



EDBE 5324 - Bil/Multicult Teach Strategies: Bil/Multicult Teach Strategies (Sub II- July 07 to Aug 22)

Summer 2025 Syllabus, Section 780, CRN 52326

Instructor Information

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Office Hours:

By appointment

Times and Location

Does Not Meet Face-to-Face

Course Description

This course is an advanced course for practicing bilingual education/ESL teachers focuses on the philosophy of multicultural education, and phenomena that have occurred across the United States. This course also focuses on particular attention on the dimensions of multicultural education, and the four knowledge categories that support effective multicultural teaching. Teaching styles are identified and implemented in the context of various curricular formats. Course activities include extensive reading and writing, using videos in English to create PowerPoint presentations and WIKI lessons in geography using TABA Model to analyze the lessons. All assignments are done in English. Prerequisite: Graduate standing.

Educational Programs Department, College of Education

Additional Course Information

Submission of Assignments.

Assignments are DUE at the time designated in any announcement/syllabus/assignment instruction. The opportunity to submit your assignment early is welcomed once the dropbox is available. For most assignments, you will be able to resubmit your assignment if the dropbox is still available. There is a **grace period (1 week)** for most assignments, which includes a window of time after the set deadline to submit your assignment to account for any unforeseen issues. The dropbox will close once the grace period has closed. (For example, the deadline is set for Friday at 11:59 PM and the grace period ends Saturday at 12 PM). Assignments not submitted by that time are given a zero (0). Arrangements can be made for extenuating circumstances prior to the due date. **Any technical maintenance processes happening thru OIT during the due date is not an excuse.** Make arrangements to submit beforehand.

APA. All assignments will follow the APA 7th edition student paper format (<https://apastyle.apa.org/style-grammar-guidelines/paper-format/>). It is the student's responsibility to view all resources provided by the instructor in Blackboard and research the information. The expectation is not to memorize the format, but to use the references to guide your formatting and citation requirements as needed. **Points will be deducted for improper use in all assignments.** Not using in-text citations or not listing references is considered plagiarism and will be affect your grade.

In addition, be extremely mindful of your writing, the sources you use, and the format for citations and references. Plagiarism can occur even if not intentional for lack of correct citation of sources. Use the resources provided to you in Blackboard and rely on them for every assignment. Your grade can be affected and well as further disciplinary action (see TAMIU Honor Code: Plagiarism and Cheating under University Course Policies and Academic Integrity in the COE Undergraduate Policies).



BlackBoard. All assignments will be submitted exclusively through Blackboard. If you have issues with submission, contact OIT for assistance (information at the end of the syllabus). Ensure you have received confirmation of your submission or I will not see the assignment, and no credit can be provided. I do send a notification that I am not able to view, open, or otherwise grade an assignment. It is your responsibility to check your email for any notification and proceed with correcting the issue. It is the student's responsibility to frequently login to Blackboard to check folders, course information, announcements, and read assignment instructions. Announcements will always be posted in the announcement area and emailed to you. You can attend trainings (<https://trainings.tamui.edu/>) by TAMIU's OIT for further support on Blackboard.

Respondus LockDown Browser Requirement. This course requires the use of LockDown Browser and Monitor for online exams. Respondus Monitor carries a fee. Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml/>) to get a basic understanding of LockDown Browser. A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml/>) is also available. For more information, visit the TAMIU OIT Respondus website (<https://www.tamui.edu/distance/technology/respondus-ldb-and-monitor.shtml/>). (<https://www.tamui.edu/distance/technology/respondus-ldb-and-monitor.shtml/>) More information will be available through Blackboard. You may use an iPad and Google Chromebook with Respondus. Other software may be used such as Proctorio depending on device or availability.

DuoMobile. As a member of the A&M system, you are required to use a two-factor authentication when using any app used by A&M to safeguard your identity. Issues with DuoMobile (<https://duo.tamui.edu/duotwofactor.aspx>) are the responsibility of the student. Lack of access does not constitute an excuse to not complete assignments. The student must still meet the deadlines accordingly.

