

# EDCI 5000 - Certification Readiness: Certification Readiness (Sub II- Mar 23 to May 08)

Spring 2026 Syllabus, Section 780, CRN 29179

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## Instructor Information

Dr. Esmeralda Perez-Gonzalez, NBCT

Email: [esmeralda.perez@tamiu.edu](mailto:esmeralda.perez@tamiu.edu)

Office Hours:

The instructor will hold a weekly office hour session on Mondays from 5:00-6:00 pm. However, it may vary based on students' needs.

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

This is an advanced course for individuals seeking certification beyond their standard certificate while completing a graduate program of study. Course content will include completion of required exam preparation activities and representative exams to demonstrate test readiness and may include intervention if a candidate fails to achieve a passing score in the relevant TExES certification exam area. Prerequisites: Graduate standing.

Educational Programs Department, College of Education

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## Additional Course Information

The students may visit the National Board for Professional Teaching Standards website at [www.nbpts.org](http://www.nbpts.org) (<http://www.nbpts.org/>) for more information on the National Board Certification requirements and process for your particular certification area.

## AI Policies for EDCU 5000

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

As artificial intelligence (AI) tools become increasingly accessible, their use in academic settings requires careful consideration to ensure ethical, responsible, and effective application. This policy outlines the acceptable use of AI tools in EDCI 5000 and establishes expectations for maintaining academic integrity.

## Ethical and Academic Integrity

- Your work must remain your own, even if AI tools are used as aids. Submissions should reflect your understanding, effort, and original thought.
- Using AI tools to produce plagiarized or non-original content will be treated as an academic integrity violation and handled according to the university's policies.
- Your work needs to adhere and follow the National Boards for Professional Teaching Standards AI requirements, otherwise your component may receive a "no score" for your ePortfolio submission. Please read the Use of Generative Artificial Intelligence (AI) FAQ and the Artificial Intelligence Instructions found in the course modules.

## Program Learning Outcomes

The transformational goal of EDCI 5000 is for you to answer the question, "How can I strategically align my teaching practices, evidence collection, and reflection to demonstrate accomplished teaching that meets the NBPTS standards and maximizes student impact?" Unlike the other five EDGR

courses related to National Board Teacher Certification, this course is a zero-credit experience where you will work independently, drawing on the support of other students and your instructor as needed.

## Student Learning Outcomes

Upon successful completion of this course, each student will:

- CO1: Develop the skills and resources necessary to pursue National Board Teacher Certification.
- CO2: Use data to prioritize goals and modify their instructional plans.
- CO3: Use feedback and research to improve practice and positively impact student learning.
- CO4: Locate and evaluate current research and, when appropriate, incorporate new findings into their practice.

## Important Dates

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

## Textbooks

Group	Title	Author	ISBN
Optional	Successful strategies for pursuing National Board Certification: Version 3.0, components 1 and 2	Faulkner, B.	978-1-4758-3036-1
Optional	Successful strategies for pursuing National Board Certification: Version 3.0, components 3 and 4.	Faulkner, B.	978-1-4758-2482-7

## Other Course Materials

### Textbooks

- Faulkner, B. (2016). Successful strategies for pursuing National Board Certification: Version 3.0, components 1 and 2. Rowman & Littlefield Publishers.
- Faulkner, B. (2016). Successful strategies for pursuing National Board Certification: Version 3.0, components 3 and 4. Rowman & Littlefield Publishers.

