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Summer 2025 Syllabus, Section , CRN

Instructor Information

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Dean

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Office Hours:

TR 9am-11:45am

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Times and Location

Course Description

Additional Course Information

Personal Introduction – Dr. James O'Meara

Hello everyone,

My name is Dr. James O'Meara. I was born in Australia but proudly call Laredo home. I serve as the Dean of the College of Education at Texas A&M International University and as the immediate past-President of the International Council on Education for Teaching. But more than titles, I am the son of parents who never finished high school—parents who wanted something better for their children.

I am here today because of teachers who challenged me to *Go Beyond* and supported me every step of the way. Their belief in me shaped my life, and it's why I believe so strongly that every success story begins in a classroom—with a teacher who is prepared to make a difference from day one.

As part of the We Teach Texas family and as the leader of the We Teach Laredo initiative, I'm committed to ensuring that every child in Laredo has access to a classroom-ready educator. To make that vision a reality, we must:

- **Recruit culturally grounded leaders (La Cultura):** Celebrate our identity and uplift *Respect, Integrity, Service, and Excellence (RISE)*—the values reflected in the *dichos* of our abuelos.
- **Prepare community-driven leaders (Juntos):** Unite around the belief that every student deserves a high-quality teacher and take a *paso a paso* approach to reaching that goal.
- **Provide global experiences (Adelante):** Build the international connections that help our future teachers become locally rooted and globally minded.
- **Support community change agents (Sí Se Puede):** Encourage our graduates to rise above daily challenges and partner with their communities to create meaningful, lasting change.

This course is grounded in the *Sí Se Puede* spirit—it is designed to empower you to overcome the challenges many aspiring teachers face, especially those linked to certification exams and readiness for clinical teaching. We know that reaching the culminating clinical experience can feel overwhelming, and passing your certification exams can be daunting. That's why this course is structured to be safe, supportive, and purposeful.



Here, you'll find the feedback, strategies, and encouragement needed to build your confidence, sharpen your skills, and achieve the level of readiness required to succeed. Our shared goal is to ensure every aspiring teacher in this class not only qualifies for clinical teaching but is also fully prepared to earn standard certification and thrive in their own future classrooms.

I look forward to walking this journey with you, learning alongside you, and doing everything I can to help you rise. Let's make this a transformative semester—together.

Program Learning Outcomes

Graduates of the program will be able to apply comprehensive content knowledge through planning and preparation of instruction that addresses student differences, selecting appropriate instructional goals for global learning environments, and selecting various formal and informal, formative and summative assessments to evaluate, revise, and strengthen instruction that will promote academic achievement.

Student Learning Outcomes

Student Learning Outcome 1: Readiness Assessment

Students will evaluate their baseline content and pedagogical knowledge required for certification in their intended subject area(s) and grade level(s) by completing diagnostic assessments aligned to the Texas Examinations of Educator Standards (TExES).

Indicators of Mastery:

- Complete Certify Teacher Diagnostic Tests for their targeted certification area.
- Interpret diagnostic feedback to identify individual strengths and areas for focused improvement.
- Establish a personal study plan based on diagnostic results and educator standards.

Student Learning Outcome 2: Readiness Improvement

Students will strengthen their content knowledge, pedagogical skills, and test readiness through structured study tools and reflective learning activities aligned to the TExES standards and TEKS.

Indicators of Mastery:

- Complete representative practice exams through Certify Teacher.
- Engage in content mastery through 240 Tutoring TASKS aligned to certification competencies.
- Participate in discussion-based learning to develop deeper conceptual understanding and exam strategies.
- Demonstrate measurable progress in performance on formative assessments.

Student Learning Outcome 3: Readiness Mastery

Students will demonstrate mastery of certification content and professional standards by passing the official TExES certification exam required for entry into clinical teaching and recommendation for standard certification.

Indicators of Mastery:

- Successfully pass the appropriate TExES certification exam(s) for their intended subject area(s) and grade level(s).
- Achieve mastery-level performance based on the **Texas Administrative Code §230.21(a)** requirement for educator certification, which ensures that each educator possesses the prerequisite content and professional knowledge necessary for an entry-level position in Texas public schools.
- Meet or exceed the criterion-referenced standard established by the State Board for Educator Certification (SBEC) and the Texas Education Agency (TEA).
- Qualify for formal recommendation for clinical teaching and standard certification.

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.

Other Course Materials

To go to the bookstore, **click here** (<https://www.bkstr.com/texasaminternationalstore/home/>).

