



EDEL 3374 - Social Studies Prin for EC-6: Scl Studies Prin for EC-6-WIN

Fall 2026 Syllabus, Section 161, CRN 17969

Instructor Information

Dr. Blanca Salazar
Email: blanca.salazar@tamiu.edu
Office Hours:
TBD

Times and Location

TR 6pm-7:20pm in Bullock Hall 222

Course Description

This course focuses on social studies concepts and disciplines for Early Childhood through Grade 6. Special Emphasis is placed on academic content established in state curriculum guidelines and standards. Prerequisites: PSYC 2314; admitted to and in good standing in the College of Education. Educational Programs Department, College of Education

WIN-Designation

This course is designated as a writing-intensive (WIN) course. In this course, writing will not only be the subject of study, but it will also serve as a method of learning. Students will learn how communication in written, oral, and visual forms change according to purpose and genre. Brainstorming, drafting, revising, and peer-workshopping are integrated into the course curriculum and are the required components of this writing-intensive course. The final Research Paper is the designated assignment for WIN assessment.

Additional Course Information

In this course, the use of artificial intelligence (AI) tools, including but not limited to text generators, writing assistants, and AI-based writing tools, is strictly prohibited for all writing assignments. Students are expected to develop and submit original work that reflects their own critical thinking, analysis, and writing skills. Any use of AI to produce or assist with written content will be considered a violation of the academic integrity policy.

Program Learning Outcomes

Teacher candidates design and implement engaging learner-centered instruction that reflects proficiency of core content, appropriate assessment practices, and evidenced-based instructional strategies to meet the needs of EC-6 learners in the content areas

Student Learning Outcomes

Elementary Education (EC-6)

SLO 1: The teacher candidate designs and implements engaging learner-centered instruction that reflects mastery of core content, appropriate assessment practices, and evidenced-based instructional strategies.

SLO 2: The teacher candidate creates a safe, positive, equitable, and respectful learning environment designed to meet the needs of all learners.

SLO 3: The teacher candidate exhibits behaviors and dispositions to fulfill professional roles and responsibilities that meet legal and ethical requirements.



SLO 4: The teacher candidate demonstrates proficiency in communication (i.e., oral, written, and electronic) and collaboration skills when interacting with learners and other stakeholders in various settings

SLO 5: The teacher candidate integrates technology by using contemporary tools and resources to model, facilitate, and enhance learning.

Early Learning (ECE)

The teacher candidate applies a variety of developmentally appropriate instructional strategies to promote and facilitate the development and learning of young children in various early childhood educational settings.

English as a Second Language (ESL)

The teacher candidate applies knowledge of language and culture to design and assess instruction for English language learners.

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	A different mirror for young people: A history of multicultural America	Takaki, R.	
Required	Black Ants and Buddhists: Thinking Critically and Teaching Differently in the Primary Grades	Cowhey, M.	

Grading Criteria

You are expected to submit assignments on a weekly basis by the designated due date. Some assignments will be submitted during class, while others will be submitted through Blackboard. Each written assignment submitted should include a cover page and proper APA citations when applicable. You may refer to the APA manual or use Purdue Owl website (https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/) to assist with proper citations.

Assignments in this course will consist of the following:

- Oral Presentations
- Article/Book Readings Presentations/Activities
- Historical Inquiry Project
- Book Club Discussions
- Classroom Discussions/Group Activities/Projects
- Content Quizzes
- Online Discussions
- History Experiences Journal/Critical Analysis
- Midterm/Final

GRADE	PERCENTAGE
A	90-100
B	80-89.9
C	70-79.9
D	60-69.9
F	Below 60

Course Assignments Description

Participation (15% of grade)

- Attendance

- Book Club discussions
- Homework assignments
- Classroom discussion
- Classroom group activities/projects
- Oral presentations

You will have opportunities to participate in class in multiple contexts with fellow peers and online in our discussions. Participation grade will be based on in-class activities and discussions. Therefore, attendance is required. Attendance will be taken through submission of tasks completed in class. To receive full credit for participation, you must be present and be actively involved.

