Central Time.
10/6	Module 7: Response to Intervention/ Principal Perceptions Concerning Instructional Leadership Elements/Final Exam Prepare a Campus Improvement Plan addressing three content areas (reading, writing, science, social studies, etc.) Make sure you include the sub-groups, budget and person(s) responsible for overseeing the interventions Campus Improvement Plan (100 points) Final Exam will be comprehensive from Modules 1 through 7.	Review the Campus Improvement Plan Examples and prepare a Campus Improvement Plan Review for Final Exam: Modules 1 through 7	Readings, initial posts for Voice Threads and Discussion Boards are due Wednesday, 10/8/25 by 11:59 pm Central Time Peer posts on Voice Threads and Discussion Boards, and all weekly assignments due by Sunday, 10/10/25 by 11:59 pm Central Time.

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)

TAMU 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).

TAMU Honor Code: Plagiarism and Cheating

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

TAMU 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 TAMU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student's TAMU 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 TAMU 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.

TAMU E-Mail and SafeZone

Personal Announcements sent to students through TAMU 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 TAMU e-mail accounts regularly, if not daily. Not having seen an important TAMU 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, TAMU 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 TAMU Student Handbook (URL: <http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml> (<http://www.tamiu.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 TAMU 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 TAMU's anonymous electronic reporting site: <https://www.tamiu.edu/reportit> (<https://www.tamiu.edu/reportit/>).

TAMU 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, TAMU 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

Participation/Attendance:

Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

Academic Honesty:

See "Appendix C: Policies of the College of Education (COE)".

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 (<http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml/>). Additional skills required for this course include knowing how to use Turnitin (<http://www.tamiu.edu/distance/technology/turnitin.shtml/>).

Accommodations/Accessibility Policy:

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 Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for Students (DSS) (<http://www.tamiu.edu/disability/index.shtml/>), or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. 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 Instructional Technology and Distance Education Services' page on University Resources and Support Services (<http://www.tamiu.edu/distance/students/university-resources-and-services.shtml/>).

Student-Instructor Communication Policy and Response Time

Student should expect the instructor to answer all Blackboard e-mails within 24 hours. Students' telephone texts will be answered immediately 956-744-2974.

Assignments and Assessments:

Assignments and feedback will be graded within 72 hours. Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

Classroom and On-line Etiquette (Netiquette)

TAMIU eLearning team provides a web page on netiquette guidelines (<http://www.tamiu.edu/distance/students/netiquette.shtml/>) that can be found in the course menu under Student Resources and inside the Technology Skills and Training Folder. The following are additional netiquette guidelines presented for your review.

When participating in online discussions, emails and other forms of communication in this course students are expected to:

- **Participate:** This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone must contribute.
- **Report Glitches:** Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.



- **Help Others:** You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
- **Be Patient:** Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- **Be Brief:** You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- **Use Proper Writing Style:** This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- **Cite Your Sources:** Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- **Emoticons and Texting:** Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and **c u l8r's**.
- **Respect Diversity:** It's an ethnically rich and diverse, multi-cultural world in which we live. Use no language that is—or that could be construed to be—offensive toward others. Racists, sexist, and heterosexist comments and jokes are unacceptable, as are derogatory and/or sarcastic comments and jokes directed at religious beliefs, disabilities, and age.
- **No YELLING!** Step carefully. Beware the electronic footprint you leave behind. Using bold upper-case letters is bad form, like stomping around and yelling at somebody (**NOT TO MENTION BEING HARD ON THE EYE**).
- **No Flaming!** Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Netiquette: Ground Rules for Online Discussions by Peter Connor (<http://teaching.colostate.edu/tips/tip.cfm?tipid=128>) is licensed under a Creative Commons Attribution-Noncommercial-ShareAlike 4.0 International License (<http://creativecommons.org/licenses/by-nc-sa/4.0/>).

I. Technology Requirements

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 (<http://www.tamui.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 microphone for VoiceThread (<http://www.tamui.edu/distance/technology/voicethread.shtml>) discussions assignments. Recently purchased laptops may have these built in already. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone or a webcam with a built-in microphone from your local electronic store or any online store.

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 (<http://www.tamui.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>).

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

Learning Management System (Blackboard)

This online course and its materials may be found at <https://elearning.tamui.edu/>. Students are provided with guides on how to use the Blackboard LMS and can be found at <http://www.tamui.edu/distance/students/elearning-orientation.shtml> (<http://www.tamui.edu/distance/students/elearning-orientation.shtml>) or by contacting the eLearning team at elearning@tamui.edu.

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 (<http://www.tamui.edu/distance/technical-support-services.shtml>).

Necessary Technical Knowledge and Skills for Distance Learning

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 (<http://www.tamui.edu/distance/students/knowledge-and-skills.shtml>). Additional skills required for this course include knowing how to use VoiceThread (<http://www.tamui.edu/distance/technology/voicethread.shtml>) and Turnitin (<http://www.tamui.edu/distance/technology/turnitin.shtml>).

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. In this class, we will utilize **Blackboard**, **SoftChalk**, VoiceThread (<http://www.tamui.edu/distance/technology/voicethread.shtml>), and Turnitin (<http://www.tamui.edu/distance/technology/turnitin.shtml>). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (<http://www.tamui.edu/distance/technology/accessibility-statements.shtml>) and Privacy Statements (<http://www.tamui.edu/distance/technology/privacy-statements.shtml>).

Course Specific Recommendations:

The Texas A&M University System, in congruence with best security practices, is requiring all System members to implement multi-factor authentication (MFA) to access systems containing confidential, sensitive, or private information.

