



PSYC 2314 - Lifespan Growth&Development: Lifespan Growth Develop-WIN

Fall 2026 Syllabus, Section 183, CRN 17946

Instructor Information

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Office Hours:
Send a message in Blackboard.

Times and Location

Does Not Meet Face-to-Face

Course Description

Prepares students to understand the physical, emotional, social and cognitive factors of growth and development of children, adolescents, and adults throughout the lifespan. Required for admission to the College of Education for students seeking teacher certification.
Psychology & Communication Department, College of Arts & Sciences

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

Course Structure and Requirements:

This course is designed as a web-based undergraduate course via Blackboard. Your success in this course depends on completing assigned lengthy readings (using your textbook and PowerPoints as a guide), engaging in online discussions, as well as completing quizzes, exams, and all writing assignments. Measurements will be based on your ability to synthesize knowledge gained from the readings and supplemental material. The student will need to complete ten (10) sections. All sections include chapters as divided in *Lifespan Development*. There will be discussions and a quiz for each section. There may also be supplemental readings or videos relevant to the topic(s) covered in the designated section.

This course is taught entirely online and it is the student's responsibility to ensure consistent access to Blackboard Ultra. You need to allot time in reading the materials and in taking down important notes about what you read. Time management and organization are the keys to your success in an online class.

Use Of Artificial Intelligence (AI) in Assignments:

Artificial Intelligence (AI) is a helpful tool for students in brainstorming, gaining insights on a topic, and performing grammar and spell checks. However, all the work you submit in class should reflect YOUR ORIGINAL THINKING and uphold academic integrity. Always adhere to the values outlined in the TAMU Honor Pledge.

Problems with personal computers are the student's responsibility and are not acceptable excuses for missing any course requirements. Learning at a distance may be a different environment for many of you. You will generally set your own schedule, participate in class activities at your convenience,



and work at your own pace, but be keen about the due dates for all assignments. You may require some additional time online during the first few weeks while you become acclimated to the online format. You may want to incorporate these tips to help you get started:

- Within the first week, become familiar with the site and how to use it. A Student eLearning (Blackboard Ultra) Orientation is available via: <http://www.tamui.edu/distance/students/elearning-orientations.html>
- Set a day and time each week to check the course website for weekly announcements, due dates, and emails.
- Check for schedule changes due to OIT maintenance and other unforeseen situations beyond the professor's control.
- Use the Open Discussion Forum or collaborate with your peer(s) to discuss class content and questions that remain unclear.
- Ask questions when you need answers

OIT help desk 326-2310

Student Learning Outcomes

After the completion of this course, students should:

- understand how individuals change as they encounter the different developmental milestones in human development
- develop an understanding of the multiple factors that determine development across the lifespan.
- conceptualize how research findings and theories contribute to understanding normal and abnormal development throughout the lifespan.
- understand how individuals differ due to cultural differences.
- identify preventive and remedial interventions for successful development and aging.
- effectively write about theories, concepts, and current research pertaining to developmental psychology.
- conduct research and produce a research paper that conforms to APA (American Psychological Association) standards.

The student will demonstrate the ability to apply material learned through discussions, quizzes, article summaries, and personal reflections, as well as through a research paper focused on human development that conforms to APA (American Psychological Association) standards.

Important Dates

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

Textbooks

Group	Title	Author	ISBN
Required	Life-Span Development 19th Edition	John W. Santrock	9781266769115
Optional	7th Edition of the American Psychological Association	American Psychological Association	9781433832178

Other Course Materials

Grading Criteria

GRADE	PERCENTAGE
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	Below 59.5

Open Boilerplate

Course Evaluation:



Topic for Research: Students will submit a research paper topic in the 1st week of the semester (check the schedule). The research topic should be related to human lifespan, growth, and development. It should be at least 400 words in content and should give a brief overview of what the topic is about and why it is important to you as a researcher to write about this topic. It should follow APA format, including a title page and a reference page.

