EDAM 5322 - Public School Law: Public School Law (Sub II- Mar 23 to May 08)

Spring 2026 Syllabus, Section 780, CRN 27937

Instructor Information

Cynthia Gallardo
Assistant Professor of Educational Administration
Email: cynthia.gallardo@tamiu.edu
Office Hours:
M-F, by appointment
Office Phone: 956-326-2681

Times and Location

Does Not Meet Face-to-Face

Course Description

This course includes the legal basis for education, with special emphasis on the federal and state educational provisions. Candidates enrolled in this course will complete the Principal Texas Examination of Educator Standards. Prerequisites: Graduate standing and admission to the College of Education
Educational Programs Department, College of Education

Program Learning Outcomes

PSLO 1: Interpret education policy, public financing, and school accountability to develop and implement effective campus teaching and learning processes.

PSLO 2: Evaluate research, theory, and data to facilitate the development of a campus vision for learning, communication, legal and ethical interactions with a variety of stakeholders.

PSLO 3: Assess the principles of effective leadership, management, and data-driven decision-making to ensure safe and effective learning environments.

Student Learning Outcomes

COURSE OBJECTIVES (CO)

CO1: Analyze the different structures of government and sources of law relevant to education.

CO2: Examine major topic affective public school districts.

CO3: Interpret legal and ethical leadership interactions with a variety of stakeholders.

MODULE 1: GOVERNANCE, LAW, & LEADERSHIP

MO 1.1: Discuss an overview of Education Law, Texas Schools, and Parent Rights. (CO1, CO2)

MO 1.2: Outline the seven principles of Sustainable Leadership. (CO1, CO2, CO3)

MODULE 2: ATTENDANCE, SAFETY, INSTRUCTION

MO 2.1: Appraise the Texas Schools' Attendance, Maintaining a Safe School Environment, Addressing the Needs of Special Groups. (CO1, CO2, CO3)

MO 2.2: Summarize Principle 1 in Sustainable Leadership: Depth: Learning & Integrity. (CO1, CO2, CO3)

MODULE 3: SPECIAL EDUCATION, COMPLIANCE, & LEADERSHIP

MO 3.1: Identify the federal and state compliance guidelines related to facilitate creative thinking, critical thinking, and problem solving to guide campus decision making. (CO1, CO2)

MO 3.2: Outline the federal and state compliance guidelines related to campus structures that outline and track the progress using multiple points and makes adjustments as needed to improve teacher effectiveness and student outcomes (CO1, CO2)

MO 3.3 Analyze leadership strategies that help make a difference using sustainable leadership succession recommendations (CO 1, 2, 3)

MODULE 4: EMPLOYMENT LIFECYCLE & EMPLOYEE RELATIONS

MO4.1: Summarize policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics. (CO1, CO2, CO3).

MO4.2: Analyze the support systems to develop the capacity and time to collaboratively and individually use classroom formative and summative data to inform effective instructional practices (CO1, CO2, CO3).

MO4.3 Analyze a school leader's duration, frequency, succession, and self. (CO1, CO2, CO3).

MODULE 5: EXPRESSION, PRIVACY, JUSTICE

MO5.1: Assess campus problems using effective problem-solving techniques to make timely, high-quality decision. (CO1, CO2, CO3).

MO5.2: Demonstrate an awareness of social and economic issues that exists within the school and community that affect campus operations and student learning. (CO1, CO2).

MO5.3: Apply distributed leadership strategies in administrative decision-making. (CO1, CO2).

MODULE 6: FAITH, INCLUSION, COHESION

MO6.1: Formulate strategies to implement appropriate techniques and groups processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment (CO2, CO3).

MO6.2: Generate well-developed leadership qualities that translate into increasing teachers' teaching skills (CO1, CO2).

MODULE 7: DISCIPLINE, LIABILITY, RESOURCEFULNESS

MO7.1 Develop effective strategies to create an atmosphere of safety that encourages the social, emotional, physical well-being of staff and students. (CO1, CO2).

MO7.2: Breakdown the different areas of legal liability for school administrators and teachers (CO1, CO2, CO3).

MO7.3: Examine school leaders' scenarios related to unjust and just leadership (CO1, CO2, CO3)

MO7.4: Analyze multiple types of diversity in sustainable leadership. (CO1, CO2, CO3)

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	The educator's guide to Texas school law.	Walsh and Orman	
Required	Sustainable Leadership	Hargraves, A & Fink, D.	0- 7879-6838-2

Required	Publication manual of the American Psychological Association 2020: the official guide to APA style (7th ed.).	• American Psychological Association

Other Course Materials

OTHER RESOURCES

Supplemental Text:

Gallardo, C. (2025, February 10). *Texas Public School Law.*OERTX. Retrieved June 17 2025, from https://oertx.highered.texas.gov/courseware/lesson/5884/overview

SoftChalk Presentations

SoftChalk presentations have been developed for the sole purpose of supplementing the instructional goals of this course. Deliberate efforts to supplement and enhance candidate learning with real world examples whenever possible and made available viaSoftChalks.

