EDCU 5320 - Crisis Inter in School Setting: Crisis Inter in School Setting (Sub I- Jan 20 to Mar 07)

Spring 2026 Syllabus, Section 680, CRN 28137

Instructor Information

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Office Hours:
Virtual, By Appointment

Times and Location

Does Not Meet Face-to-Face

Course Description

This course is an intermediate course which reviews crisis intervention skills and their applicability to the school setting. Students will reflect on how people deal with crisis, exploring crisis experiences, and begin to develop skills in crisis intervention. Relevant research on crises, resolution, trauma informed counseling techniques, and resilience will also be examined. The major focus of the course will be learning the practical skills related to assisting children and adolescents with crisis in the school setting. Prerequisites: Graduate standing.
Educational Programs Department, College of Education

Additional Course Information

AI Policy for School Counseling Graduate Course

Introduction

This policy outlines the acceptable and unacceptable uses of Artificial Intelligence (AI) tools within this school counseling graduate course. The goal is to foster responsible and ethical AI use while ensuring academic integrity.

Acceptable Uses of AI

Research & Information Gathering:

- Literature Reviews: AI tools can assist in identifying relevant research articles, summarizing key findings, and generating bibliographies.
- Information Synthesis: AI can help organize and synthesize information from various sources.
- Data Analysis: AI can be used for basic data analysis tasks (e.g., identifying trends, calculating descriptive statistics) for research projects.

Learning & Skill Development:

- Concept Exploration: AI can be used to explore complex counseling concepts, generate different perspectives, and answer basic questions.
- Skill Practice: AI chatbots can be used to practice basic counseling skills like active listening, reflection, and empathy (with clear limitations and instructor guidance).
- Personalized Learning: AI-powered tools can provide personalized learning experiences, such as customized study plans or adaptive quizzes.

Accessibility & Support:

Assistive Technologies: AI tools can assist students with disabilities (e.g., text-to-speech, speech-to-text) in accessing course materials and completing assignments.

Unacceptable Uses of AI

Academic Dishonesty:

- Plagiarism: Submitting AI-generated text as your own original work.
- Cheating: Using AI to complete assignments or exams without proper authorization.
- Impersonation: Using AI to generate responses in online discussions or simulations that do not reflect your own understanding.

Misrepresentation:

- Misrepresenting AI output: Presenting AI-generated text as your own original work, even with attribution.
- Over-reliance on AI: Failing to critically evaluate and synthesize information generated by AI tools.

Ethical Concerns:

- Bias and Discrimination: Using AI tools that perpetuate or amplify biases.
- Privacy and Confidentiality: Using AI tools that may compromise client privacy or confidentiality.
- Misuse of AI: Using AI for harmful or unethical purposes (e.g., generating misinformation, creating deepfakes).

Guidelines for AI Use

Transparency: Always disclose the use of AI tools in your work.

- Critical Evaluation: Always critically evaluate the information and outputs generated by AI tools for accuracy, bias, and relevance.
- Proper Citation: If you use AI-generated text or data, properly cite the source (e.g., "Assisted by [AI tool name]").
- Seek Guidance: Consult with your instructor if you have any questions or concerns about the appropriate use of AI in the course.

Consequences of Policy Violation

Violations of this AI policy may result in:

- Grade deductions: On the specific assignment or exam.
- Course grade reduction: Depending on the severity of the violation.
- Academic misconduct referrals: In accordance with university policies.

Policy Review & Updates

This AI policy will be reviewed and updated periodically to reflect advancements in AI technology and evolving ethical considerations.

Student Learning Outcomes

Upon successful completion of this course, each student will:

- CO1: Indicate essential practices in response to crisis situations.
- CO2: Explain frameworks for assessing and conceptualizing crises.
- CO3: Differentiate the variety of crises that can occur within society.
- CO4: Explain culturally appropriate counseling interventions and legal and ethical considerations for responding to crisis within a school setting.
- CO5: Explain legal and ethical considerations for responding to crisis within a school setting.
- CO6: Recognize safety concerns in crisis situations.