### Reference Websites

- Funds of Knowledge Alliance. (2024). The Funds of Knowledge Approach. Retrieved April 30, 2024, from <https://fundsofknowledge.org/the-funds-of-knowledge-approach/>.
- NBPTS. Assessment Center Policy Guidelines. <https://drive.google.com/file/d/1bz0aa9hRjPKS5CUawivqchiL-BtlnfB7/view?usp=sharing>.
- National Board for Professional Teaching Standards. (n.d.). Component 1: Teaching Practice and Learning Environment, Portfolio Instructions and Scoring Rubric. (First Time and Returning Candidates Resources (Candidate Center) <https://www.nbpts.org/certification/candidate-center/first-time-and-returning-candidate-resources/>
- National Board for Professional Teaching Standards. Component 1: Content Knowledge, Sample Items and Scoring Rubrics. [https://drive.google.com/file/d/1XJL0s1\\_fK1A\\_eu1C2RPBpu64RSkwJY\\_0/view?usp=sharing](https://drive.google.com/file/d/1XJL0s1_fK1A_eu1C2RPBpu64RSkwJY_0/view?usp=sharing)
- National Board for Professional Teaching Standards. Five Core Propositions. <https://www.nbpts.org/certification/five-core-propositions/>
- NBPTS. Standards and Instructions for First-time and Returning Candidates. Retrieved November 9, 2023, from <https://www.nbpts.org/certification/candidate-center/first-time-and-returning-candidate-resources/>.
- National Board for Professional Teaching Standards. (2021, December 6). Standards. Retrieved June 30, 2022, from <https://www.nbpts.org/certification/standards/>.

### Other Resources

- Blackboard LMS

**Purpose of Required Textbook(s)/Materials:**

The required materials listed above were selected to support the course objectives and module objectives while providing those taking the course with the foundational knowledge necessary to answer the course transformational question, "How can I demonstrate my abilities as an effective and reflective practitioner through my knowledge of students, use of assessments, and professional collaborations?"

## Grading Criteria

**For EDCI 5000 course:**

This is a zero-credit course. As such, assignments will be measured on a completion basis, and instructor feedback will be given when requested by the student. (MO3.1)

**For EDGR courses the grades are as follows:**

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



## Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
3/23	<p>Module 1: Plan for Success What is my scope and sequence for completing the four components? (MO1.1) Determine the NBPTS component of focus for this course period. Create your NBPTS account. (MO1.2)</p> <p>Module 2: Support for Success What are the ethical considerations when receiving support while completing the NBPTS requirements for National Board Teacher Certification? (MO2.2) Feedback for Success: What type of support are you seeking from your National Board Certified Teacher Mentor? What is your timeline for completing each component? (MO1.2, 2.2)</p> <p>Module 3: Feedback for Success (continues Weeks 2-7) What feedback do I need from my instructor? (MO3.1) Module 3: Feedback for Success (Component Completed)</p>	<p>1. Review of the National Board for Professional Teaching Standards for your certification area, Component Directions, Five Core Propositions, Architecture of Accomplished Teaching, and What Teacher Should Know and Be Able to Do book from NBPTS. Determine which component you will be working on and finalize it by the end of the course. (MO1.1, MO1.2, MO1.3)</p> <p>2. Remember that you are showcasing your work, student work, and reflecting on your instructional practices. The evidence shared with the assessors needs to be your work and evidence based on the current students of record. Organize support documents for the components you are currently working on. Please establish communication loop with your NB Mentor. (MO2.1, MO2.2)</p> <p>Organize support documents for each of the components you are currently working on. Please ensure that your mentor has access to your documents and determine your meeting times and how you will communicate this semester. Add and update live links to your Candidate Tracker for your written work. (MO2.1, MO2.2)</p> <p>(Resources and more information found at <a href="http://www.nbpts.org">www.nbpts.org</a>) Component 1: Content Knowledge. A computer-based assessment.</p> <p>Component 2: Differentiation in Instruction. This a classroom-based portfolio will be submitted.</p> <p>Component 3: Teaching Practice and Learning Environment: This is a classroom-based portfolio will be submitted.</p> <p>Component 4: Effective and Reflective Practitioner. This portfolio entry requires you to demonstrate evidence of your abilities as an effective and reflective practitioner. A classroom-based portfolio will be submitted.</p>	<p>DEADLINES to Remember: Components 2, 3 and 4: May 16, 2026, by 11:59 pm, CST (Each component 2, 3, and 4 are submitted via NBPTS ePortfolio by this date.) Component 1 Assessment Center: June 15, 2026 (Test before this date.)</p> <p>Week 1: Due by March 27, 2026 - post a welcome message on the discussion board along with your current component progress.</p> <p>Checkpoint #2,3, and 4 – Determine your Timeframe (self-paced)</p> <p>Note to Self: You will continue to work on your components until the end of the course for the Spring 2026 SubTerm I and continue Spring 2026 SubTerm II. Please adjust your timelines so that you can ensure you have all components ready for submission on or before May 16, 2026.</p>