Communication. Communication of instructions, announcements, and other reminders will be conducted in person, posted on Blackboard announcements, and sent through email. Responses to questions or concerns will be provided within 24 hours during weekdays and within 48 hours over the weekend. If you need to communicate with me, please follow the student hours to stop by, meet virtually, or email me to schedule an appointment. Blackboard messages will not be used for this course. Additionally, if unforeseen circumstances arise where we need to change from F2F or in-person, the use of Blackboard Collaborate and Google Voice will also be used for virtual meetings or text messaging. Keep communication open. Please refer to UConnect, TAMIU Email, and Dusty Alert under College of Education Policies.

Student Hours. Students may at times need additional instructor support or would like to visit and discuss other related topics. Students should schedule a one-on-one meeting to discuss course related requirements such as grades, assignments, progress, other requirements. Likewise, you may visit to discuss career advice, student success and progress in general, or educational interests such as technology. You may walk-in during student hours or join remotely. If you are not able to meet with me during student hours, email me to schedule an appointment with suggested dates/times.

Program Learning Outcomes

This course is designed to support the following TAMIU College of Education graduate degrees:

Master of Science in Bilingual Education (Thesis and Non-Thesis)
Master of Science in Curriculum and Instruction (Thesis and Non-Thesis) (MS)

Relationship to/Alignment with Program Mission

The mission of the Graduate Bilingual Education degree program at TAMIU is to provide an advanced comprehensive linguistic, cultural, and academic experience for educators committed to the advancement of bilingual education applicable to local, state, national, and international needs of diverse populations.

Technology Application for EC-12

- Graduate students use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications (Technology Application Standard I).
- Graduate students identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information (Technology Application Standard II).
- Graduate students use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that support the work of individuals and groups in problem-solving situations (Technology Applications Standard III).
- Graduate students communicate information in different formats and for diverse audiences (Technology Applications Standard IV).
- Graduate students know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the technology Applications TEKS into the curriculum (Technology Applications Standard V)

Student Learning Outcomes

PSLO 1: To synthesize and analyze current research to promote bilingual literacy.



PSLO 2: To utilize evidenced-based practices and bilingual, biliterate, and bicultural teaching and assessment methods.

PSLO 3: To impact bilingual programs through designing, implementing, and evaluating bilingual, biliterate, and bicultural pedagogy.

Course Student Learning Outcomes (CSLOs)

CSLO 1: Evaluate that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving.

CSLO 2: Reflect on personal biases and accesses resources to deepen understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

CSLO 3: Modify instruction based on the role of language and culture in learning to make language comprehensible and instruction relevant, accessible, and challenging.

CSLO 4: Develop particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs

CSLO 5: Communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

CSLO 6: Seek to work collaboratively with learners and families in setting and meeting challenging goals all while respecting families' beliefs, norms, and expectations by providing adequate resources.

CSLO 7: Demonstrate an appreciation and be aware of the new trends and emerging topics in the field of multicultural education.

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	An Introduction to Multicultural Education	Banks	

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home/\)](https://www.bkstr.com/texasaminternationalstore/home/).

- Texas A & M International University (2012) [Graduate Student Handbook](#).
 - This handbook will be used to guide you in writing your essays. This handbook provides you with the information on setting up your paper and most importantly it adheres to the plagiarism law.

Banks, A. J. *Democracy, Diversity and Social Justice: Education in a Global Age* (2013, November 26). Retrieved February 13, 2019, from <https://www.youtube.com/watch?v=1mEw8M85PY8> (<https://www.youtube.com/watch/?v=1mEw8M85PY8>)

- This video features Dr. James A. Banks (Father of Multicultural Education/ and author of our classroom text being honored as the distinguished lecturer of the year at Washington State University. In this video, Professor Banks mentions the topics that will be covered in our textbook.