TAMU Core Curriculum Writing Assessment: Students will choose a topic from the suggested topics on beliefs about psychology that are commonly held by the general public, despite the fact that they are not generally supported by scientific research. Full instructions are in the 1st-week Content folder and in the content folder for the week it is due.

Core Curriculum Writing Assessment: 100 pts

Discussions & Replies: Students will be required to participate in discussion forums. The purpose of discussions is to encourage communication between the students in the class and to practice your writing skills. There will be a total of three (3) discussion forums upon completion of the course. Students will be required to participate in the forum, as measured by a response to the discussion prompt and a reply to at least one classmate. The content of the response or reply will reflect the student's opinion, analysis, or observation regarding the topic. The written discussion posts and replies should be substantive and insightful and should not be less than 200 words. The topic for each discussion forum will be related to the chapters or supplemental material designated in each section. A simple response of "I agree" or "hello" is not acceptable. You will have to elaborate on your reply, support your position, or add insight on the topic at hand. Remember to use the proper grammar and mechanics of writing at the college level. Your discussion post is considered a writing assignment. AVOID writing as if you are texting a friend. Show online courtesy when posting and replying to your classmates. Make use of the 3CQ model in your replies: 3C (compliment, comment, connection), Q (question). There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page (<https://www.tamtu.edu/distance/students/netiquette.shtml>) on Netiquette for further instruction.

Discussion & Replies: 120 pts (3 @ 40 pts)

Voice thread with video & Replies: There will be a total of two (2) voice threads with a video wherein you will orally respond to a prompt and give a reply to one of your classmates. The voice thread should be accompanied by a video showing you speaking. Speak clearly and loudly enough to be understood, so your audience has a good grasp of your discussion. Choose an environment where you will not be disturbed by noise or anything that could distract your audience. Students will be required to participate in these forums, as measured by a response to the VT prompt and a reply to at least one classmate. The content of the response and reply will reflect the student's opinion, analysis, or observation regarding the topic. The voice thread on the assigned topics should be 2 minutes in length. Write and practice your response to the prompt so that you will not be cut off in the middle of a sentence. You should also give a substantive and insightful reply to one of your classmates' voice threads (with video), using the 3CQ model. Your reply should also be with a video (not just an audio reply). Follow proper etiquette when giving your opinions and reactions to others.

Voice Thread: 80 pts (2 @ 40 pts)

Quizzes: There will be a total of ten (10) quizzes upon completion of the course. The quizzes will consist of an estimated twenty (20) multiple-choice & fill-in-the-blank items that should be finished in 30 minutes. There will be a quiz in every section of the textbook. The purpose of the quizzes is to ensure that you are reading the assigned material (not just the PPT slides) and understanding the content of each section of the textbook. Quizzes are given on Fridays to give you ample time to read the assigned sections of the text. Each section is composed of 2-3 chapters. Allow time to read and take down notes on the assigned sections.

Quizzes: 200 pts (10 @ 20 pts)

Article Summary and Reflection: Students will complete four (4) article summaries and reflections to provide an opportunity to write about topics related to human development. The articles should be empirical research journal articles published within the last 5 years. These papers will provide a writing practice for the final research paper. Being able to produce short summaries of research articles that are clear and well-organized will help you in writing review papers, research proposals, and your own research articles. Paraphrase the information instead of using direct quotations. Each paper should be at least 400 to 500 words in content (not including the title page and reference page), in APA format (Times New Roman, 12 pt. font, double-spaced, 1 inch margins), and should have a title page (using the APA professional title page) and a reference page. The article summaries and personal reflections will be on the topic chosen for the final research paper. A screenshot of the article with corresponding marginal notes, showing that a thorough reading and analysis were conducted, should be copied and pasted at the end of the paper after the references section. Evaluation of this written assignment will be carried out based on the corresponding rubric found in the Blackboard Ultra course website. Although Artificial Intelligence (AI) is a helpful tool for gaining insights and brainstorming ideas, the article summary and reflection that you will submit SHOULD BE YOUR OWN ORIGINAL WORK and NOT an AI-generated paper.