FOR CERTIFICATION PROGRAMS ONLY

- Educator program standards (http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)- (http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/) The purpose for the State Board for Educator Certification (SBEC) information is to present prospective public school educators with the latest standards for theprofession.
- Certification domains/competencies (http://cms.texes-ets.org/texes/testframeworks/)- (http://cms.texes-ets.org/texes/testframeworks/) The purpose for presenting Texas Educator Testing information is to present transparent information regarding Texas law requiring that educators pass appropriate tests to become certified.
- TEKS (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785)- (http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785) The purpose for presenting information about the Texas Essential Knowledge and Skills (TEKS) is to highlight the Texas standards that educators need to follow to prepare students.
- College and Career Readiness (http://www.thecb.state.tx.us/collegereadiness/crs.pdf) Standards (http://www.thecb.state.tx.us/collegereadiness/crs.pdf)- (http://www.thecb.state.tx.us/collegereadiness/crs.pdf) The purpose for providing information about Texas College and Career Readiness Standards is to present a synopsis of the multi-level framework that focuses on the subject matter and practices that Texas educators need to follow to ensure postsecondary readiness.
- Journal articles and videos provided electronically in the course to the candidates will also be included the course material and strengthen the candidates' knowledge of the latest trends and research in Educational Administration.

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

Grading Criteria

A= 202-225 points

B= 179-201 points

C= 157-178 points

D= 135-156 points

F= 134 and below points

Course Assignments

Walsh & Orman (WO) Chapter 1 Case Study	10 points
Hargreaves & Fink (HF) Chapter 2, Case Study	10 points
WO Chapter 3 Essay Questions	10 points
Reflection 1: HF Chapter 3, Principle 3	15 points
WO Chapter 5 Essay Questions	10 points
Module 5 Constructed Response Assignment	20 points

WO Chapter 9 Essay Questions	10 points
Reflection 2: HF Chapter 5, Principle 5	15 points
Final Exam	40 points
Discussion Question 1: WO Chapter 2	10 points
Discussion Question 2: HF Pages 23-42	10 points
Voice Thread 1	10 points
PASL 268 Representative Exam	30 points
WO Chapter 10 Case Study	10 points
Reflection 3: Hargreaves & Fink Chapter 6, Principle 6	15 points

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
3/23	Module #1: Governance, Law, & Leadership MO 1.1: Discuss an overview of Education Law, Texas Schools, and Parent Rights. (CO1, CO2) MO 1.2: Outline the seven principles of Sustainable Leadership. (CO1, CO2, CO3) Module #7: Discipline, Liability, Resourcefulness MO7.1 Develop effective strategies to create an atmosphere of safety that encourages the social, emotional, physical well-being of staff and students. (CO1, CO2). MO7.2: Breakdown the different areas of legal liability for school administrators and teachers (CO1, CO2, CO3). MO7.3: Examine school leaders' scenarios related to unjust and just leadership (CO1, CO2, CO3) MO7.4: Analyze multiple types of diversity in sustainable leadership. (CO1, CO2, CO3).	Walsh, Orman (WO) (2022), PowerPoint & CourseArc Chapter 1 (MO 1.1.) Hargreaves & Fink (HF) (2006) Introduction (MO 1.2) de León, E. V. (2025). Affirmative action challenges faced by school leaders and teachers on providing emergent bilingual students a meaningful education as outlined in Lau v. Nichols. Journal of Cases in Educational Leadership (MO 1.1, 1.2)	Meet and Greet Forum & Acknowledgement of Syllabus and Policies, Due Date: Thursday, August 28, 2025 by 11:59 pm CDT WO Chapter 1 Case Study (MO 1.1., 1.2), Due Date: Thursday by 11:59 pm PASL Representative Exam (MO 1.1-7.4), take by the Wednesday, April 29, 2026 by 11:59 pm CDT.
3/30	Module #2: Attendance, Safety, Instruction MO 2.1: Appraise the Texas Schools' Attendance, Maintaining a Safe School Environment, Addressing the Needs of Special Groups. (CO1, CO2, CO3) MO 2.2: Summarize Principle 1 in Sustainable Leadership: Depth: Learning & Integrity. (CO1, CO2, CO3)	WO Chapter 2 Student Attendance and the Instructional Program (MO2.1) HF Chapter 1- Depth-Learning and Integrity (MO2.2)	Discussion Question 1 : WO Chapter 2 (MO 2.1, 2.2.), Due Date: Wednesday 11:59 pm CDT Discussion Question 2 : HF Pages 23-42 (MO 2.1, 2.2), Due Date: Wednesday 11:59 pm CDT