Murphy-Shigematsu, S. *Mindful & Heartful CitiZens - Dr. Steven Murphy Shigematsu - Stanford University* (2016,

November 13). Retrieved February 13, 2019, from <https://www.youtube.com/watch?v=57JqG5yps9A> (<https://www.youtube.com/watch/?v=57JqG5yps9A>)

- This video is included in Module 2 where Dr. Murphy-Shigematsu gives an insightful interview on what it takes for one to be multicultural. Professor Murphy-Shigematsu eventually leads us to the topic of being "MINDFUL" which is currently the trend in our country.



Krista, M. *Multiculturalism and Equity Pedagogy* (2015, November 4). Retrieved February 14, 2019, from <https://www.youtube.com/watch?v=y8Nksji-OmU> (<https://www.youtube.com/watch?v=y8Nksji-OmU>)

- In this video, Krista tells us of how our youth need to be taught what it is to live in a multicultural world. Krista provides insightful strategies for the educator. You will find this video in Module 3

Hernandez, A. *Taba model presented by Hernandez* (2016, January 31). Retrieved: February 13, 2019) <https://www.youtube.com/watch?v=1sx3D825-g8> (<https://www.youtube.com/watch?v=1sx3D825-g8>)

- Found in Module 5, this video tells us how the Serbian Dr. Taba created a model for curriculum and instruction that is still used today when writing and preparing lesson plans for our students. The

components of "TABA'S MODEL" are explained in this video.

Grading Criteria

GRADE	PERCENTAGE
A	91-100
B	80-90.9
C	70-79.9
D	60-69.9
F	Below 60

Assignments & Exams

Pre-Defined Table

ASSIGNMENT	VALUE
Discussion Boards (x6)	20 pts
Multi-Cultural Projects (x11)	35 pts
Quizzes (x4)	20 pts
Final Exam	25 pts

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
7/7	<p>M01.1: Write and define the concepts and terms and show within their responses evidence of these concepts. (CO1, CO7)</p> <p>M01.2: Make a list of the main variables of the school environment that must be changed in order to implement and institutionalize multicultural learning. (CO1, CO2, CO5, CO7)</p> <p>M01.3: Synthesize the three major arguments made by critics of multicultural education. (CO2, CO5, CO7)</p>	<p>Course Overview/ BLACKBOARD Orientation.</p> <p>Module #1: Goals and Misconceptions of Multicultural Education</p> <p>Discussion Forum 1 (M01.1, M01.2, M01.3)</p> <p>Assignment 1: Write a paper outlining the three major arguments made by critics of multicultural education (M01.3)</p>	<p>Discussion Forum 1 Due: Week 1 (Friday) Day 5</p> <p>Assignment 1: Essay 1 Due Week 1 (Sunday) Day 7</p> <p>Assignment 2: List 1 Due: Week 1 (Sunday) Day 7</p>