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
	Crisis assessment: Intervention and prevention (3rd ed.)	Jackson-Cherry, L. & Erford, B	978-0134522715

Other Course Materials

American Psychological Association. (2019). Publication manual of the American Psychological Association (7th ed.). Washington, DC: Author.

Other Resources

- ACA Podcast Series: A member's only benefit to members of the American Counseling Association. There are a number of podcast episodes that may be used for citation purposes.
- American Counseling Association Code of Ethics
- You will be able to cite these ethical standards throughout your course and use to guide your practice.
- American School Counselor Association Ethical Standards for School Counselors: You will be able to cite these ethical standards throughout your course and use to guide your practice.
- Purdue Owl: You may find this site to be a helpful resource for APA formatting.
- APA Manual Introduction: You may find to be a helpful resource when using the APA Manual.
- Grammarly: This service will assist you with grammar, usage, mechanics, and spelling.

Grading Criteria

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

Assignments

ASSIGNMENT	VALUE
Discussion Posts (5)	50 (10 points each)
VoiceThreads (5)	50 (10 points each)
Quizzes (2)	50 (25 points each)
Movie Analysis	100 points
School Counselor Interview	50 points
Final Crisis Plan Manual & Presentation	150 points

Discussion Posts (50 points)

Discussion board postings will be worth a total of 50 points (10 points each). All initial posts must contain adequate references and in-text citations to thoroughly support your assertions, opinions, and statements. While opinions and reactions are inherently personal and subjective, they require references and citations to support their validity. This approach reflects knowledge acquisition as well as application and synthesis of content. You are also expected to respond to instructor and student questions/comments and required to submit peer responses when indicated. It is also expected that students will respond in full and meaningful ways in order to receive full credit.

VoiceThreads (50 points)
VoiceThread postings will be worth a total 50 points (10 points each). All initial threads must thoroughly address the prompt with voice commentary and include sufficient references to support your assertions, opinions, and statements. While opinions and reactions are inherently personal and subjective, they require references and citations to support them. You are also required to submit peer responses via voice commentary when

indicated in full and meaningful ways in order to receive full credit. This approach reflects knowledge acquisition as well as application and synthesis of content.

Quizzes (50 points)
There will be two quizzes worth a total 50 points (25 points each).

- Quiz # 1 – Taken in Module 4, this quiz will cover content covered in Modules 1-4.
- Quiz # 2 – Taken in Module 6, this quiz is only one question, but it also requires the submission of a file. Students must complete PFA Training before taking the quiz, as it is a timed assessment.

Movie Analysis (100 points)
To complete this requirement, students will view one movie "We Are Marshall" to demonstrate understanding and application of the crisis intervention process. Students will identify the crisis in the movie and write a three to five-page paper that details the crisis, analyzes how the crisis was handled in the movie, and details how they would respond to the crisis as a member of the crisis intervention team. There should be at least four scholarly journal articles as references. Articles should have been written in the last seven years.

The following elements should be discussed in the paper:

- The crisis event (detailed identification and description), including the impact of the crisis on students
- Any cultural differences or characteristics that need to be considered
- How school officials, the community, and parents responded to the crisis
- Your response to the crisis as a member of the crisis intervention team
- Detailed description of grief & loss theories of counseling and how they may be applied in the crisis

School Counselor Interview (50 points)
In one to two pages, detail an interview with a current school counselor regarding their school's crisis intervention plan and a crisis they have experienced as a school counselor. You will also need to include your interview questions in the Appendices.