Book club discussions: Group and individual assignments. Throughout the semester, you will work in cooperative groups for multiple activities, including a weekly book club discussion of Cowhey's (2006) *Black Ants and Buddhists* and Takaki's (2012) *A Different Mirror for Young People*. Everyone is responsible for keeping up with the readings to contribute to the group discussion. We will guide each book club discussion with a literature circle technique that is appropriate for the classroom.

Oral Presentations (20% of grade)

Oral presentations will consist of designated reading articles/book assignments with corresponding activities and other group assignments in class. More information will be provided in class.

Lesson Plan Project (10% of grade): Group Assignment. This semester, you will be responsible for creating and modeling one social studies lesson plan (topics will be provided in class). You will have two due dates for the lesson plan. The first due date will be for in-class peer review. Your lesson plans will be evaluated on your content knowledge, use of standards (TEKS), and appropriate use of social studies pedagogy. The lesson plan should be typed, in **Times New Roman 12 pt font** and be free of spelling or grammatical errors. The second due date will be the day you model the lesson from your lesson plan with the class. While you are working as a group to prepare and deliver the lesson, each member of the group will receive an individual grade.

Content quizzes (10% of grade): To help review content in preparation for your Social Studies content exam, you will have four online content quizzes at different points throughout the semester. Content quizzes will be based on information discussed in class, as well as Takaki's *A Different Mirror for Young People*.

Online discussions/History Experience Journals/Critical Analysis (10% of grade): Individual assignment. As a WIN course, you are expected to show proficiency in writing and communication in multiple forms. While we will have weekly class discussions about the readings, at three points throughout the semester, you will also be required to respond to prompts in an online discussion board. You will create a written response to a prompt based on the readings and respond to two classmates to engage in thoughtful dialogue about the course material. In addition, at three points in the semester, you will write a reflective journal on assigned topics related to course readings and class discussions. Finally, at two points in the semester, you will write a critical analysis on an assigned topic related to Takaki and/or Cowhey readings.

Posting guidelines: Your posts should be substantive and insightful. Responses to peers that simply say "hello" or "I agree" are not considered a substantive contribution. A substantive post or peer response should support your position, begin a new topic, or add insight or another viewpoint to a current discussion topic. In addition, consider the following netiquette guidelines:

1. Your post should focus on one topic. Save additional topics for other posts.
2. Use the subject line to properly label your post.
3. When presenting supporting evidence, properly cite all quotes, references, and source material.
4. Only capitalize words when you wish to highlight a specific point, or in titles. Too much capitalizing can be construed as "shouting."
5. Respect the viewpoints of your fellow learners, and make sure your posts are professional, courteous, and well thought out. 6. You should never forward another learner's post without their permission. This is considered rude and unprofessional.

Historical Inquiry Project (15% of grade)

As we will discuss, social studies standards are often politically influenced. It can be difficult to counter these political influences, particularly in elementary schools where time to teach social studies and historical thinking is often limited. In order to help you practice your historical thinking skills and also to consider the gaps in the social studies standards, you will create a journey box presentation for a historical figure or event that is a counter-narrative to traditional history and is appropriate to teach in an elementary classroom. After you identify a topic (which will be approved by me), you will collect 4-6 primary and secondary sources about that topic, which you will then use to create a presentation. The historical inquiry project



will be presented to the class during the last week of class meetings. You will have 5 minutes in which to share your project. We will discuss various approaches that you can utilize to create your project.

Mid-term Exam (10% of grade)

The mid-term exam will require you to respond to questions and scenarios about teaching elementary social studies, as well as content questions to help prepare you for the Social Studies content exam.

Final Exam (10% of grade)

The final exam will require you to respond to questions and scenarios about teaching elementary social studies, as well as content questions to help prepare you for the Social Studies content exam.

Proctoring for Exams

This course requires the use of Respondus LockDown Browser and Monitor for the mid-term and final exam if done online. You will have an opportunity to participate in a practice exam so that your settings and hardware are ready for you to take the actual exam.