7/14	<p>Citizenship Education and Diversity in a Global Age</p> <p>MO2.1: Write and define the concepts and terms and show within their responses evidence of these concepts. (CO1, CO7)</p> <p>MO2.2: Describe strategies that teachers can use to help students develop a global identity, or an identity with children, people, and nations from other parts of the world. (CO4)</p> <p>MO2.3: Identify the complex and contextual citizenship within a multicultural nation. (CO1, CO2, CO5, CO6, CO7)</p>	<p>Read Chapter 2 (MO2.1, MO2.2, MO2.3)</p> <p>Watch Video – Democracy, Diversity and Social Justice: Education in a Global Age (MO2.1, MO2.2, MO2.3)</p> <p>Watch video – Mindful & Heartful CitiZens –(MO2.3)</p>	<p>Discussion 2 Due: Week 2 (Friday) Day 5</p> <p>Assignment 3: Essay 2 Due: Week 2 (Sunday) Day 7</p> <p>Assignment 4: PPT Due: Week 2 (Sunday) Day 7</p> <p>Quiz 1 Due Week 2 (Sunday) Day 7</p>
7/21	<p>Dimensions and Schools Characteristics- Curriculum Transformation</p> <p>MO3.1: Write and define the concepts and terms and show within their responses evidence of these concepts. (CO1, CO7)</p> <p>MO3.2: List the dimensions of multicultural education found in a school setting. (CO1, CO2, CO7)</p> <p>MO3.3: Synthesize how the conservative critics of multicultural education distinguish between “special interests” and the “public interest” with the author of your text. module objective with measurable verbs. (CO1, CO2, CO5, CO7)</p>	<p>Read Chapter 3 (MO3.1, MO 3.2, MO3.3)</p> <p>Read Chapter 4 Watch Video: Democracy, Diversity and Social Justice: Education in a Global Age (MO3.1, MO3.2, MO3.3)</p> <p>Watch Video- Multiculturalism and Equity Pedagogy (MO3.1, MO3.2)</p>	<p>Discussion 3 Due: Week 3 (Friday) Day 5</p> <p>Assignment 5: Essay 3 Due Week 3 (Sunday) Day 7</p> <p>Assignment 6: List 2 Due: Week 3 (Sunday) Day 7</p> <p>Quiz 2 Due: Week 3 (Sunday) Day 7</p>
7/28	<p>Construction and Curriculum Reform 5 - Knowledge Components 6</p> <p>MO4.1: Write and define the concepts and terms and show within their responses evidence of these concepts. (CO1, CO7)</p> <p>MO4.2: Describe how knowledge is constructed and list how knowledge is reflected in the biographical journeys, cultures, perspectives, and values of the stakeholders who construct it. (CO1, CO2, CO3, CO4, CO5, CO6, CO7)</p> <p>MO4.3: Observe the key concepts to guide the study of ethnic and cultural groups in a school setting and relate the implementation of these characteristics as observed in the school setting. (CO1, CO2, CO3, CO4, CO5, CO6, CO7)</p>	<p>Read Chapter 5 (MO4.1, MO4.2, MO4.3)</p> <p>Read Chapter 6 MO4.1, MO4.2, MO4.3)</p> <p>Watch Video: Democracy, Diversity and Social Justice: Education in a Global Age (MO4.1, MO4.2, MO4.3)</p>	<p>Discussion 4 Due: Week 4 (Friday) Day 5</p> <p>Assignment 7: PPT2 Due: Week 4 (Sunday) Day 7</p> <p>Assignment 8: Essay 4 Due: Week 4 (Sunday) Day 7</p> <p>Quiz 3 Due: Week 4 (Sunday) Day 7</p>



8/4	<p>Teaching with Powerful Ideas 7 - Multicultural Benchmarks 9</p> <p>M05.1: Write and define the concepts and terms and show within their responses evidence of these concepts. (CO1, CO7)</p> <p>M05.2: Develop a conceptual multicultural curriculum implementing the Taba Model through a social studies lesson. (CO1, CO3, CO5, CO7)</p> <p>M05.3: Develop a conceptual multicultural curriculum implementing the Taba Model through a language arts lesson. (CO1, CO3, CO5, CO7)</p> <p>M05.4: Implement rubrics when writing a multicultural curriculum lesson plan that allows students from diverse cultures to interact in the lesson taught. (CO1, CO3, CO5, CO7)</p>	<p>Read Chapter 7 (M05.1, M05.2, M05.3)</p> <p>Read Chapter 9 (M05.1, M05.2, M05.3)</p> <p>Watch Video: Democracy, Diversity and Social Justice: Education in a Global Age (M05.1, M05.2, M05.3)</p> <p>Watch video: Taba model presented by Hernandez (M05.2, M05.3)</p>	<p>Discussion 5 Due: Week 5 (Friday) Day 5</p> <p>Assignment 9: Lesson Plan 1 Due: Week 5 (Sunday) Day 7</p> <p>Assignment 10: Lesson Plan 2 Due: Week 5 (Sunday) Day 7</p> <p>Quiz 4 Due: Week 5 (Sunday) Day 7</p>
8/11	M06.1 Describe demographic trends in our multicultural society. (CO1, CO7)	<p>Course Evaluations (April 28- May 2)</p> <p>Read Chapter 8 Discussion Forum 6 (M06.1)</p>	<p>Discussion 6 Due: Week 6 (Friday) Day 5</p> <p>Assignment 11: Reflection Due: Week 7 (Saturday) Day 6</p>
8/18	Final Exam	Final Exam	Final Exam: Due 8/22 (Friday) at midnight