Article Summary & Reflections: 200 pts (4 @ 50 pts)

Exams: There will be two (2) exams upon completion of the course: a midterm and a final. The midterm exam will cover the chapters presented before the midterm, and the final exam will cover the chapters after the midterm (refer to the syllabus). The exams will be timed (1 hour) and consist of an estimated fifty (50) multiple-choice items. Everyone will be taking the exam at the same time. If there is a change in the date and time, it will be



announced in the weekly announcements. The exams are designed to measure thorough comprehension of the material presented in the book's chapters.

Exams: 200 pts (Midterm & Final Exam @100 pts each)

Research Paper: Students will complete a research paper on a topic related to human lifespan, growth, and development, due the week before the final exam. The four (4) article summaries and reflection papers should help you with organizing your thoughts and ideas to come up with a well-written research paper. It should not be a compilation of the research article summaries; rather, there should be a cohesive flow of ideas in your paper. It should be a clear and well-organized research paper on the topic chosen at the beginning of the semester. The paper should be supported by outside research, such as a textbook and at least five (5) scholarly research articles, including the 4 research summaries that you have finished. This writing practice will acquaint you with some of the basics of scientific writing. The content of the paper should be at least 5 pages (NOT including title page, abstract, and references page) in APA format (Times New Roman, 12 pt. font, double-spaced, with 1 in. margins). There should be a minimum of 6 references supporting your research paper. Assessment of this written assignment will be carried out based on the Final Research Paper Rubric.

The rubric can be found on the Blackboard course website. The final Research Paper will be submitted via a Turnitin dropbox. Research papers that are not submitted through Turnitin and papers that generate excessive similarity (above 25%) will not be graded. Turnitin is a web-based anti-plagiarism software that all students must incorporate into their submission process for all Article Summaries and Personal reflections, and the final Research Paper. Although Artificial Intelligence (AI) is a helpful tool for gaining insights and brainstorming ideas, the research paper that you will submit SHOULD BE YOUR OWN ORIGINAL WORK and NOT an AI-generated paper.

Research Paper - 100 pts

Total Possible Points: 1000 pts

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
8/24	Week 1: Introduction to the Course	Course Syllabus	8/25: Tues: Acknowledgement of Syllabus 8/26: Wed: Class Introductions 8/28: Fri: Research Topic submitted before 11:59 PM
8/31	Week 2: Section 1 The LifeSpan Perspective	Chapter 1 Introduction (pages 1- 48)	9/2: Wed: Discussion post 1 and reply to one classmate before 11:59 PM 9/4: Fri: Quiz 1 (Chapter 1) submitted before 11:59 PM
9/7	Week 3: Section 2 Beginnings	Chapter 2: Biological Beginnings (pages 49-75) Chapter 3: Prenatal Development & Birth (pages 76 - 106)	9/9: Wed: Discussion post 2 and reply to one classmate before 11:59 PM 9/11: Fri: Quiz 2 (Chapters 2 & 3) submitted before 11:59 PM
9/14	Week 4: Section 3 Infancy	Chapter 4: Physical Development in Infancy (pages 108 - 138) Chapter 5: Cognitive Development in Infancy (139-166) Chapter 6: Socioemotional Development in Infancy (pages 167-194)	9/16: Wed: Article 1 Summary & Reflection before 11:59 PM 9/18: Fri: Quiz 3 (Chapters 4, 5, & 6) submitted before 11:59 PM
9/21	Week 5: Section 4: Early Childhood	Chapter 7: Physical & Cognitive Development in Early Childhood (pages 196-227) Chapter 8: Socioemotional Development in Early Childhood (pages 228 - 260)	9/23: Wed.: Harmonize1 with video and reply to one classmate submitted before 11:59 PM 9/25: Fri.: Quiz 4 (Chapters 7 & 8) submitted before 11:59 PM
9/28	Week 6: Section 5: Middle & Late Childhood	Chapter 9: Physical & Cognitive Development in Middle & Late Childhood (pages 261 - 296) Chapter 10: Socioemotional Development in Middle & Late Childhood (pages 297 - 330)	9/30: Wed.: Article 2 Summary & Reflection before 11:59 PM 10/2: Fri: Quiz 5 (Chapters 9 & 10) submitted before 11:59 PM
10/5	Week 7: Midterm Exam	Chapters 1-10 of the Textbook	10/5 - 10/9: Review for Midterm 10/9: Fri: Midterm Exam (Chapters 1-10) at 7:00 PM