4/6	Module #3: Special Education, Compliance, & Leadership MO 3.1: Identify the federal and state compliance guidelines related to facilitate creative thinking, critical thinking, and problem solving to guide campus decision making. (CO1, CO2) MO 3.2: Outline the federal and state compliance guidelines related to campus structures that outline and track the progress using multiple points and makes adjustments as needed to improve teacher effectiveness and student outcomes (CO1, CO2) MO 3.3 Analyze leadership strategies that help make a difference using sustainable leadership succession recommendations (CO 1, 2, 3)	WO Chapter 4 (MO3.1, MO3.2) HF Chapter 2- Length-Endurance and Succession pages 55-67, (MO3.3) Duncheon, J. C., DeMatthews, D. E., & Smith, T. (2023). Cream skimming in an early college high school: A first-year principal's dilemma in a high-performing campus. Journal of Cases in Educational Leadership, 27(2), 3–18. (MO3.3)	WO Chapter 4 Essay Questions (MO3.1, 3.2, 3.3) Due Date: Wednesday 11:59 pm CDT HF Chapter 2 Case Study (MO3.1, 3.2, 3.3), Due Date: Wednesday 11:59 pm CDT
4/13	Module #4: Employment Lifecycle & Employee Relations MO4.1: Summarize policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics. (CO1, CO2, CO3). MO4.2: Analyze the support systems to develop the capacity and time to collaboratively and individually use classroom formative and summative data to inform effective instructional practices (CO1, CO2, CO3). MO4.3 Analyze a school leader's duration, frequency, succession, and self. (CO1, CO2, CO3).	WO Chapter 7 (MO4.1). HF Chapter 3- Principle 3- Breadth-Distribution, Not Delegation (MO4.3).	WO Chapter 7 Essay Questions (MO4.1, MO4.2, MO4.3), Due Date: Wednesday 11:59 pm CDT Reflection 1-HF Chapter 3, Principle 3 (MO4.1, MO4.2, MO4.3), Due Date: Wednesday 11:59 pm CDT
4/20	Module #5: Expression, Privacy, Justice MO5.1: Assess campus problems using effective problem-solving techniques to make timely, high-quality decision. (CO1, CO2, CO3). MO5.2: Demonstrate an awareness of social and economic issues that exists within the school and community that affect campus operations and student learning. (CO1, CO2). MO5.3: Apply distributed leadership strategies in administrative decision-making. (CO1, CO2).	WO Chapter 9- (MO5.1, MO5.2) Carpenter, D. H. (2009). Fourth Amendment protections against student strip searches: Safford Unified School District #1 v. Redding (CRS Report No. R40676). Congressional Research Service. www.crs.gov (MO 5.1, 5.2, 5.3) HF Chapter 4- Justice-Others and Ourselves (MO5.3)	WO Chapter 9 Essay Questions (MO 5.1, 5.2, 5.3), Due Date: Wednesday 11:59 pm CDT Module 5 Constructed Response Assignment (MO 5.1, 5.2, 5.3), Due Date: Wednesday 11:59 pm CDT
4/27	Module #6 Faith and Cohesion MO6.1: Formulate strategies to implement appropriate techniques and groups processes to define roles, assign functions, delegate authority, and determine accountability for campus goal attainment (CO2, CO3). MO6.2: Generate well-developed leadership qualities that translate into increasing teachers' teaching skills (CO1, CO2).	WO Chapter 7 Religion in the Schools (MO6.1) HF Chapter 5 Diversity from Sustainable Leadership (MO6.2)	Reflection 2: HF Chapter 5, Principle 5 (MO6.1, 6.2), Due Date: Wednesday 11:59 pm CDT VoiceThread 1 (MO6.1, MO6.2), Due Date: Wednesday 11:59 pm CDT

5/4	WO Chapter 1 (MO7.1) HF Chapter 6 (MO7.3) HF Chapter 7 (MO7.4) Miller, P. M., DeMatthews, D. E., & Henfield, M. S. (2023). Changing of the guard: Reflecting on the impact of administrative change on campus stakeholders. Journal of Cases in Educational Leadership. (MO7.1, MO7.2, MO7.3, MO7.4)	WO Chapter 1 Case Study (MO7.1, MO7.2, MO7.3, MO7.4), Due Date: Wednesday 11:59 pm CDT Final Exam (MO1.1- 7.4), Due Date: Wednesday 11:59 pm CDT Reflection 3: HF, Chapter 6, Principle 6

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

1. Additional Course Information/Other Policies

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.

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. In this class, we will utilize Blackboard (http://www.tamiu.edu/distance/students/elearning-orientation.shtml), (http://www.tamiu.edu/distance/students/elearning-orientation.shtml) Echo360, SoftChalk (http://www.tamiu.edu/distance/technology/softchalk.shtml), (http://www.tamiu.edu/distance/technology/voicethread.shtml)VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml), (http://www.tamiu.edu/distance/technology/voicethread.shtml) and Turnitin (http://www.tamiu.edu/distance/technology/turnitin.shtml). (http://www.tamiu.edu/distance/technology/turnitin.shtml) You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (http://www.tamiu.edu/distance/technology/accessibility-statements.shtml)and Privacy Statements (http://www.tamiu.edu/distance/technology/privacy-statements.shtml). (http://www.tamiu.edu/distance/technology/privacy-statements.shtml)

Other Policy/Information

See the College of Education – Section XII below:

II. University/College/Department Policies

Policies of the College of Education (COE) (Required on all COE Syllabi)

Graduate Policies

Mission Statement

The mission of the College of Education is to prepare highly effective; culturally competent educational and clinical professionals who are equipped to assume leadership roles in a global society.

“Changing the perception!”

