EDCU 5321 - ChildAdoles Couns Tech: ChildAdoles Couns Tech (Sub II- Mar 23 to May 08)

Spring 2026 Syllabus, Section 780, CRN 28233

Instructor Information

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Office Hours:
By appointment
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Times and Location

Does Not Meet Face-to-Face

Course Description

This is an introductory course that focuses on counseling techniques appropriate for children and adolescents for fostering wellness and social-emotional learning competencies. The emotional and behavioral experiences of childhood and adolescence are discussed within the context of the school and family. Students will also develop skills related to problem conceptualization, goal setting, and selecting theoretically appropriate counseling interventions for children and adolescents. Prerequisites: Graduate standing.
Educational Programs Department, College of Education

Additional Course Information

Program Mission

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

Program Learning Outcomes

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

CO1- Articulate a conceptualization of client/student presenting concerns from a strength-based perspective founded on contextual factors (e.g., developmental, relational, and multicultural), by demonstrating core-counseling conditions such as genuineness, empathy, and positive regard.

CO2- Describe how relational and diverse contextual factors may contribute to presenting problems by demonstrating self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups and classrooms.

CO3- Identify how relational competencies affect counselor, client, and student development

CO4- Stipulate how to creatively and effectively integrate contextual resources and client/student strengths during the counseling process.

CO5- Demonstrate inclusive communication when describing clients/students using people or person first language, avoiding labeling clients/students) by assessing and interpreting individuals' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds and abilities.

CO6- Analyze multicultural competencies (i.e., cross cultural knowledge, skills and attitudes) in the counseling process.

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	Counseling Children and Adolescents	Kress, Paylo, and Stargell	

Grading Criteria

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

Discussion Posts (5 points each)	**20**
Theoretical Orientation Group Activity	**10**
Counseling Intervention Presentation	**10**
Counseling Program Project Proposal	**20**
Exam I	**20**
Final Exam	**20**
Total	**100 points**

Assignments

Discussion Posts: (5 Points) - In Modules: 1, 2, 3, & 5

You will be expected to draw upon the information provided in this module, in addition to any outside resources you choose to include to answer the prompts. Please cite material using APA format. Your deadline for your initial posts will be on Day 3 (Wednesday) by 11:59pm. You must then respond to two of your classmates by 11:59pm on Day 7 (Sunday).

*Your initial posts should be at least a paragraph in length. A minimum of five sentences is expected. Research on-line, if needed, to help you better understand the topics and make sure to list your sources. Always show what you have used from your text or articles to help support your thoughts. Facts are great; however I also encourage you to share your own perspectives.
Students are expected to integrate well-developed ideas that stimulate discussion among their peers. Clear evidence of critical thinking-application, analysis, synthesis, and evaluation will also be expected to be a part of students' posts. In addition, student posts should be characterized by clarity of argument, depth of insight into theoretical issues, originality of treatment and relevance. Furthermore, students are expected to submit posts that are well articulated and understandable.

Theoretical Orientation Group Activity (10 Points) – In Module 2

When working in a school counseling capacity it is important to have a solid understanding of at least one counseling theory to operate from as you provide services to the students you work with. Theory gives a framework for school counselors to comprehend the tenets of a theory itself and interpret how to best integrate the interventions associated with the theory into a treatment plan to achieve the goals established. Operating from a theory you feel the most comfortable with provides consistency and integrity in your work with students and you will be providing counseling services in the most efficient and effective manner. Without the use of theory, inexperienced counselors may be doing more harm than good. Using theory can give counseling direction and benchmarks for determining progress towards achieving treatment goals.

For this activity, students will be randomly enrolled (by Blackboard) in groups of at least four. Your group will meet via Blackboard Collaborate to discuss which counseling theoretical orientation they feel the most comfortable with using and how they plan on incorporating that theory in their work with students. The session must be recorded on Blackboard Collaborate.

*Note: There is no submission required. The instructor will access and review the saved recordings on Blackboard Collaborate and students will receive credit for their participation in the group activity.

Blackboard Collaborate Support

For more information on how to use Blackboard Collaborate (Virtual Meeting Space), please visit the Blackboard Collaborate Ultra Help (https://www.tamiu.edu/distance/technology/blackboard-collaborate.shtml) on the Instructional Technology and Distance Education Services webpage. For this activity, you are given the role of moderator not just a participant to be able to share your screen, share an application, record the session, etc. Go to the section ***Help for Moderators*** in the middle of the page for direct links to instructional guides.

Counseling Intervention Presentation (10 points) – In Module 3

Each Professional School Counselor (PSC) candidate is responsible for constructing an activity that can be used for individual and/or group counseling with children or adolescents. Each PSC candidate will provide a presentation to demonstrate the activity (a minimum of 10 power point slides will be expected). PSC candidates will prepare an "Activity Synopsis" at the beginning of their presentation.

The "Activity Synopsis" should include the following information: brief summary of activity, overall goals, specific objectives, and target age, applicability to diverse populations, step-by-step instructions, and reference(s).