10/12	Week 8: Section 6: Adolescence	Chapter 11: Physical & Cognitive Development in Adolescence (pages 331-363) Chapter 12: Socioemotional Development in Adolescence (pages 364 - 396)	10/14: Wed.: Core Curriculum Writing Assignment submitted before 11:59 pm 10/16: Fri.: Quiz 6 (Chapters 11 & 12) submitted before 11:59 PM
10/19	Week 9: Section 7: Early Adulthood	Chapter 13: Physical & Cognitive Development in Early Adulthood (pages 397 - 427) Chapter 14: Socioemotional Development in Early Adulthood (pages 428 - 456)	10/21: Wed.: Article 3 Summary & Reflection before 11:59 PM 10/23: Fri.: Quiz 7 (Chapters 13 & 14) submitted before 11:59 PM
10/26	Week 10: Section 8: Middle Adulthood	Chapter 15: Physical & Cognitive Development in Middle Adulthood (pages 457 - 482) Chapter 16: Socioemotional Development in Middle Adulthood (pages 483 - 504)	10/28: Wed.: Discussion 3 post and reply to one classmate submitted before 11:59 PM 10/30 Fri.: Quiz 8 (Chapters 15 & 16) submitted before 11:59 PM
11/2	Week 11: Section 9: Late Adulthood	Chapter 17: Physical Development in Late Adulthood (pages 505 - 535) Chapter 18: Cognitive Development in Late Adulthood (pages 536 - 563) Chapter 19: Socioemotional Development in Late Adulthood (pages 564 - 588)	11/4: Wed.: Article 4 Summary & Reflection before 11:59 PM 11/6: Fri.: Quiz 9 (Chapters 17, 18 & 19) submitted before 11:59 PM
11/9	Week 12: Section 10: Biological Endings	Chapter 20: Death, Dying, & Grieving (pages 589 -612)	11/11: Wed.: Voice thread 2 with video and reply with video submitted before 11:59 PM 11/13; Fri.: Quiz 10 (Chapter 20) submitted before 11:59 PM.
11/16	Week 13: Final Research Paper Week	Article Summaries 1 - 4 Another Empirical Research Article (published within the last 5 years) Textbook	11/16 - 11/20: Work on your Final Research Paper 11/20: Fri.: Research Paper Due Date submitted before 11:59 PM Course Evaluation Week
11/23	Week 14: Final Exam Review & Thanksgiving Holiday	Chapters 11- 20 of the Textbook	11/23 to 11/27: Review for the Final Exam: Chapters 11-20
11/30	Week 15: Final Exam Week	Chapters 11- 20 of the Textbook	12/4: Fri.: Final Exam (Chapters 11 - 20) at 7:00 PM

Core Curriculum Learning Outcomes

Core-Curriculum Learning Outcomes:

1. **Critical Thinking Skills (CT)** - creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information
2. **Communication Skills (COM)** - effective development, interpretation and expression of ideas through written, oral and visual communication
3. **Empirical and Quantitative Skills (EQS)** - manipulation and analysis of numerical data or observable facts resulting in informed conclusions
4. **Teamwork (TW)** - ability to consider different points of view and to work effectively with others to support a shared purpose or goal
5. **Social Responsibility (SR)** - intercultural competence, knowledge of civic responsibility, and the ability to engage effectively in regional, national, and global communities
6. **Personal Responsibility (PR)** - ability to connect choices, actions and consequences to ethical decision-making

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>)).

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.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.

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 \(https://www.tamiu.edu/handbook/index.shtml\)](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 TAMU faculty or TAMU 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 (tamui.edu) (<https://www.tamui.edu/counseling/telus/>) or from the Apple App Store and Google Play.

