EDCI 5321 - Collegial CoachingMentoring: Collegial CoachingMentoring (Sub I- Aug 24 to Oct 09)

Fall 2026 Syllabus, Section 680, CRN 18580

Instructor Information

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Office Hours:
Office hours Monday -Thursday 1:00pm – 3:00pm and by appointment.
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Times and Location

Does Not Meet Face-to-Face

Course Description

This course addresses teacher leadership in the context of advancing the expertise and leadership of peers, thereby expanding the teacher-leader's sphere of influence beyond the walls of the classroom. Teachers explore mentoring and coaching models designed to promote the professional growth of their colleagues. They learn and apply skills for mentoring novice teachers and for engaging in coaching relationships with peers at all stages of the teacher-development cycle. Various forms of collaboration with colleagues are addressed and diversity, as well as interpersonal and communication skills, are emphasized. Prerequisite: Graduate standing.
Educational Programs Department, College of Education

Additional Course Information

This course earned the Quality Matters (QM) Certification Mark following a rigorous review process.

Prerequisite/Corequisite: Graduate Standing

Course Credit Hours: 3 Hours

Format: Online

Participation/Attendance

Participation. Students are expected to have read the material assigned BEFORE class time and be prepared to participate in all activities and discussions. You must show evidence that you have prepared for class by actively participating in discussions, expressing your opinions, sharing your knowledge and experiences, raising important issues, and formulating questions. You must keep organized and submit assignments on-time. If synchronous learning is scheduled, video and audio are required. Be prepared from day one, which includes:

- ensuring you have met all the technical requirements needed for the entirety of the course.
- ensuring you have acquired the required textbook for the duration of the course.
- researching APA 7th edition for students for correct formats and guidelines for all assignments.
- ensure communication with the professor if you are concerned with a grade.

Attendance. It is the expectation of TAMIU and the College of Education that you actively attend to this course by logging in frequently and being present online to use the resources available, complete assignments, meet with the professor, or connect with your peers. In general, assignments are expected on time and by the due date. Refer to Section XII on University/College/Department policies for more information.

Academic Honesty. Refer to Section XII on University/College/Department policies for more information.

Artificial Intelligence (AI) Tools. Artificial Intelligence (AI) has existed for quite some time and within many of the ongoing apps and systems you already use such as Blackboard, Echo360, and Grammarly. However, since the end of 2022, there have been many generative Artificial Intelligence (Gen AI) tools emerge for various functions whether writing, conversing, video editing, drawing, summarizing, or other functions. Based on data and surveys conducted, the trajectory of using any type of AI will be a vital skill for future careers. As future educators, you will need to know about AI tools for teaching, learning, and assessing. In this course, students will learn about AI and explore various Gen AI apps that will facilitate administrative tasks and student learning. Some sample activities or tasks may include (not limited to these):

- Developing an outline for an essay
- Creating a rough draft or brainstorming ideas for an essay
- Assistance in grammar check or other writing conventions
- Drafting research or other questions for an essay
- Developing essential, higher order questions or drafting in class activities
- Developing a rubric
- Comparing or developing lesson plan drafts or activities
- Assistance in any of the formal, submitted, graded written assignments listed in for this course

For the course, students are encouraged to use Gen AI tools (i.e. writing assisted tools like Grammarly or LLMs like Google Gemini) for a variety of assignments in limited form AND in the same manner you would for any other resource. If it is not your original idea, you will need to cite the source regardless of its source such as a book, article, website, other person, or electronic or Artificial Intelligence app. There are few key ideas to emphasize:

- Academic Integrity is a core value at this university that must be upheld even when using Gen AI tools.
- The use of Gen AI is to assist or enhance assignments that are primarily created by the student. It will NOT be used to create the entire assignment.
- The use of Gen AI by a student indicates assistance to the student; therefore, any instance of Gen AI requires a citation in any formal submitted assignment to give credit to this source.
- AI of any type will not be used for selected-response assessments or other quizzes. No cheating.

More information will be provided during the course on proper citation format and other guidelines but generally using the APA 7th edition citation format will be followed. You must provide the link to the Gen AI chat in your references list. NOT citing Gen AI properly (just like any other source) by the student in any formal, submitted assignment or assessment constitutes a violation of the TAMIU Honor Code and will be reported to the Honor Council with potential consequences. (see TAMIU Honor Code: Plagiarism and Cheating under University Course Policies and Academic Integrity in the COE Undergraduate Policies).