Academic Integrity

As a member in an academic community, candidates in the COE at Texas A&M International University (TAMIU) are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Candidates who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Candidates are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMIU Honor Code. Please visit the Office of Student Conduct and Community Engagement website for the Honor Code (http://www.tamiu.edu/scce/honorcouncil.shtml). (http://www.tamiu.edu/scce/honorcouncil.shtml)

TAMIU faculty have the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

COPYRIGHT RESTRICTIONS:

The Copyright Act of 1976 (https://www.copyright.gov/title17/92appa.pdf)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 (or other sources) without permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such an 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.

PLAGIARISM:
Plagiarism is the act of passing off some other person's ideas, words, or work as one's own, and includes, and is not limited to, the appropriation, buying, receiving as a "gift", or obtaining, by any other means, another's work for the submission of one's own academic work. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See the

TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml), (http://www.tamiu.edu/scce/studenthandbook.shtml) Section 7.01a for examples.) Plagiarism includes direct, paraphrase, and patchwork plagiarism. Finally, acts of plagiarism may constitute copyright infringement.

Avoiding plagiarism: Purdue University's Online Writing Lab (http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)(OWL) provides materials on "Avoiding Plagiarism." *Cheating:*

Cheating is an act of deception in which candidates misrepresents mastered information related to an academic exercise. (See the TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml), (http://www.tamiu.edu/scce/studenthandbook.shtml) Section 7.01b for examples.)

Scholastic Deficiency:

Candidates are highly encouraged to monitor their own progress throughout their coursework, as each is responsible for the grade earned. Midterm reports are not typically provided for graduate candidates.

A minimum grade point average of 3.0 ("B") on a 4.0 point scale computed on all graduate work attempted must be maintained. If either of a cumulative GPA or the GPA for courses listed on the degree plan fall below the minimum of 3.000, candidates are considered to be scholastically deficient. If the minimum GPA is not attained by the end of subsequent semester of enrollment, the candidate will be dropped from graduate studies.

Notification of academic probation is through the Office of Graduate Studies and Research. No more than three (3) semester credit hours with a letter grade of "C" earned at this university will be accepted toward credit for a master's degree. Candidates who receive a "D", "F", or more than one "C" for coursework listed on their degree plan will also be dropped from graduate studies. To continue in the program, candidates must reapply through the Office of Graduate Studies. *Note: All current program and/or admission requirements must be met at readmission.* For further information consult the Catalog and Graduate Handbook (https://www.tamiu.edu/gradschool/documents/GraduateHandbook2017-2018.pdf). (https://www.tamiu.edu/gradschool/documents/GraduateHandbook2017-2018.pdf)

UConnect, TAMIU Email, and Dusty Alert:

Announcements are sent to candidates through TAMIU's UConnect portal and TAMIU Dusty e-mail accounts, and Blackboard Course Messages as these are the official means of communicating course and university business with candidates and faculty. Checking UConnect and the TAMIU Dusty e-mail account and Blackboard Course Messages should become a regular routine. Missing important TAMIU e-mail or UConnect/Blackboard messages from a faculty member, chair or dean is not an accepted excuse or reason for not knowing. Candidates are encouraged to sign-up for Dusty Alert (see www.tamiu.edu (http://www.tamiu.edu/)) (http://www.tamiu.edu/) which is an instant cell phone text-messaging system allowing the University to communicate instantly with an on-campus emergency, something of immediate danger or a campus closing.

Technology Issues:

Issues with technology should be directed to the Office of Instructional Technology via email (hotline@tamiu.edu) or by calling Office of Information Technology (OIT) at 956-326-2310.

Accommodations for Candidates with Disabilities:

Texas A&M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, you are responsible for registering with the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B).

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 3.24) and the Student LOA Rule (Section 3.25) which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml). (http://www.tamiu.edu/scce/studenthandbook.shtml)

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 a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. Specifically, a pregnant/parenting student is afforded the following:

1. Submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth.
2. If grading is based in part on class attendance or participation, earn the credits missed so that the student can be reinstated to the status held before the LOA.
3. At the conclusion of the LOA, return to the same academic and extracurricular status held when the LOA began.

Written Assignment Criteria:

Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed/typed and follow the most current addition of the American Psychological Association's Manual (APA) for style and format.

If students use A.I., please make sure to cite this in your references section. AI may not be used to complete the assignment but rather to support your learning process (e.g., brainstorming ideas, clarifying concepts, or refining grammar). All AI-assisted work must be properly acknowledged to maintain academic integrity.

Previously Submitted Work:

The COE encourages original work to be developed and submitted for each course. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero.

Engagement:

Candidates are expected to engage in the online environment via Blackboard in a timely manner and remain for a duration of time necessary to participate and complete assignments. "Last Accessed" dates (the last date a student has entered the course electronically) may be monitored in all Blackboard courses. Candidates are held responsible for regularly checking Blackboard and their TAMIU email account for course-related matters.