Distance Education Courses

*[The ITALICIZED INFORMATION BELOW is where you are to ADD your course information. **Please don't forget to remove these instructions and all ITALICIZED content.**]*

Regular and Substantive Interaction (Note to Instructors):

The U.S. Department of Education (ED) has issued Regular and Substantive Interaction: Background, Concerns, and Guiding Principles which went into effect on July 1, 2021. Under the new regulations, the U.S. Department of Education requires that all online courses and programs for which students may use Title IV funds (federal financial aid) include regular and substantive interaction between students and their instructors. This ruling applies to both synchronous and asynchronous courses, with the primary focus being asynchronous courses. The Department of Education has the authority to audit courses and programs at institutions, like Texas A&M International University, with online offerings.

Be sure that your course provides for regular and substantive interaction between faculty and students, students and students, and students and content. (C-RAC, OSCQR, QM, SACSCOC, SC)

1. *Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)*
2. *Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)*

Be sure to add clear statements on your syllabi about these instructor-to-student expectations.

Visit for additional guidance on including Regular and Substantive Interaction: <https://www.tamtu.edu/distance/faculty/regular-and-substantive-interaction.shtml>

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

In this online course, be sure to confirm what in-person meetings may be required of you (if applicable).

Course Structure

[Description of how students should approach the course regularly. A description of course menu items and their contents may be found here. The description may also describe how students should approach the materials per lesson/module/week. It should include what type of materials students may encounter, the types of activities and assessments they may see, and other expectations from the students in each module. This section should help the student understand how to navigate the course.]

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

[The instructor must provide information on the type of communication that will be provided to students on a regular basis, including the frequency of this communication (such as "Announcements will be posted regularly on Mondays."). Also, information on the turnaround time for communication from course messages or emails sent to the instructor.]

Assignments and Assessments

[The instructor must list the turnaround time for providing feedback to students on their submissions of an assignment or assessment. Expectations on how students will receive feedback should be listed for each type of assignment.]

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. We must consider these values as we communicate with one another. Visit **Instructional Technology and Distance Education Services' web page on Netiquette** (<http://www.tamtu.edu/distance/students/netiquette.shtml>) for further instruction.

Accommodations/Accessibility Policy

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

Student Support Resources

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

Computer/Technology Requirements

[Technology requirements must be listed for the course. Information on how to obtain software for purchase or download should be provided. See the following example. Customize technologies to include those that pertain to your course.]

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.tamui.edu/distance/students/technology-requirements.shtml>) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: *[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]* Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259, and request an available webcam.

Additional Software. You will need the following additional software: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite.**

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 elarning@tamui.edu.

Minimum Technical Skills Expected

[The description of the minimal technology skills is linked to OIT's statement of minimal skills. Faculty are required to update statements for additional technological skills from students.]

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

[Instructors that host synchronous virtual meeting sessions should list details on how students will meet with the instructor in this section and whether these meetings are optional or required. Include the frequency of these meetings and a general explanation of the purpose for these sessions.]

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

[The inclusion of rubrics in the syllabus is usually up to the instructor. If rubrics are not included in the syllabus, this area should convey to students that rubrics are included in the course and will provide an understanding of how they will be assessed on the course's assignments.]

Late Work Policy

Instructors should include the policy stating what may or may not be acceptable for late assignments.

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

[Instructor's policy on assignments held within the Turnitin system.]

Proctoring

[Respondus LockDown Browser/Monitor OR Examity. Contact elearning@tamiu.edu for the syllabus statement and other information.]

Accessibility and Privacy Statements on Course Technologies

[Information on the accessibility and privacy policies of all course technologies must be provided to the students. At TAMIU, the eLearning team has compiled a list of accessibility and privacy statement links on their website. Link to these pages and contact eLearning if any new technologies should be listed on their pages. See the following example. [Customize technologies](#) to include those that pertain to your course:]

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**.

In this class, we will utilize: [\[insert the technologies here\]](#).