Course Structure

The course structure in Blackboard will follow a similar format each week. There are 7 modules, one for each week of the term. You will have a few extra introductory pages and discussion forums for meet and greets, questions, and navigation. One the left side of screen is the Blackboard menu that will list all the different pages with different content in them. Typically, you will start on the 'START HERE' page, complete an introductory discussion forum, course syllabus confirmation, and a third discussion forum will stay open all semester for questions. The modules listed, 1 through 7, will contain the specific directions for each week's course readings, assignments, and other pertinent information. Each module page is similar in format as well. The following sections are included for each module.

- Introduction to each week's modules
- Course and Module Objectives
- Module Activities with Rubrics
- Module Lecture Materials
- Assignments
  - Instructions
  - Reply Requirements (for discussions)
  - Rationale
  - Submission Instructions

- Summary
- References

Throughout the modules, you may find extra articles, videos, and templates to help you be successful and complete your assignments. It is best to organize yourself, create a schedule that works, and maintain that consistently each week. For example, schedule your readings at the beginning of week on Saturday or Sunday and schedule your assignments the day before (or sooner) they are due to have ample time to complete.

Assignments and Exams

All assignments will be submitted exclusively through Blackboard including evidence of in-class assignments. Note: In case of an unforeseen circumstance (e.g. COVID-19), the assignments and number of assignments will remain, but will be modified to fit a remote learning environment. Dates may also change depending on the situation.

All assignments have explicit instructions posted in Blackboard. All writing assignments include a instruction guide to ensure you follow the directions, process, and any information needed to be successful. The instruction guide provides examples of APA 7th edition citations and other formatting essentials.

Throughout the modules, you may find extra articles, videos, and templates to help you be successful and complete your assignments. It is best to organize yourself, create a schedule that works, and maintain that consistently each week. For example, schedule your readings at the beginning of week on Saturday or Sunday and schedule your assignments the day before (or sooner) they are due to have ample time to complete.

Assignments:

- 10 Discussions Forums

Assessments:

- 1 Principles of Responsive Mentorship and Effective Learning Communities" Paper
- 1 T-TESS Observation Evidence Sheet
- 1 T-TESS Action Plan

Student-Instructor Communication Policy and Response Time

Course Emails

Communication of instructions, announcements, and other reminders will be posted on Blackboard announcements and sent through email. Responses to questions or concerns will be provided within 24 hours. If you need to communicate with me, please follow the office hours or email me to schedule an appointment. Blackboard messages will not be used for this course. Keep communication open; I won't know how to help unless I know that there is a problem. Please refer to UConnect, TAMIU Email, and Dusty Alert under College of Education Policies.

Program Learning Outcomes

PSLO 1: Students completing the Master of Science in Curriculum and Instruction synthesize and analyze current research to develop curriculum and instruction models.

PSLO 2: Students completing the Master of Science in Curriculum and Instruction apply evidence-based practices, methodologies and teaching theories.

PSLO 3: Students completing the Master of Science in Curriculum and Instruction enhance instruction based on the synthesis, analysis, assessment, and evaluation of data to impact culturally competent teaching and learning.

Student Learning Outcomes

SLO 1: Identify challenges of beginning teachers and strategies that support beginning teachers' professional growth.

SLO 2: Explain characteristics of effective mentors and responsibilities of mentors in the mentoring relationship.

SLO 3: Develop effective communcation and facilitation skills aligned with Texas Teacher Evaluation and Support System. (TTESS).

SLO 4: Create a paper that illustrates the principles of Responsive Mentorship with Effective Learning Communities collectively.

SLO 5: Analyze teaching scenarios to provide responsive mentoring charachterics aligned with Texas Teacher Evaluation and Support System (T-TESS) Domains and Rubrics.

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	Responsive mentoring	Gardiner, W., Wesling, N.	
Required	Transforming Secondary Schools	Sanchez, B.	

Grading Criteria

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

- Discussions (10x25pts. each) = 250 pts
- Principles of Responsive Mentorship and Effective Learning Communities" Paper = 100pts
- 1 T-TESS Observation Evidence Sheet = 100pts
- 1 T-TESS Action Plan Submission Box = 100pts

TOTAL = 550pts

Course Topics

Module 0 - Welcome to the EDCI 5321 (week 1)

Module 1 - Foundations of Educative Mentoring & Texas Teacher Evaluation & Support System (week 1)

Module 2 - Texas Teacher Evaluation & Support System (T-TESS) Rubric & Transformational School (week 2)

Module 3 - Promote Beginning Teachers' Professional Growth: Instructional Coaching and Modeling and Effective Communication (week 3)

Module 4 - Mentoring the Mentor, Professional Learning Communities, & Effective Classroom Management (week 4)

Module 5 - School Culture & Community and Professional Practices & Responsibilities (week 5)

Module 6 - Professional Learning Communities, Professional Development, & Texas Teacher Evaluation and Support System (T-TESS)(week 6)