Title: *TEXES Preparation Materials*

Publisher: Texas Educator Certification Examination Program (Nesinc / Texas Education Agency)

Access: https://www.tx.nesinc.com/PageView.aspx?f=GEN_PreparationMaterials.html

Description:

This site provides official preparation materials for all TExES certification exams. Students are required to select their specific certification exam from the dropdown list to access free test overviews, preparation manuals, practice questions, and exam frameworks. These resources are essential for aligning study strategies with the educator standards assessed on the TExES.

Note: Preparation with official resources is expected throughout this course to support your diagnostic testing, targeted improvement, and mastery-level performance.

Title: *Certify Teacher – Test Preparation Program*

Publisher: Certify Teacher

Access: <https://www.certifyteacher.com>

Discount Code: **TAMIU4728** (must use your Dusty email address to apply the discount)

Description:

Students are required to purchase a Certify Teacher account aligned to their TExES exam area. This platform provides comprehensive preparation tools, including diagnostic assessments, a personalized Study Plan Tracker, flash cards, and multiple practice tests designed to build mastery in both content and test-taking strategies.

Getting Started: Instructions for setting up your account are available here (<https://www.certifyteacher.com>).

Note:

- Access lasts up to 3 years from the date of purchase or until you pass your exam, whichever comes first.
- You must renew access every 35 days (at no cost).
- Regular use of Certify Teacher is expected throughout the course to track your readiness progress and meet required certification benchmarks.

Supplemental Preparation Resource

Title: *240 Tutoring – TExES Exam Preparation*

Publisher: 240 Tutoring, LLC

Access: <https://www.240tutoring.com>

Description:

240 Tutoring provides comprehensive, online study guides and practice exams tailored to TExES certification tests. This resource is reserved for candidates actively preparing to take their TExES exam.

Eligible students will receive a **free 60-day access code** sent to their Dusty email. If a candidate does not pass the state exam, access may be extended upon request.

Features Include:

- Diagnostic assessments
- Personalized study plans
- Practice tests and quizzes
- Targeted content review modules

Note: 240 Tutoring is a supplemental resource and should be used alongside Certify Teacher and official TEA-aligned preparation materials.



Grading Criteria

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

Open Boilerplate

Assignment Title: Readiness Assessment – Certify Teacher Readiness Test

Description:

This assignment is designed to evaluate your baseline knowledge and readiness for the Texas Examinations of Educator Standards (TExES) in your certification area. You will complete a **Certify Teacher Test** under exam conditions to assess your performance across all domains covered by the exam. The results will guide your study plan and help identify areas that require further improvement.

Assignment Requirements:

- Access and complete the full **Certify Teacher Test** for your assigned TExES exam.
- You must achieve a **minimum score of 80% or higher in each domain** assessed.
- Your overall score must be **260 or higher** to demonstrate readiness.

Evaluation Criteria:

This assignment will be graded as Complete/Incomplete based on the following:

- # Completion of the full test
- # Minimum 80% in each domain
- # Overall score of 260 or higher

Note: Students who do not meet the 80%/260 benchmark will be required to engage in targeted review activities as part of their individualized Readiness Improvement Plan.

Certainly! Here's the fully revised **assignment description**, now including the additional requirements and clarifications regarding the **Readiness Evaluation Process (REP)**, repeated submission expectations, and review of study activity:

Assignment Title: Readiness Improvement – Self-Analysis Report (SAR) & Correct Answer Report (CAR)

Description:

This assignment is part of your structured intervention plan to support success on the TExES certification exam. It requires you to complete a **Self-Analysis Report (SAR)** and a **Correct Answer Report (CAR)** based on your most recent **Certify Teacher Practice Exam** results. This assignment is a required step in the **Readiness Evaluation Process (REP)** and must be completed **every time you request approval to take the Certify Teacher TExES exam**.

The REP process is designed to ensure you are fully prepared for certification testing by identifying specific areas for improvement and engaging in targeted remediation. Completion of this assignment signals your active commitment to reaching certification readiness.

Part 1: Self-Analysis Report (SAR)

Instructions:



1. Log in to **Certify Teacher** and open your most recent **Exam Mode** attempt.
2. Click the “**Details**” tab to view the percentage of correct responses by domain and competency.
3. Identify all domains and competencies where your score is **below 80%**.
4. Using the SAR template provided:
 - Record the **Domain number**
 - Write out the **competency and specific skill/knowledge area**
 - Outline your plan for improving performance in this area

Part 2: Correct Answer Report (CAR)

Instructions:

1. Go to the “**Review Questions**” tab for your most recent exam.
2. Review each **incorrectly answered question**:
 - Identify the **competency and skill** tested
 - Summarize the **correct answer explanation** in your own words
 - Reflect on what led to the incorrect response and how you will address it in your study plan
3. Record your responses using the CAR template provided.