MFA is a method of authentication where more than one authentication factor is presented in order to validate the user's identity. These factors are usually based on knowledge (i.e. passwords), possession (i.e. keys, random number-generating devices), inherence (i.e. DNA, fingerprints), or geospatial (i.e. location). Many of us already use MFA with services like Facebook, Microsoft, Google, and some banking/financial institutions.

TAMUI will require MFA to access applications accessed via single sign-on such as Banner, Blackboard, Uconnect, Workday, Canopy, etc. **You must enroll or you will be unable to access University resources requiring a login such as Blackboard and Uconnect.** You can start using MFA today by logging into <https://duo.tamui.edu> (<https://duo.tamui.edu/>) and clicking "Enroll". OIT will have information and assistance tables set up at the following places and time to assist faculty, staff, and students with the process.

Once logged in students will be able to find the following main course sections: "Start Here", "Syllabus, Course Rubrics, Course Objectives & Alignment Document", "About Your Faculty", and the Module content areas. Inside each module folder, students will find module objectives, activities, and links to supplemental materials and assessments. All assessments will be aligned to the Course Syllabus and Course Map and are required.

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.**

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

Optional meet up sessions will be held once every two weeks. Instructors will inform students.



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. Course evaluations will open on September 30.

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**.

Description of Assessments:

Final Exam. The class final exam will be in an on-line format. Students will have 120 minutes to complete the final exam. Questions will include essay questions at various point values. The Final Exam can be found on the course menu, inside the "Final Exam" folder under the "Content" link.

The final exam will be proctored via **Respondus Monitor** through Blackboard.

Please **download the software (free of charge for all students)** from the TAMIU Instructional Technology and Distance Learning site:

<https://www.tamiau.edu/distance/technology/respondus-ldb-and-monitor.shtml> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tamiau.edu%2Fdistance%2Ftechnology%2Frespondus-ldb-and-monitor.shtml&data=05%7C02%7Ccynthia.gallardo%40tamiau.edu%7C227fdc37fd6a4754656308dc6d6262f8%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C638505516605198068%7CUnknown%7CTWFPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=paPYxAKPZ%2FYHYg4uKo46FbEVpQ4YEUruY5MiLd4lQ1I%3D&reserved=0>)

When you download your software for the tests with Respondus Monitor, you will open your course in any browser, and when you open the test, it will launch the Respondus Monitor that they should have already installed in your computer once you downloaded the software.

Any questions on this please contact TAMIU's elearning department, at elearning@tamiau.edu and cc'd me as well.

Final Campus Improvement Plan. The Campus Intervention Plan assignment focuses on ensuring that students are able to create and analyze campus data and prepare an academic plan for instructional intervention.

Chapter Tasks. Chapter TASKS written assignments focus on course content integration, application, critical thinking.

Reflective Essays. These essays focus on reflection and personalization of the theories, concepts, and/or strategies presented in the selected journal articles and from the course materials.

Critical Essays. These essays focus on the logical progression of course ideas with a clear structure that enhances the students' understanding of educational administration topics.

Class Discussions. The purpose of the discussion board questions is to provide students with an opportunity to reflect on the class topics and respond to classmates' posts in relation to class topics. Students will need to respond to discussion prompts. In addition, students will also respond to two of their peers to obtain full credit for a discussion grade.

Case Studies: The purpose of the Case Study Assignments is to help students develop problem solving and decision making skills.

Constructed Response Questions: The purpose of the constructed response assignments is to help assess the students' content knowledge from Domains I, II, and III only (School Culture, Leading Learning, and Human Capital).

The constructed response will be conducted through Respondus Monitor through Blackboard.

Please **download the software (free of charge for all students)** from the TAMIU Instructional Technology and Distance Learning site:

<https://www.tamiau.edu/distance/technology/respondus-ldb-and-monitor.shtml> (<https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tamiau.edu%2Fdistance%2Ftechnology%2Frespondus-ldb-and-monitor.shtml&data=05%7C02%7Ccynthia.gallardo%40tamiau.edu%7C227fdc37fd6a4754656308dc6d6262f8%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C638505516605198068%7CUnknown%7CTWFPbGZsb3d8eyJWljoimC4wLjAwMDAiLCJQljoiv2luMzliLCJBTiI6lk1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=paPYxAKPZ%2FYHYg4uKo46FbEVpQ4YEUruY5MiLd4lQ1I%3D&reserved=0>)

When you download your software for the tests with Respondus Monitor, you will open your course in any browser, and when you open the test, it will launch the Respondus Monitor that they should have already installed in your computer once you downloaded the software.

Any questions on this please contact TAMIU's elearning department, at elearning@tamiau.edu and cc'd me as well.



Selected Response Questions: The purpose of the selected response assignments is to help students develop problem solving skills in a 268 format.

VoiceThread Discussions. The purpose of the VoiceThread is to enhance and develop student community and cooperative feedback. VoiceThreads will be required of all students which will include recording voice and video responses directed to the class instructor and to two classmates.

Attachment/s (e.g., Rubrics):

Rubrics will be found inside Blackboard course shell.

Appendix D (<https://catalog.tamui.eduapplewebdata://398FDD29-CA70-42D7-880C-C57057E94E23>), Student Learning Outcomes aligned to 19 TAC Chapter 149 Subchapter BB Alignment

Late/Missing Tasks/Assignments Policy:

Assignments and feedback will be graded within 72 hours.

Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

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.

Important Dates:

September 30 (Course Evaluations)

October 3 (Last day to Drop or Withdraw from course)