Exams:

Exams at the graduate level are at the discretion of the faculty member and will be noted in the course syllabus. All final exams are given on the day specified during final week, according to the University Schedule (http://catalog.tamiu.edu/introduction/academic-calendar/). (http://catalog.tamiu.edu/introduction/academic-calendar/)

Incomplete Grades:

Incomplete grades are given at the discretion of the faculty of record. Candidates who are passing and have incomplete work (e.g., a term paper, examination, or other required work; completed 95% of the coursework) must collaborate with the faculty of record to obtain an "Incomplete." As such, candidates are responsible for obtaining the Incomplete Contract form, completing the appropriate portions of the form, and meeting with the faculty of record to complete the contract. Candidates must sign the Incomplete Contract along with the faculty member specifying assignments to be completed and the due date. Thereafter, the faculty member will initiate the contract by submitting it to the chair and dean, and ultimately the University Registrar's Office.

Failure to sign the contract, and have it on file in the Office of the University Registrar, will result in the "I" being converted to an "F" through an administrative action by the University Registrar. The grade of "I" may be removed under certain conditions:

- If candidates elect to complete the course, they may, within the time specified in the contract, but not exceeding 12 months from the date the "I" was recorded, complete the work in the course andrequest that the faculty member submit a change of grade form to the University Registrar.
- If the candidate elects not to complete the course and the signed contract, as agreed, within a period of 12 months, the "I" will be converted to a grade of "F" through an administrative action by the University Registrar.
- A candidate may not register for a course for which a current grade of "I" exists.

Dropping a Course:

Candidates are responsible for dropping a course *before* the drop date. Faculty are not responsible for, and cannot drop candidates from courses.

Repeating a Course:

Courses applicable to a graduate degree may not be repeated for course credit, unless prescribed during the readmission process.

TurnItIn:

Candidates may be required to submit work to TurnItIn (http://turnitin.com/). (http://turnitin.com/) Candidates are encouraged to submit their work to TurnItIn before they submit the assignment for a grade in order to view the similarity index. To do this, candidates, go to "Optional Settings"; select "No-repository" and submit.

Professional Expectations:

Preparing to become a highly effective educator requires a great deal of commitment, time, and preparation on the candidate's part. Educators are expected to be: respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and

ethical. Thus, candidates are expected to be equipped to participate in all class activities and discussions and remain for a duration necessary to participate and complete assignments. All coursework is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Candidates needing help with Standard English should contact

the Writing Center (http://www.tamiu.edu/uc/writingcenter/index.shtml)) (http://www.tamiu.edu/uc/writingcenter/index.shtml). Assignments *are due as noted* within the syllabus unless otherwise announced.

Attendance:

Candidates are responsible for maintaining currency with assignment modifications and/or duedates *regardless* of the circumstance. In the event that candidates must be inactive in the online environment, they are responsible and will be held accountable for any information, work, assignment, etc., missed, *regardless* of the circumstance.

Please note that significant inactivity in the online environment may (and often does) impact final grades. *Candidates inactive for personal illness, or other reasons, are expected to present justification for inactivity to faculty who will counsel with the candidate and advise whether or not the work missed during the particular time, may be made-up.*

Candidate Support Services:

Writing Center (http://www.tamiu.edu/uc/writingcenter/index.shtml) - Contact Information: Billy F. Cowart Hall 203, (956) 326-2883 or (956) 326-2884.

University Learning Center (http://www.tamiu.edu/uc/ulc/index.shtml) - Contact Information: Billy F. Cowart Hall 205, (956) 326-2723.

Student Counseling Center (http://www.tamiu.edu/counseling/index.shtml)- Contact Information: University Success Center 138, (956) 326-2230.

Course Grading Scale:

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), 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.

I. Course Outline and Expectations

Participation/Attendance

Participation and assignments are expected on time and by the due date.

Classroom Response Time and Feedback on Assignments:

Students are expected to respond to instructor within 48 hours when exchanging course emails/conversations..

Late/Missing Tasks/Assignments Policy:

You are welcome to turn in assignments early. All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the assignment section of this syllabus. NO LATE WORK will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies with documentation. If there are extenuating circumstances, you need to please contact me immediately using your TAMIU Dusty email.

Additional Course Information (e.g., Description of Assignments)

Preparing to become a highly effective school administrator requires a great deal of commitment, time, and preparation on the candidate's part. Administrators/Educators are expected to be: respectful, civil, well-prepared, communicate effectively, meet deadlines, be receptive and responsive to feedback, and be fair and ethical. All course-work is expected to be word processed (unless announced otherwise), proofread, spell checked, and grammar checked. (Candidates needing help with standard English should contact the Writing Center). Assignments *are due as noted* within this syllabus, unless otherwise announced, whether in class or online.

VoiceThreads (Discussions). The purpose of the VoiceThread is to enhance and develop student community and cooperative feedback. A total of 4 VoiceThreads will be required of all students which will include recording voice and video responses directed to the class instructor and to two classmates. The purpose of the VoiceThread discussion questions is to provide students with an opportunity to reflect on the class topics and respond to classmates' posts in relation to class topics. Students will be expected to respond to the discussion prompt and in addition respond to at least one of their peers to obtain full credit for a discussion grade.

Reflection/Analysis Papers. Students will write papers based on specific instructions related to the textbook, video, articles or SoftChalk lesson.