Additional Expectations for REP Approval

- The **SAR and CAR must be completed and submitted every time** you are seeking approval to take the Representative TExES exam as part of the **Readiness Evaluation Process (REP)**.
- The **Testing Coordinator and Faculty** will review your activity log on the **Certify Teacher Study Plan Tracker** and **240 Tutoring Consolidation Activities** to verify time spent studying and progress made toward targeted competencies.
- Your consistent engagement with both platforms is a critical component in determining your readiness to test.

Candidate Commitment

By submitting this assignment, you agree to the following:

"I, the candidate, am taking responsibility for and committing to this Intervention Plan, which is designed to help me earn a passing score on the TExES certification exam. I understand that my commitment includes sustained effort and active participation in remediation activities, including regular engagement with Certify Teacher and/or 240 Tutoring."

Submission Requirements

- **Both SAR and CAR must be submitted seven calendar days before your scheduled REP exam by 12:00 noon.**
 - **Late or incomplete submissions may result in delayed or denied approval to take the REP exam.**
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Evaluation Criteria

- # Accurate completion of SAR identifying all competencies under 80%
- # Thoughtful and thorough CAR responses for each incorrect question
- # Evidence of active participation in Certify Teacher and/or 240 Tutoring
- # Submission by the required deadline

Absolutely! Here's a fully developed **assignment description** for the **Readiness Mastery** phase, centered on completing the official **TEXES Certification Exam**, with clear expectations for success and alignment to the Readiness Evaluation Process (REP):

Assignment Title: Readiness Mastery – TExES Certification Exam

Description:

This assignment represents the culmination of the **Readiness Evaluation Process (REP)** and serves as a final measure of your content and pedagogical mastery in your certification area and grade level. Your successful completion of this stage demonstrates that you are prepared to enter the classroom as a certified Texas educator.

To fulfill this requirement, you must complete the official **TExES Certification Exam** administered by Pearson Testing Centers and achieve a **passing score of 240 or higher**, as required by the **Texas Administrative Code §230.21(a)**.

Assignment Requirements

Qualify for Exam Approval:

Prior to registering, you must have completed all required REP steps, including diagnostic testing, targeted remediation (SAR & CAR), and demonstrated consistent study activity using Certify Teacher and/or 240 Tutoring.

Take the Official TExES Exam:

Schedule and sit for the exam at an approved Pearson Testing Center.

Score 240 or Higher:

A **minimum score of 240** is required to demonstrate mastery and meet the Texas Education Agency (TEA) and State Board for Educator Certification (SBEC) standards for recommendation to clinical teaching and standard certification.

Submit Proof of Results:

Provide official score confirmation (PDF or screenshot) showing the exam name, test date, and total score.

Definition of Success

*Success in this assignment is defined as achieving a minimum score of **240** on the official TExES Certification Exam, taken after approval through the Readiness Evaluation Process (REP). This score reflects mastery-level performance as required by Texas Administrative Code §230.21(a), ensuring that all candidates possess the content and professional knowledge necessary for an entry-level teaching position in a Texas public school.*

Submission Format: Upload score report (PDF or screenshot) to [Insert LMS or portal]

Due Date: [Insert deadline or expected exam window]

Evaluation Criteria

- # Exam taken at an official Pearson Testing Center
- # Score of 240 or higher achieved
- # Documentation of results submitted by deadline
- # All prerequisite REP requirements completed



ASSIGNMENT	VALUE
Readiness Assessment	S/N
Readiness Improvement	S/N
Readiness Mastery	S/N

Schedule of Topics and Assignments

Day	Date	Agenda/Topic	Reading(s)	Due
Mon	6/2	Readiness Assessment : REP Test		6/7
Mon	6/9	Readiness Assessment	240 Tutoring – TExES Exam Preparation Certify Teacher – Test Preparation Program TExES Preparation Materials	6/14
Mon	6/16	Readiness Assessment : REP Test		6/21
Mon	6/23	Readiness Mastery: TEXES Passing		7/2

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

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

Required Class Attendance

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

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

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

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

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

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.