

# EDCU 5308 - Career DevLife Planning: Career DevLife Planning (Sub II- Mar 23 to May 08)

Spring 2026 Syllabus, Section 780, CRN 28129

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## Instructor Information

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

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## Additional Course Information

**Course Catalog Description:** Three Semester Hours. This course is a survey of the major theories of vocational choice and career development with demonstrations on how to translate these theories into meaningful practice in the counselor-client relationship.

**Prerequisite/Corequisite:** Enrollment in a graduate program in counseling or related field.

## Program Learning Outcomes

**This course is related to the following program(s):** School Counseling

**Program Mission:** To prepare highly effective culturally competent professional counselors for Texas K-12 schools and other professional settings.

**Relationship to/Alignment with Program Mission:** To prepare highly effective culturally competent professional counselors for Texas K – 12 schools and other professional settings. In this course, we will reinforce the counseling candidate's knowledge of vocational choice and career development theories.

**Program Student Learning Outcomes (PSLOs):**PSLO 1: Utilize culturally appropriate counseling practices with regard to age and stage of life.

**PSLO 2:** Transform a variety of counseling theories and interventions for efficacy in a multicultural environment

**PSLO 3:** Apply professional, ethical, and legal principles when collaborating or consulting with stakeholders (exp., parents, teachers, other professionals)

**PSLO 4:** Impact school and non-school counseling programs through the application of leadership and advocacy skills by designing, implementing, and evaluating counseling programs in a myriad of settings.

**PSLO 5:** Actively engage in professional counseling associations

## Student Learning Outcomes

### Course Student Learning Outcomes (CSLOs)

#### EDCU 5308 Career Development & Life Planning

#### # COURSE Objectives (CO) OR Learning Outcomes (CLO)

##### C01

Articulate the role of the career counselor, various major career counseling historical concepts and theories and use information and communication technologies, career program designing, implementation, and evaluating career development programs/services and intervention strategies for efficacy in a multicultural environment and various community-based settings.

##### C02

Identify career counseling theory, data, career information and communication technologies, and age-appropriate career counseling strategies to utilize culturally appropriate counseling practices regarding age and stage of life in various school and community-based settings.

##### C03

Examine professional ethical and legal principles when exercising the role of the career counselor, collaborating, or consulting and using data career information and communication technologies with students and stakeholders (i.e., parents, teachers, administration, community partners and other professionals and during career program designing, implementation, and evaluating career development programs/services in various school and community-based settings.

**C04** Compare major counseling theories and their strengths/weaknesses regarding issues of culture, gender, social class, ability status, and other forms of diversity and equity in various school and community-based settings.

##### C05

Practice administering, interpreting, and critiquing common career assessment instruments: Informal Assessments may include the following: checklists, games, career fantasies, forced-choice activities, card sorts and structured interviews. Formal Assessments may include the following: Kuder Career Planning System and/or Self-Directed Search, Myers-Briggs Type Indicator (MBTI), O\*Net Work Importance Profiler, and Super's Work Values Inventory.

##### C06

Articulate career information and communication technologies differentiated for targeted to specific audiences i.e., students' high

school, postsecondary; adult workers; parents; administrators and counselors in alignment with the steps for career program designing, implementation, and evaluating career development programs/services in various school and community-based settings.

**C07**

Describe counselor training, Certification, and Licensure, (CACREP and NBCC) and practice leadership and advocacy skills by designing, implementing, and evaluating counseling program in a myriad of various school and community-based settings: such as Individual Planning, Response Services, System Support, Guidance Curriculum and Professional Counseling Association Membership, Private practice, The World Wide Web (cybercounseling), Mental health centers, Substance abuse centers, Rehabilitation settings, Corrections and probation, Military settings, Job Service offices and one-stop centers, Faith-Based Organizations and Corporations and other organizations.

## 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	Career Development Interventions (6th ed.)	Niles, S.G. & Harris-Bowlsbey, J. (2022)	Upper Saddle River, NJ: Merrill/Pearson.

## Other Course Materials

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

*For certification programs only:*

Educator program standards

([http://www.tea.state.tx.us/index2.aspx?id=5938&menu\\_id=2147483671&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794))

Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)

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))

College and Career Readiness Standards

(<http://www.theccb.state.tx.us/collegereadiness/crs.pdf>)

**Recommended Textbook(s) and Materials:**

American Psychological Association. (2020). Publication manual of the American Psychological Association.

## Grading Criteria

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

## Open Boilerplate

### Course Assignments

Discussion Post(s) - 10 Points Each

Case Study and Reflection Responses - 10 Points Each

Essay Questions – 10 Points Each

Student Activities – 10 Points Each

Informal Assessment Proposal – 20 Points

Occupational Research Activity – 10 Points

LinkedIn Critique Activity – 10 Points

Goal Setting Interview with Secondary Student – 20 Points

Mental Health Professional Interview –

10 Points

Quizzes – 1 Point per question on chapter quizzes.