ASSIGNMENT	VALUE
Participation	15%
Oral Presentations	20%
Lesson Plan Project	10%
Content Quizzes	10%
Online Discussion/Journals/Critical Analysis	10%
Midterm Exam	10%
Final Exam	10%
Historical Inquiry Project	15%

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/25	Syllabus review What is social studies? Understanding the SS TEKS	Powerful, Purposeful Pedagogy in Elementary Social Studies (8/26-28)	History Experience Journal #1 (due 8/28) Pre-Assessment (due 8/30)
9/1	Essential Understandings in Social Studies	Takaki, Ch. 1 (9/1) Kohl, H. (1994) (9/1-3) McGuire, M. E. (2007) (9/1-3) Cowhey, Prologue (9/3)	Oral Presentation-Designated Groups Online discussion #1 (due 9/6)
9/8	Framing and planning instruction	Cowhey, Ch. 1 (9/8) Lowen, J. W. (2007) (9/8) Takaki, Ch. 2 (9/10)	Oral Presentation-Designated Groups Content Quiz #1 (due 9/13) Historical Figures Project
9/15	Historical Thinking	Takaki, Ch. 3 (9/15) Alarcon, 2017 (9/15-17) Kent, 1999 (9/15-17) Cowhey, Ch. 7 (9/17) Claybough & Bickford, 2020 (9/15-17) Hughes & Heckart, 2023 (9/15-17)	Oral Presentation-Designated Groups Online discussion #2 (due 9/18)
9/22	Historical Thinking	Takaki, Ch. 4 (9/24) Barton, 2001 (9/22) Farr, 2008 (9/22) Cowhey, Ch. 8 (9/22)	Oral Presentation-Designated Groups Lesson Plans Due (due 9/24) History Experience Journal #2 (due 9/25) Historical Song Project
9/29	Civics	Cowhey, Ch. 6 (9/29) Takaki, Ch. 5 (10/1) Takaki, Ch. 6 (10/1)	Oral Presentation-Designated Groups Content Quiz #2 (due 10/4) Critical Analysis #1 (due 10/9)
10/6	Economics	Takaki, Ch. 7 (10/6) Cowhey, Ch. 2 (10/6)	Oral Presentation-Designated Groups Midterm Exam (10/8)



10/13	Geography	Takaki, Ch. 8 (10/15) Cowhey, Ch. 3 (10/13) Moran, 2015 (10/13) Kenyon, 2016 (10/13) Bauml, 2023 (10/15)	Oral Presentation-Designated Groups Movie Project Historical Inquiry Project Topics (due 10/15)
10/20	Culture	Cowhey, Ch. 9 (10/20) Tschida, 2014 (10/20) Cowhey, Ch. 4 (10/20) Takaki, Ch. 10 (10/22)	Oral Presentation-Designated Groups Lesson Plan Projects Presentations (Assigned Groups) (10/22) Online discussion #3 (due 10/23)
10/27	Cultural Diffusion	Winkler, 2009 (10/27) Cowhey, Ch. 5 (10/27) Takaki, Ch. 12 (10/29) Takaki, Ch. 14 (10/29)	Oral Presentation-Designated Groups Content Quiz #3 (due 11/1)
11/3	Effective Instructional Strategies for EB's in Social Studies	Takaki, Ch. 15 (11/5) Cowhey, Ch. 11 (11/3)	Oral Presentation-Designated Groups Content Quiz #4 (due 11/8) Lesson Plan Project Presentations (Designated Groups)
11/10	Integrating Social Studies	Takaki, Ch. 16 (11/12) Cowhey, Ch. 10 (11/10) Boyta & Schroeder, 2021 (11/10) Damjanovic et al., 2021 (11/10)	Oral Presentation-Designated Groups Critical Analysis #2 (due 11/13) Lesson Plan Project Presentations (Designated Groups)
11/17	Historical Inquiry Project Presentations Course Evaluations (11/16-22) Last Day to Drop Course (11/19)		Oral Presentation-Designated Groups Historical Inquiry Project Presentations
11/24	Historical Inquiry Project Presentations		Oral Presentation-Designated Groups Historical Inquiry Project Presentations History Experience Journal #3 (due 11/24)
12/1	Last Class Day (12/1)		
12/8	Final Exam	Final Exam	Final Exam (12/8) @ 6:00 p.m.

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.tamui.edu/handbook/article-04.shtml>)).

TAMUI Honor Code: Plagiarism and Cheating

As a TAMUI student, you are bound by the TAMUI Honor Code to conduct yourself ethically in all your activities as a TAMUI 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.tamui.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.

TAMUI 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 \(https://www.tamiu.edu/handbook/index.shtml\)](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.