Activities/Assignments. Students will complete activities/assignments based on specific instructions related to the textbook, video, articles or SoftChalk lesson.

Student Course References/Bibliography:

Students please follow the American Psychological Association Manual (APA) 7th Edition for reflections and class question(s) summaries.

Contemporary Resources Related to Texas Educator Preparation:

The purpose for providing web-links to important field-related information is to ensure that TAMIU College of Education graduate students are well-informed and prepared with the latest information pertinent to their respective professional role.

- Current Academic Excellence Indicator System (TAPR & AEIS) Reports (https://rptsvr1.tea.texas.gov/perfreport/aeis/)
- Current Texas Administrative Code (TEC) Policies (https://texreg.sos.state.tx.us/public/readtac%24ext.ViewTAC?tac_view=2&ti=19)
- Current Texas Penal Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/PENALCODE.pdf) Current Family Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/FAMILYCODE.pdf)
- Texas Educator Certification Texas Examination of Educator Standards TExES Program Principal (068) (http://cms.texes-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf)

Appendix D, Student Learning Outcomes Chapter 149 Commissioner's Rules Concerning Educator Standards Subchapter BB. Administrator Standards

Academic Honesty

Please visit the College of Education Appendix

Course Structure

Students will log into Blackboard on a weekly basis to interact with the course/course materials. Students will initially visit the Start Here and complete the Meet and Greet Discussion forum.

Students are responsible for reading through the weekly modules, Modules 1-7 located on the Blackboard Course Menu, then completing weekly assignment for each module. Students can use the Course Q & A located on the Blackboard Course Menu to ask any questions (for the whole class to see) or can email/Blackboard Course Mail the professor for individual questions or support. See About Your Faculty for Office Hours and Contact Information.

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 (http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml) Services' webpage (http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml). (http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml) Additional skills required for this course include knowing how to use VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml)and Turnitin (http://www.tamiu.edu/distance/technology/turnitin.shtml). (http://www.tamiu.edu/distance/technology/turnitin.shtml)

Accommodations/Accessibility Policy

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 Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for (http://www.tamiu.edu/disability/index.shtml) Students (DSS) (http://www.tamiu.edu/disability/index.shtml), (http://www.tamiu.edu/disability/index.shtml) or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. 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 Instructional Technology and Distance Education Services' page on (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml) University Resources and (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml) Support Services (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml). (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml)

Student-Instructor Communication Policy and Response Time

• Course Messages/Emails

Email, Blackboard course messages, and the Course Q & A forum are checked twice daily, typically in the morning and evening, and responses are sent within 48 hours unless delayed by travel or illness, in which case students will be notified.

- Course Q & A (located on the Course Menu – fka Muddiest Point)

If you have a question about the material, post it in the Course Q & A area. Using this discussions forum gives everyone an opportunity to gain knowledge from the question and possibly provide assistance to each other. If someone else posts a question and you know the answer or have a suggestion, feel free to respond. However, I do insist on respect between students. So, when you respond, please be respectful.

• Assignments and Assessments

Feedback for all assignments will be within 72 hours of the assignment deadline unless travel or illness delays grading for a short time. Students will be given notification of any delay.

Course Communication Guidelines (Netiquette)

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 on Netiquette (http://www.tamiu.edu/distance/students/netiquette.shtml)for further instruction.

Netiquette Expectations for Peer-to-Peer and Faculty-to-Student

TAMIU eLearning team provides a web page on netiquette guidelines (http://www.tamiu.edu/distance/students/netiquette.shtml)that can be found in the course menu under Student Resources and inside the Technology Skills and Training *Folder (see link in 1st paragraph of Course Communication Guidelines (Netiquette)*.

The following are additional netiquette guidelines presented for your review:

When participating in online discussions, emails and other forms of communication in this course students are expected to:

- *Participate:* This is a shared learning environment. No lurking in the cyberspace background. It is not enough to login and read the discussion thread of others. For the maximum benefit to all, everyone mustcontribute.
- *Report Glitches:* Discussion forums are electronic. They break. If for any reason you experience difficulty participating, please call, email, or otherwise inform me of the issue. Chances are others are having the same problem.
- *Help Others:* You may have more experience with online discussion forums than the person next to you. Give them a hand. Show them it's not so hard. They're really going to appreciate it!
- *Be Patient:* Read everything in the discussion thread before replying. This will help you avoid repeating something someone else has already contributed. Acknowledge the points made with which you agree and suggest alternatives for those with which you don't.
- *Be Brief:* You want to be clear—and to articulate your point—without being preachy or pompous. Be direct. Stay on point. Don't lose yourself, or your readers, in overly wordy sentences or paragraphs.
- *Use Proper Writing Style:* This is a must. Write as if you were writing a term paper. Correct spelling, grammatical construction and sentence structure are expected in every other writing activity associated with scholarship and academic engagement. Online discussions are no different.
- *Cite Your Sources:* Another big must! If your contribution to the conversation includes the intellectual property (authored material) of others, e.g., books, newspaper, magazine, or journal articles—online or in print—they must be given proper attribution.
- *Emoticons and Texting:* Social networking and text messaging has spawned a body of linguistic shortcuts that are not part of the academic dialogue. Please refrain from :-) faces and c u l8r's.
- *Be repestful:* Use no language that is—or that could be construed to be—offensive toward others.
- *No YELLING!* Step carefully. Beware the electronic footprint you leave behind. Using bold uppercase letters is bad form, like stomping around and yelling at somebody (NOT TO MENTION BEING HARD ON THE EYE).