The following elements should be discussed in the paper:

- Level (elementary, middle, or high) at which the school counselor works
- A crisis experienced by the school counselor
- The crisis intervention plan for the counselor's school
- FERPA and HIPPA laws (generally and in relation to the crisis experienced by the counselor)
- Any legal and ethical obligations that should be considered in relation to the school counselor's experienced crisis and their school's crisis intervention plan

Final Crisis Plan Manual & Presentation (150 points)

In groups of 3-5, students will develop a crisis intervention plan manual that can be adapted in K-12 settings. Each group will also present its manual in a recorded video. Your presentation should be an introductory overview of the manual and be no longer than 30 minutes. The manual must contain the following:

- Table of Contents
- Introduction and Overview of the Manual
- Contact information for crisis team members (this can be your group members' names)
- Terminology
- Resources and References

Other sections may and should be included in your group's manual. This is your group's opportunity to apply all that you have learned in the course, including readings, discussion activities, and resources. This manual and presentation are equivalent to a final exam. You will submit your manual and presentation in both the Discussion Board area for peer feedback, as well as the assignments area for grading. Students may provide individual feedback on another group's presentation and manual to earn extra credit points.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/19	Module 1: Basic Concepts of Crisis Intervention & Safety Concerns in Crisis Situations	Discussion Forum #1 Video Analysis VoiceThread #1 Discussion Forum #1 Peer Responses Video Analysis VoiceThread #1 Peer Responses	Day 4 of Week 1 by 11:59 p.m. (CST) Day 5 of Week 1 by 11:59 p.m. (CST) Day 7 of Week 1 by 11:59 p.m. (CST) Day 7 of Week 1 by 11:59 p.m. (CST)
1/26	Module 2: Ethical & Legal Considerations & Essential Crisis Intervention Skills	VoiceThread #2 Peer Responses VoiceThread #2 School Counselor Interview Paper	Day 5 of Week 2 by 11:59 p.m. (CST) Day 7 of Week 2 by 11:59 p.m. (CST) Day 7 of Week 2 by 11:59 p.m. (CST)
2/2	Module 3: Loss, Grief, & Bereavement & Risk Assessment in Crisis Counseling	Discussion Forum #2 Discussion Forum #2 Peer Responses Movie Analysis Paper	Day 4 of Week 3 by 11:59 p.m. (CST) Day 7 of Week 3 by 11:59 p.m. (CST) Day 7 of Week 3 by 11:59 p.m. (CST)
2/9	Module 4: Understanding & Treating Substance Use Disorders with Clients in Crisis & Intimate Partner Violence	Discussion Forum #3 Discussion Forum #3 Peer Responses Video Analysis VoiceThread #3 Video Analysis VoiceThread #3 Peer Responses Quiz #1	Day 4 of Week 4 by 11:59 p.m. (CST) Day 7 of Week 4 by 11:59 p.m. (CST) Day 5 of Week 4 by 11:59 p.m. (CST) Day 7 of Week 4 by 11:59 p.m. (CST) Day 7 of Week 4 by 11:59 p.m. (CST)
2/16	Module 5: Sexual Violence & Child Sexual Abuse	Discussion Forum #4 VoiceThread #4 Discussion Forum #4 Peer Responses Discussion Forum #4 Peer Responses VoiceThread #4 Peer Responses	Day 4 of Week 5 by 11:59 p.m. (CST) Day 5 of Week 5 by 11:59 p.m. (CST) Day 7 of Week 5 by 11:59 p.m. (CST) Day 7 of Week 5 by 11:59 p.m. (CST)
2/23	Module 6: Military & First Responders & Emergency Preparedness in the Community and Workplace	Psychological First Aid Training Discussion Forum #5 Quiz #2	Day 5 of Week 6 by 11:59 p.m. (CST) Day 7 of Week 6 by 11:59 p.m. (CST) Day 7 of Week 6 by 11:59 p.m. (CST)
3/2	Module 7: Emergency Preparedness in Schools & Universities & Counselor Self-Care in Crisis Situations	VoiceThread #5 VoiceThread #5 Peer Responses Crisis Plan Final	Day 3 of Week 7 by 11:59 p.m. (CST) Day 4 of Week 7 by 11:59 p.m. (CST) Day 4 of Week 7 by 11:59 p.m. (CST)

University/College Policies

Please see the University Policies below.