10 Questions per quiz/Multiple Choice only

## Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
3/23	Module 1 Activities To be successful in this module, complete the following tasks in order: Mini Self-Check Quiz: Chapters 1 and 2 (unlimited attempts) MO1.1, MO1.2, MO1.3 Video Class Conversation (MO1.1, MO1.2, MO1.3) Module 1 Assessments After completing the previous tasks, complete the following assessments: Chapter One Learning Activity: Mapping the Future of Careers Historical Analysis of Career Development (MO1.1) Chapter Two Learning Activity: The Career Counseling Compass: Navigating the Past, Present, and Future. (MO1.2, MO1.3) Voice Thread Career Counseling Compass (MO1.2, MO1.3)		



3/30 Module 2 Activities To be successful in this module, complete the following tasks in order: Mini Self-Check Quizzes Chapters 3 and 4 (unlimited attempts) textbook test bank. (MO2.1, 2.2, 2.3) Module 2 Assessments After completing the previous tasks, complete the following assessments: Chapter 3 and Chapter 4 Comparative Analysis of Contemporary Career Development Theories & Cultural Sensitivity Steps 1, 2 and 3. (MO2.1, MO2.2, MO2.3)

4/6 Module 3 Activities To be successful in this module, complete the following tasks in order: Mini Self-Check Quizzes Chapters 5 and 6 (unlimited attempts) textbook test bank. Module 3 Assessments After completing the previous tasks, complete the following assessments: Chapter 5 and Chapter 6 Comprehensive Career Assessment and Planning Project.

4/13 Module 4 Activities To be successful in this module, complete the following tasks in order: Creating an Outline Activity Chapters 7 and 8: Integrating Technology and Tailored Strategies in Career Counseling (MO4.1, 4.2, 4.3) Module 4 Assessments After completing the previous tasks, complete the following assessments: Chapter 7 Activity Writing Assignment: Navigating the Digital Career Landscape (MO4.1, 4.2) Chapter 8 Exam Career Counseling Strategies and Techniques (MO4.2, MO4.3)

4/20 Module 5 Activities To be successful in this module, complete the following tasks in order: Chapter 9 and Chapter 10 Learning Activity Mini Paper Elementary School Career Guidance Program Design & Evaluation. Module 5 Assessments After completing the previous tasks, complete the following assessments: Chapter 9 Exam Designing, Implementing, and Evaluating Career Development Programs and Services. (MO5.1) Chapter 10 Exam Quiz Career Development Interventions in the Elementary Schools. (MO5.2, 5.3)



4/27 Module 6 Activities To be successful in this module, complete the following tasks in order: Mini Quiz Chapter 11 (unlimited attempts) textbook test bank. (MO6.1) Mini Quiz Chapter 12 (unlimited attempts) textbook test bank. (MO6.2, 6.3) Mini Quiz Chapter 13 (unlimited attempts) textbook test bank. (MO6.3, 6.4) Module 6 Assessments After completing the previous tasks, complete the following assessments: Designing a Middle School Career Exploration Workshop Series. (MO6.1, MO6.2)

5/4 Module 7 Activities To be successful in this module, complete the following tasks in order: Chapter 14 Outline - Community-Based Counseling. (MO7.1, MO7.2) Chapter 15 Outline - Ethical Decision-Making in Career Counseling. (MO7.1, MO7.2) Module 7 Assessments After completing the previous tasks, complete the following assessments: Chapter 14 Exam. (MO7.1, MO7.2) & Chapter 15 Exam. (MO7.3)

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## 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>)).

## TAMU Honor Code: Plagiarism and Cheating

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

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

## Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, [TitleIX@tamiu.edu](mailto: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.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](mailto: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.**

### Course Structure

This course is offered in a seven-week online course format. Consistent with this format, students will be required to complete seven course modules that reflect a variety of activities that are designed to engage the student with historical and contemporary theories of organizational management. To successfully complete these modules, it is recommended that candidates review the activities that are required in each of the modules ahead of the due dates. Some activities will require meeting with school and district administrators. For this reason, it is recommended that candidates plan accordingly to schedule and coordinate the timely completion of these activities.

### Student-Instructor Communication Policy and Response Time

Course Messages/Emails Candidates can expect for all course messages and email

communications to be answered by the instructor for the course within 24 hours. Assignments and Assessments Candidates can expect assignments and assessment feedback to be provided on the following schedule. Assignments will be graded, and feedback provided within 72 hours. Auto-graded assignments and feedback will be provided within 24 hours, and open-ended assignments and assessments will be graded, and feedback provided within seven (7) days.

### 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

### 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: a webcam and microphone for VoiceThread 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. TAMU 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, 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 TAMU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.

### Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at <http://www.tamui.edu/distance/students/elearning-orientation.shtml> or by contacting the eLearning team at [elearning@tamui.edu](mailto:elearning@tamui.edu).

### 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. 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

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**.

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## Late Work Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the calendar 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.

## 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.

## 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, VoiceThread, and Turnitin. You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements and Privacy Statements. 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.**

## Technology Requirements

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