- *No Flaming!* Criticism must be constructive, well-meaning, and well-articulated. Please, no tantrums. Rants directed at any other contributor are simply unacceptable and will not be tolerated. The same goes for profanity. The academic environment expects higher-order language.
- *Lastly, Remember: You Can't Un-Ring the Bell.* Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

Review your written posts and responses to ensure that you've conveyed exactly what you intended. This is an excellent opportunity to practice your proofreading, revision, and rewriting skills—valuable assets in the professional world for which you are now preparing.

Netiquette: Ground Rules for Online Discussions by Peter Connor (http://teaching.colostate.edu/tips/tip.cfm?tipid=128)i (http://teaching.colostate.edu/tips/tip.cfm?tipid=128)s licensed under a Creative (http://creativecommons.org/licenses/by-nc-sa/4.0/)Commons Attribution (http://creativecommons.org/licenses/by-nc-sa/4.0/)- (http://creativecommons.org/licenses/by-nc-sa/4.0/)NonCommercial (http://creativecommons.org/licenses/by-nc-sa/4.0/)- (http://creativecommons.org/licenses/by-nc-sa/4.0/)ShareAlike 4.0 International License (http://creativecommons.org/licenses/by-nc-sa/4.0/). (http://creativecommons.org/licenses/by-nc-sa/4.0/)

II. Technology Requirements

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 recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (http://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: a webcam and microphone for VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml)discussions. 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.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at https://dusty.tamiu.edu/. (https://dusty.tamiu.edu/) This site also provides students access to download the Microsoft suite for educational use. See instructions for (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf)downloading the Microsoft Office suite (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf). (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf)

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

Learning Management System

Students are provided with guides and online ticketing service when an LMS issues arises. Please visit Blackboard Help (http://www.tamiu.edu/distance/students/elearning-orientation.shtml)as needed.

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, the OIT Help Desk, and E-mail support: Technical Support Services (http://www.tamiu.edu/distance/technical-support-services.shtml). (http://www.tamiu.edu/distance/technical-support-services.shtml)

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) (http://www.tamiu.edu/disability/index.shtml), 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 (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml).

Computer/Technology Requirements

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

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: [*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.tamiu.edu/. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite (https://www.tamiu.edu/oit/students/office365.shtml).

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. (https://www.tamiu.edu/distance/mediaservices/index.shtml) 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 (http://www.tamiu.edu/distance/students/elearning-orientation.shtml) 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 (http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml).

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 (http://www.tamiu.edu/distance/technical-support-services.shtml).

Web Conferences/Synchronous sessions

There will be an optional meeting every other weeks for students through Blackboard Ultra Collaborate. Instructor will inform students of these sessions.

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

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 (http://www.tamiu.edu/distance/technology/accessibility-statements.shtml).

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.

Important Dates:

April 28- Course Evaluations

May 1- Last day to Drop or Withdraw a Course for Subterm II

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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. In this class, we will utilize Blackboard (http://www.tamiu.edu/distance/students/elearning-orientation.shtml), (http://www.tamiu.edu/distance/students/elearning-orientation.shtml) Echo360, SoftChalk (http://www.tamiu.edu/distance/technology/softchalk.shtml), (http://www.tamiu.edu/distance/technology/voicethread.shtml)VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml), (http://www.tamiu.edu/distance/technology/voicethread.shtml) and Turnitin (http://www.tamiu.edu/distance/technology/turnitin.shtml). (http://www.tamiu.edu/distance/technology/turnitin.shtml) You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (http://www.tamiu.edu/distance/technology/accessibility-statements.shtml)and Privacy Statements (http://www.tamiu.edu/distance/technology/privacy-statements.shtml). (http://www.tamiu.edu/distance/technology/privacy-statements.shtml)

See the College of Education – Section XII below:

II. University/College/Department Policies

Policies of the College of Education (COE) (Required on all COE Syllabi)

Graduate Policies

Mission Statement

The mission of the College of Education is to prepare highly effective; culturally competent educational and clinical professionals who are equipped to assume leadership roles in a global society.

“Changing the perception!”

Academic Integrity

As a member in an academic community, candidates in the COE at Texas A&M International University (TAMIU) are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Candidates who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions. Candidates are expected to share in the responsibility and authority with faculty and staff to challenge and make known acts that violate the TAMIU Honor Code. Please visit the Office of Student Conduct and Community Engagement website for the Honor Code (http://www.tamiu.edu/scce/honorcouncil.shtml). (http://www.tamiu.edu/scce/honorcouncil.shtml)

TAMIU faculty have the discretion to impose grade penalties for infractions of the Honor Code as deemed necessary.