COVID-19 Related Policies

If you have tested positive for COVID-19, please refer to the Student Handbook, Appendix A (Attendance Rule) for instructions.

Required Class Attendance

Students are expected to attend every class in person (or virtually, if the class is online) and to complete all assignments. If you cannot attend class, it is your responsibility to communicate absences with your professors. The faculty member will decide if your excuse is valid and thus may provide lecture materials of the class. According to University policy, acceptable reasons for an absence, which cannot affect a student's grade, include:

- Participation in an authorized University activity.
- Death or major illness in a student's immediate family.
- Illness of a dependent family member.
- Participation in legal proceedings or administrative procedures that require a student's presence.
- Religious holy day.
- Illness that is too severe or contagious for the student to attend class.
- Required participation in military duties.
- Mandatory admission interviews for professional or graduate school which cannot be rescheduled.

Students are responsible for providing satisfactory evidence to faculty members within seven calendar days of their absence and return to class. They must substantiate the reason for the absence. If the absence is excused, faculty members must either provide students with the opportunity to make up the exam or other work missed, or provide a satisfactory alternative to complete the exam or other work missed within 30 calendar days from the date of absence. Students who miss class due to a University-sponsored activity are responsible for identifying their absences to their instructors with as much advance notice as possible.

Classroom Behavior (applies to online or Face-to-Face Classes)

In the classroom, students are expected to listen attentively, participate respectfully, and adhere to established rules. Behavior that interferes with the class lecture may result in disciplinary action, ensuring a productive and respectful learning environment for everyone. Any disputes over academic matters should be addressed calmly and constructively, ideally during designated times such as office hours or after class. If a student does not agree with a decision, they can request a meeting with the instructor to discuss their concerns in more detail. Should further resolution be needed, the student may escalate the matter to the department head or use formal grievance procedures as outlined in the sections below. (please refer to Student Handbook Article 4 (https://www.tamiu.edu/handbook/article-04.shtml)).

TAMIU Honor Code: Plagiarism and Cheating

As a TAMIU student, you are bound by the TAMIU Honor Code to conduct yourself ethically in all your activities as a TAMIU student and to report violations of the Honor Code. Please read carefully the Student Handbook Article 7 and Article 10 available at Student Handbook (https://www.tamiu.edu/handbook/index.shtml).

We are committed to strict enforcement of the Honor Code. Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and any form of cheating on exams and other types of assignments.

Plagiarism is the presentation of someone else's work as your own. It occurs when you:

1. Borrow someone else's facts, ideas, or opinions and put them entirely in your own words. You must acknowledge that these thoughts are not your own by immediately citing the source in your paper. Failure to do this is plagiarism.
2. Borrow someone else's words (short phrases, clauses, or sentences), you must enclose the copied words in quotation marks as well as citing the source. Failure to do this is plagiarism.
3. Present someone else's paper or exam (stolen, borrowed, or bought) as your own. You have committed a clearly intentional form of intellectual theft and have put your academic future in jeopardy. This is the worst form of plagiarism.

Here is another explanation from the 2020, seventh edition of the Manual of The American Psychological Association (APA):

"Plagiarism is the act of presenting the words, idea, or images of another as your own; it denies authors or creators of content the credit they are due. Whether deliberate or unintentional, plagiarism violates ethical standards in scholarship" (p. 254). This same principle applies to the illicit use of AI.

Plagiarism: Researchers do not claim the words and ideas of another as their own; they give credit where credit is due. Quotations marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you need to credit the source in the text. The key element of this principle is that authors do not present the work of another as if it were their own words. This can extend to ideas as well as written words. If authors model a study after one done by someone else, the originating author should be given credit. If the rationale for a study was suggested in the discussion section of someone else's article, the person should be given credit. Given the free exchange of ideas, which is very important for the health of intellectual discourse, authors may not know where an idea for a study originated. If authors do know, however, they should acknowledge the source; this includes personal communications (p. 11). For guidance on proper documentation, consult the Academic Success Center or a recommended guide to documentation and research such as the Manual of the APA or the MLA Handbook for Writers of Research Papers. If you still have doubts concerning proper documentation, seek advice from your instructor prior to submitting a final draft.