<p>3/30</p>	<p>Beginning Week 1, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and continued 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)</p> <p>Component Progress Report: Weekly Updates by Fridays of Week 2-7, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)</p>	<p>Update Candidate Tracker with final draft of your component on March 29, April 12, April 26, and May 8, 2026.</p> <p>Checkpoint #3: Finalize NBPTS Components 2, 3, or 4 by Sunday, April 5, 2026</p>
<p>4/6</p>	<p>Component Progress Report: Weekly Updates by Fridays of Week 2-7, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)</p>	<p>Update Candidate Tracker with final draft of your component on March 29, April 12, April 26, and May 8, 2026.</p>
<p>4/13</p>	<p>Component Progress Report: Weekly Updates by Fridays of Week 2-7, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)</p>	<p>Update Candidate Tracker with final draft of your component on March 29, April 12, April 26, and May 8, 2026.</p>

4/20	Component Progress Report: Weekly Updates by Fridays of Week 2-7, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)	Checkpoint #4: Finalize NBPTS Components 2, 3, or 4 by Sunday, May 3, 2026
4/27	Component Progress Report: Weekly Updates by Fridays of Week 2-7, please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). If you want your instructor to give feedback regarding your writing, please indicate the document you wish to discuss five days before the meeting. (MO3.1)	Checkpoint #5: Finalize NBPTS Components 2, 3, or 4 by Friday, May 8, 2026
5/4	Final Week - Component Progress Report: Share final progress report by Friday, 05/08. Please provide your instructor with a progress report via the discussion board, email, during office hours, or via Zoom. Use live links to your documents in the candidate tracker you started in Module #1 (2025 Fall Sub Term I and 2026 Spring Sub Term II). All Components should be in final draft form and ready for submission by 05/12. (MO3.1)	Checkpoint 6: (Final Draft of Component 2, 3, or 4): Submit to NBPTS Portfolio by Tuesday, May 12, 2026  National Board for Professional Teaching Standards DEADLINE is Saturday, May 16, 2026. Please make sure all portfolio entries have been uploaded to your NBPTS portfolio by no later than 11:59, CDT on May 16, 2026.

## 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.tamtu.edu/handbook/article-04.shtml>)).

## TAMTU Honor Code: Plagiarism and Cheating

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

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

### Incompletes

Students who are unable to complete a course should withdraw from the course before the final date for withdrawal and receive a "W." To qualify for an "incomplete" and thus have the opportunity to complete the course at a later date, a student must meet the following criteria:

1. The student must have completed 90% of the course work assigned before the final date for withdrawing from a course with a "W", and the student must be passing the course;
2. The student cannot complete the course because an accident, an illness, or a traumatic personal or family event occurred after the final date for withdrawal from a course;
3. The student must sign an "Incomplete Grade Contract" and secure signatures of approval from the professor and the college dean.
4. The student must agree to complete the missing course work before the end of the next long semester; failure to meet this deadline will cause the "I" to automatically be converted to an "F"; extensions to this deadline may be granted by the dean of the college. This is the general policy regarding the circumstances under which an "incomplete" may be granted, but under exceptional circumstances, a student may receive an incomplete who does not meet all of the criteria above if the faculty member, department chair, and dean recommend it.

### WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission

from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

## Student Responsibility for Dropping a Course

It is the responsibility of the student to drop the course before the final date for withdrawal from a course. Faculty members, in fact, may not drop a student from a course without getting the approval of their department chair and dean.

## Independent Study Course

Independent Study (IS) courses are offered only under exceptional circumstances. Required courses intended to build academic skills may not be taken as IS (e.g., clinical supervision and internships). No student will take more than one IS course per semester. Moreover, IS courses are limited to seniors and graduate students. Summer IS course must continue through both summer sessions.