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 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.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 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: <https://www.tamiu.edu/reportit> (<https://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 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

Instructor-to-student expectations:

- Submitting an academic assignment;
- Taking an assessment or an exam;
- Participating in an interactive tutorial, webinar, or other interactive computer-assisted instruction;
- Participating in a study group, group project, or an online discussion that is assigned or led by the instructor;
- Interacting with an instructor about academic matters; and
- Required discussion forum activity associated with the course material.
- providing information or responding to questions about course content
- coursework assessment or feedback
- facilitating group discussion of the course content

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

Throughout this syllabus, you'll find a clear outline of what to expect. The course is divided into a "Welcome: Start Here" section, followed by seven comprehensive modules. Each module contains a variety of assignments, including discussions, quizzes, and other assignments designed to enhance your learning experience. Additionally, you'll find all required readings and resources linked within each module to support your studies. We encourage you to engage fully with each section to maximize your understanding and success in the course.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Updates with important information will be sent through announcements, which will be posted as needed throughout the course. For any questions or concerns, please feel free to send me course messages or emails. I will respond to all messages within 48 hours, excluding weekends. Stay engaged, and don't hesitate to reach out if you need assistance.

Assignments and Assessments

Typically, you can expect your graded assignments and feedback within one week of submission. Please ensure that you follow APA format for all your assignments and thoroughly address each section of the assignment requirements. This will not only enhance your work but also help you receive more targeted feedback.

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 when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: 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, 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: TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamtu.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.** We will use Blackboard Lockdown Browser.

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 elearning@tamtu.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**.

Grading Scale/Schema (after Grade Breakdown section)

In determining the final course grade, the following scale is used in percentage or point value.

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



Late Work Policy

All assignments need to be submitted before the end of the due date, with no credit given for late assignments. It is your responsibility to have internet access, technology, software, and/or cameras/microphone to ensure submissions have been appropriately formatted and to turn them in well in advance of the due date.

It is also your responsibility to learn and understand APA 7th edition for in text citations and corresponding references to support your explanation or points will be deducted. APA 7th edition is the way you substantiate what you are saying from a source that is not your own opinion or voice.

If you have a question about a score on an assignment or need to make up an assignment, you need to contact me via email no later than 7 days of the assignment due date or when the assignment was given back. Made up assignments require a valid excuse (see TAMIU policy) or they will not be accepted within the 7 day period. For my class, this includes assignments that are zeros or do not have a score. Assignments that do not have a score will turn into a zero. The sole reason an assignment can be turned in past the due date is you have a valid excuse as per TAMIU rules or if Blackboard was not working when the submission was made.

The blackboard team receive notifications if BlackBoard is not working, instructors are also notified. If BlackBoard is working at the time of submission, your grade will stand. If BlackBoard was not working at the time of submission, the professor will verify with the BlackBoard instructional team. However, the Blackboard instructional team do not determine whether or not the assignment will be resubmitted or your grade on an assignment. It is the sole authority of the professor to determine whether or not the assignment can be resubmitted.

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.

Proctoring

For online courses, professors may require students to use a proctoring service such as Respondus Monitor, Proctorio, or Examity. Students are responsible for signing up and paying the required fees. This information will be stated under the "Course Materials" section of your syllabus.

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.