TAMIU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism**: Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
  - *Caution*: Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.
  - *Caution*: Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you

responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.

- **Penalties for Cheating**: Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a "zero" for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an "F" in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an "F" in the course be allowed to withdraw from the course with a "W."
  - *Caution*: Chat groups that start off as "study groups" can easily devolve into "cheating groups." Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal**: Faculty will notify students immediately via the student's TAMIU e- mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member's charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member's e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

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

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (https://www.tamiu.edu/adminis/police/safezone/index.shtml) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to $100,000; criminal penalties include a fine up to $250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides

LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (https://www.tamiu.edu/handbook/index.shtml)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at https://www.tamiu.edu/reportit (https://www.tamiu.edu/reportit/index.shtml).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiu.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiu.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissaM.cortez@tamiu.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiu.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (https://www.tamiu.edu/reportit) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

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

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

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

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

Independent Study Course

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

Grade Changes & Appeals

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

Final Examination

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

Mental Health and Well-Being

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

Distance Education Courses

Online Courses and On-Campus Meetings

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

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

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

Course Structure

This course is offered in a seven-week online 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 students 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 students plan accordingly to schedule and coordinate the timely completion of these activities.

Student-Instructor Communication Policy and Response Time

Students can expect all course messages and email communications to be answered by the instructor within 24 hours.

All learners will receive feedback on content-related discussions. If there are more than 10 students in the course and more than one discussion prompt, responses will be rotated throughout the term to ensure that all students receive feedback.Feedback on discussion posts can be expected

within one week (7 days) of initial posting and assignments that are up to 10 pages. Any assignment that is more than 10 pages may take up to 10 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

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

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone for VoiceThread 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.

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: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at https://dusty.tamiu.edu/. 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 TAMIU's library, computer labs, and classrooms. In addition, you may also purchase any of these items at any electronic store.TAMIU Students may access online versions of this software through their Dusty Office 365 account at **https://dusty.tamiu.edu/**. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite**.

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 **elearning@tamiu.edu**.

Minimum Technical Skills Expected

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

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.]

Late Work Policy

Assignments are due online on the date and time indicated in the syllabus. If you have an emergency situation, please contact me as soon as possible. Work that is late for any reason will receive a late penalty of 10% off every two days the work is late, up to four calendar days (including weekends and holidays). No late work will be accepted after four days from the original due date. No exceptions. Grades for late assignments may not be immediately posted and work may be returned graded without feedback or comments. Work that is emailed or submitted otherwise, after the day that it is due, will be considered late and subject to point deductions. Grades for late assignments may not be immediately posted and work may be returned graded without feedback or comments. Under absolutely no circumstances will late work be accepted after the last day of class.

Exams may be rescheduled at the convenience of the instructor. Make-up exams may be offered in an alternate format in order to maintain integrity of the material on the test. If an emergency arises that prevents you from submitting your assignment on time, you are required to contact me within a minimum of 24 hours.

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

The COE encourages original work to be developed and submitted for each course. As such, work from one course may not be submitted for another course. Work submitted from one course to another will not be accepted for credit and will earn a grade of zero.
Based on the above statement, any work submitted through the Turnitin system will remain in the system. Therefore, if any assignment returns from the Turnitin system as flagged previously submitted work from another/previous course, the above mentioned policy will apply.

Accessibility and Privacy Statements on Course Technologies

At Texas A&M International University, we believe that all students should have equal technology opportunities in the classroom. These technologies/sites may also require user data, such as the creation of a username and password. You may find the accessibility and privacy policies of the technologies used in this class on the following pages: **Accessibility Statements and Privacy Statements**.

In this class, we will utilize: Blackboard, VoiceThreads, and Turnitin.