Module 7 - Texas Teacher Evaluation and Support System (T-TESS) & Action Plan (week 7)

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Foundations of Educative Mentoring Texas Teacher Evaluation and Support System (T-TESS) Texas Teacher Evaluation and Support System (T-TESS) Rubric Transformational Schools	Multiple - Check BB for listed readings Multiple - Check BB for listed readings	Standard Tasks (Meet/Greet; Acknowledgements) Online Discussion 1 Online Discussion 2

8/31	Promote Beginning Teachers' Professional Growth Teacher Support: Mentoring, Modeling, and Coaching Effective Communication in Mentoring Programs	Multiple - Check BB for listed readings	Online Discussion 3
9/7	Mentoring the Mentor Professional Learning Communities	Multiple - Check BB for listed readings	Online Discussion 4
9/14	School Culture Professional Practices & Responsibilities School Community Involvement	Multiple - Check BB for listed readings	Online Discussion 5
9/21	Professional Learning Communities P Professional Development Texas Teacher Evaluation and Support System	Multiple - Check BB for listed readings	Principles of Responsive Mentorship and Effective Learning Communities Essay
9/28	Final Week	Multiple - Check BB for listed readings	Observational Sheet & Action Plan

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)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (https://www.tamiu.edu/handbook/article-04.shtml)).

TAMIU Honor Code: Plagiarism and Cheating

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

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

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

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

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

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

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

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism**: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
    - *Caution*: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
    - *Caution*: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating**: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
    - *Caution*: Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal**: Faculty will notify students immediately via the student's TAMIU e- mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent

to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

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

AI Policies

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

TAMIU E-Mail and SafeZone

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

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (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 Disability Services for Students located in Student Center 124. 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 Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

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: Student Handbook (https://www.tamiu.edu/handbook/index.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. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to 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, *Report It*, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/index.shtml).

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 Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs 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 LOAs 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*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissaM.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

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@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (https://www.tamiu.edu/reportit) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

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

Online Courses and On-Campus Meetings

This course is an on-line course, and candidates are required to actively engage on-line. All candidates are to actively engage on-line as a requirement upon completion of the course.

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), 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

On-Line Active Engagement:

This course is an on-line course, and candidates are required to actively engage on-line. All candidates are to actively engage on-line as a requirement upon completion of the course. Therefore, candidates must have continuous Internet access to participate in and complete all course requirements. Resources including navigation videos, software downloads, and Internet requirements are provided on their login page. Candidates are responsible for ensuring that technology they possess is equipped with adequate Internet capabilities and accessibility for assignment submissions. All assignments will be submitted to the drop box designated for the assignment on the course website. The drop box will be open to receive assignments up to the time specified in the directions for each assignment. The drop box will close after the specified time to receive assignments. Refer to the Course schedule due dates and times of all assignments. All due dates are given; therefore, it is the responsibility of the candidates to plan ahead to allow for time to complete each assignment on time.

Student-Instructor Communication Policy and Response Timed

When contacting the instructor, do expect 12-48 hours for a response.

Announcements/Course Messages/Emails

Announcements will be made weekly. Announcements will be sent by email as well.

Course Communication Guidelines (Netiquette)

The College of Education encourages classroom discussion and academic debate as an essential intellectual activity. It is essential that candidates 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 College will always tolerate diverse, unorthodox, and unpopular points of view, but it will not tolerate condescending or insulting remarks. When candidates 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/on-line discussion. Exercise positive and effective communicative skills when engaging on-line. Candidates must be mindful of the language, tone, and academic responses they e-mail or post when communicating with the professor or with candidates. Never write and send an e-mail when you are upset, candidates often click send and forget that once the message is out, and you cannot take it back. Be reminded that on-line behaviors and demeanor are reflective and interpreted as to how candidates would respond in a regular classroom environment. All postings for this course are considered formal academic postings and by no means should be informal or rude and

disrespectful in nature. If candidate actions are deemed by the professor to be disruptive/inappropriate in class or online, they will be subject to appropriate disciplinary action, which may include being involuntarily withdrawn from the class and reported to the Academic Honor Council.

Accommodations/Accessibility Policy

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

Student Support Resources

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

Computer/Technology Requirements

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

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

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

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

Learning Management System (Blackboard)

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

Due to 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

Synchronous sessions will not be held.

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*

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

Rubrics can be found in the course shell.

Late Work Policy

No credit will be given for posting to the discussion after the "due date" for postings. This would defeat the purpose of learning by dialog when you post to a site that is no longer being accessed by 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.

Turnitin Policy Or Other Types of Assignments in Other Systems

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.