## Grade Changes & Appeals

Faculty are authorized to change final grades only when they have committed a computational error or an error in recording a grade, and they must receive the approval of their department chairs and the dean to change the grade. As part of that approval, they must attach a detailed explanation of the reason for the mistake. Only in rare cases would another reason be entertained as legitimate for a grade change. A student who is unhappy with his or her grade on an assignment must discuss the situation with the faculty member teaching the course. If students believe that they have been graded unfairly, they have the right to appeal the grade using a grade appeal process in the Student Handbook and in the Faculty Handbook.

## Final Examination

All courses in all colleges must include a comprehensive exam or performance and be given on the date and time specified by the Academic Calendar and the Final Exam schedule published by the Registrar's Office. In the College of Arts & Sciences all final exams must contain a written component. The written component should comprise at least 20% of the final exam grade. Exceptions to this policy must receive the approval of the department chair and the dean at the beginning of the semester.

## Mental Health and Well-Being

The university aims to provide students with essential knowledge and tools to understand and support mental health. As part of our commitment to your well-being, we offer access to Telus Health, a service available 24/7/365 via chat, phone, or webinar. Scan the QR code to download the app and explore the resources available to you for guidance and support whenever you need it. The Telus app is available to download directly from TELUS (tamiu.edu) (<https://www.tamiu.edu/counseling/telus/>) or from the Apple App Store and Google Play.

## Distance Education Courses

### 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

Welcome to EDCI 5000: Certification Readiness! This zero-credit course is designed to support teachers pursuing National Board Teacher Certification through the National Board for Professional Teaching standards. Throughout this course, we aim to surround you with a support team that believes in you and is dedicated to helping you reach this goal. Please reach out. We are here for you!

The transformational goal of EDCI 5000 is for you to answer the question, "**How can I strategically align my teaching practices, evidence collection, and reflection to demonstrate accomplished teaching that meets the NBPTS standards and maximizes student impact?**" Unlike the other five EDGR courses related to National Board Teacher Certification, **this course is a zero-credit experience where you will work independently**, drawing on the support of other students, mentor, and your instructor as needed.

**This course includes the following three modules completed over seven weeks:**

**Module 1:** The first module takes place during the first week of the course. The objectives are to define a scope and sequence for completing the four components, determine the NBPTS component of focus for the course period, and download the TX NBCT Candidate Tracker for your focus component. Share a live copy with your instructor.

**Module 2:** The second module takes place during the second week of the course. The objectives are to research to determine sources of support for your current component of focus and study the ethical guidelines for receiving support while pursuing National Board Teacher Certification.

**Module 3:** The third module takes place during weeks 3-7. The objective is to meet with your instructor via Zoom to discuss your progress. Submit a draft of your work to the instructor at least three days before the meeting.

## Student-Instructor Communication Policy and Response Time

### Course Messages/Emails:

Announcements will be posted regularly on Mondays. Students can expect to receive feedback within 72 hours dependent on student request. Our communication in this online course is conducted primarily through email and discussion board posts.

### Personal Questions:

If you have a question that is related only to you, please email your instructor directly at the TAMIU email listed on page 2. If the email is received before 4:00 p.m. on a school day, I usually respond within 24 hours. If the email is received over the weekend, I usually respond on the following Monday.

### General Questions:

If you have questions that are also applicable to others in the class, please post the questions on the Blackboard "Frequently Asked Questions" section. All class members are encouraged to post and respond to questions using this platform. I will check the board at least once each day during the school week.

### Assignments and Assessments

Unlike the other five EDGR courses related to National Board Teacher Certification, this course is a zero-credit course. You will work independently to draft and finalize your Component 2: Differentiation in Instruction, Component 3: Teaching Practice and Learning Environment, and Component 4: Effective and Reflective Practitioner. Once Components 2-4 are finalized and submitted on May 16, 2026, you will prepare for Component 1: Content Knowledge assessment center to be completed by June 15, 2026. Support and feedback will be provided by your instructor, classmates, and a National Board Certified Teacher, who will serve as your mentor.

## 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.tamiu.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](mailto: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 [elarning@tamui.edu](mailto:elarning@tamui.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 TAMU, 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 an array of applications.***

### 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's could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.