COPYRIGHT RESTRICTIONS:

The Copyright Act of 1976 (https://www.copyright.gov/title17/92appa.pdf)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 (or other sources) without permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment.

Copyright laws do allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such an 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.

PLAGIARISM:
Plagiarism is the act of passing off some other person's ideas, words, or work as one's own, and includes, and is not limited to, the appropriation, buying, receiving as a "gift", or obtaining, by any other means, another's work for the submission of one's own academic work. The candidate is responsible and held accountable for knowing and appropriately applying this definition. (See the

TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml), (http://www.tamiu.edu/scce/studenthandbook.shtml) Section 7.01a for examples.) Plagiarism includes direct, paraphrase, and patchwork plagiarism. Finally, acts of plagiarism may constitute copyright infringement.

Avoiding plagiarism: Purdue University's Online Writing Lab (http://owl.english.purdue.edu/handouts/print/research/r_plagiar.html)(OWL) provides materials on "Avoiding Plagiarism." *Cheating:*

Cheating is an act of deception in which candidates misrepresents mastered information related to an academic exercise. (See the TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml), (http://www.tamiu.edu/scce/studenthandbook.shtml) Section 7.01b for examples.)

Scholastic Deficiency:

Candidates are highly encouraged to monitor their own progress throughout their coursework, as each is responsible for the grade earned. Midterm reports are not typically provided for graduate candidates.

A minimum grade point average of 3.0 ("B") on a 4.0 point scale computed on all graduate work attempted must be maintained. If either of a cumulative GPA or the GPA for courses listed on the degree plan fall below the minimum of 3.000, candidates are considered to be scholastically deficient. If the minimum GPA is not attained by the end of subsequent semester of enrollment, the candidate will be dropped from graduate studies.

Notification of academic probation is through the Office of Graduate Studies and Research. No more than three (3) semester credit hours with a letter grade of "C" earned at this university will be accepted toward credit for a master's degree. Candidates who receive a "D", "F", or more than one "C" for coursework listed on their degree plan will also be dropped from graduate studies. To continue in the program, candidates must reapply through the Office of Graduate Studies. *Note: All current program and/or admission requirements must be met at readmission.* For further information consult the Catalog and Graduate Handbook (https://www.tamiu.edu/gradschool/documents/GraduateHandbook2017-2018.pdf). (https://www.tamiu.edu/gradschool/documents/GraduateHandbook2017-2018.pdf)

UConnect, TAMIU Email, and Dusty Alert:

Announcements are sent to candidates through TAMIU's UConnect portal and TAMIU Dusty e-mail accounts, and Blackboard Course Messages as these are the official means of communicating course and university business with candidates and faculty. Checking UConnect and the TAMIU Dusty e-mail account and Blackboard Course Messages should become a regular routine. Missing important TAMIU e-mail or UConnect/Blackboard messages from a faculty member, chair or dean is not an accepted excuse or reason for not knowing. Candidates are encouraged to sign-up for Dusty Alert (see www.tamiu.edu (http://www.tamiu.edu/)) (http://www.tamiu.edu/) which is an instant cell phone text-messaging system allowing the University to communicate instantly with an on-campus emergency, something of immediate danger or a campus closing.

Technology Issues:

Issues with technology should be directed to the Office of Instructional Technology via email (hotline@tamiu.edu) or by calling Office of Information Technology (OIT) at 956-326-2310.

Accommodations for Candidates with Disabilities:

Texas A&M International University is committed to providing reasonable accommodations in compliance with the Americans with Disabilities Act (ADA). If you require academic accommodations, or you suspect you have a disability, you are responsible for registering with the Disabilities Services Coordinator (956) 326-2763 located in the Student Counseling Center (ZSC 138B).

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 3.24) and the Student LOA Rule (Section 3.25) which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (http://www.tamiu.edu/scce/studenthandbook.shtml). (http://www.tamiu.edu/scce/studenthandbook.shtml)

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 a leave of absence (LOA) for as long as the student's physician deems the absence medically necessary. Specifically, a pregnant/parenting student is afforded the following:

1. Submit work after a deadline that was missed because of a LOA due to pregnancy or childbirth.
2. If grading is based in part on class attendance or participation, earn the credits missed so that the student can be reinstated to the status held before the LOA.
3. At the conclusion of the LOA, return to the same academic and extracurricular status held when the LOA began.

Written Assignment Criteria:

Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be word processed/typed and follow the most current addition of the American Psychological Association's Manual (APA) for style and format.

Previously Submitted Work:

The COE encourages original work to be developed and submitted for each course. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero.

Engagement:

Candidates are expected to engage in the online environment via Blackboard in a timely manner and remain for a duration of time necessary to participate and complete assignments. "Last Accessed" dates (the last date a student has entered the course electronically) may be monitored in all Blackboard courses. Candidates are held responsible for regularly checking Blackboard and their TAMIU email account for course-related matters.

Exams:

Exams at the graduate level are at the discretion of the faculty member and will be noted in the course syllabus. All final exams are given on the day specified during final week, according to the University Schedule (http://catalog.tamiu.edu/introduction/academic-calendar/). (http://catalog.tamiu.edu/introduction/academic-calendar/)

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.