Synchronous Virtual Meeting: Week 3, Tuesday from 6:00-7:00 pm CST

We will be meeting virtually in real time via the Virtual Meeting Space (Blackboard Collaborate) located inside the course. The purpose of this synchronous session is to provide clarification to students about questions they may have regarding the Counseling Intervention Presentation. This is not mandatory, but this session will give you an opportunity to talk with your professor and one and other. If unable to attend, the session will be recorded, and the instructor will send you the link as requested.

Exam I (20 Points) – In Module 4

This Exam will cover the assigned readings and material up until this point in the semester. You may use your textbook and notes. However, you must work independently.

You will have 180 minutes to complete the Exam. Once started , this Exam must be completed in one sitting.

Total Questions: 20

Project Proposal (20 Points) – In Module 6

Students will develop a counseling program project proposal that is aligned with assessed community mental health needs for children, adolescents and their families.

Design a counseling project/program that is to be implemented in your current or proposed place of employment. (Note: this is not a project that will directly assist parents, teachers, and others in their work with children and adolescents). This counseling project is a demonstration of how you will directly assist children and/or adolescents. Use a developmental, multicultural, creative, and systemic (family, peer, and/or school groups) approach in your counseling. Your project should employ a school counselor and will be evaluated on the quality of content, documentation, writing, and APA

formatting. The paper should be no more than five to seven pages long. Address each of the following sections. Use the sections below in APA style headings. No APA style abstracts are required for this paper. Start your paper with your project title. Complete your paper in the following order.

Use the following subheadings:

- **Summary** – Describe your project in one paragraph.
- **Rationale** – Explain the reasoning behind the construction of your project and how you intend to address the issue that you are trying to solve or assist children and adolescents with. Explain your personal interest in this project. Substantiate your rationale by citing personal communication and/or professional literature sources.
- **Objectives** – State objectives with specific and measurable client outcomes in mind (i.e., The child or adolescent will be able to...). Explain how your participants will change as a result of your program. Bullet targeted objectives.
- **Strategies** - How are participants recruited and screened? List all staff member(s) that you would employ for this project. Describe staff members' responsibilities.
- **Describe the day-to-day operations**: - Additionally, address all possible legal or ethical issues and explain why.
- **Budget** - How much will your project cost? How will the money be spent? Show a complete line-item budget using APA style tables, not just regular charts or tables.
- **Evaluation** - How will you show that the objectives listed above were met and that the money was well spent?
- **References** - Follow APA reference citation styles. You should include personal communication citations as well as citations from professional sources. You decide on the number of reference citations. Make sure that you have enough sources to substantiate your paper sufficiently.

Synchronous Virtual Meeting: Week 6, Tuesday from 6:00-7:00 pm CST

We will be meeting virtually in real time via the Virtual Meeting Space (Blackboard Collaborate) located inside the course. The purpose of this synchronous session is to provide clarification to students about questions they may have regarding the Counseling Program Project Proposal. This is not mandatory, but this session will give you an opportunity to talk with your professor and one and other. If unable to attend, the session will be recorded, and the instructor will send you the link as requested.

Final Exam (20 Points) – In Module 7

This Exam will cover the assigned readings and material up until this point in the semester. You may use your textbook and notes. However, you must work independently.

You will have 180 minutes to complete the Exam. Once started , this Exam must be completed in one sitting.

Total Questions: 20

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

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
3/23	Module #1: Developmental & Systematic Foundations of Youth Counseling • MO 1.1: Explore elements of developmentally informed counseling with youth. (CO1,CO2,CO3 CO4) • MO 1.2: Examine the components of systemically informed counseling with youth. (CO2, CO4) • MO 1.3: Determine the integral foundations of individually counseling youth. (CO1,CO2) • MO 1.4: Distinguish between legal and ethical issues regarding the counseling of children and adolescents. (CO1,CO2) Module #2: Counseling theories focusing on thought and behavior, change and action & Counseling theories that focus on background experiences, relationships, and family change • MO 2.1: Analyze counseling theories that focus on thought and behavior change and action. (CO3 CO4) MO 2.2:	Read Chapters 1-4 Review Chapters 1-4 Presentations (MO1.1, MO1.2) (MO1.2) Read Chapters 5-7 Review Chapters 5-7 Presentations (MO2.1-MO2.3) Read Article "School Counseling Theories" (MO2.1-MO2.3) Read Chapters 8-10 Review Chapters 8-10 Presentations (MO3.1 - M03.2) View Video: Creating Academic Goals and Organizational Strategies (MO3.1 - M03.2) Read Chapters 11-13 Review Chapters 11-13 Presentations (MO4.1-MO4.3) Read Chapters 14 & 15 Review Chapters 14 & 15 Presentations (MO5.1 – MO5.3) View Video "Adverse Childhood Experiences (ACEs) Impact on Brain, Body, & Behavior" (MO5.1 – MO5.3) Read Chapters 16 & 17 Review Chapters 16 & 17 Presentations (MO 6.1-MO 6.3) Read Chapters 18 & 19 Review Chapters 18	Discussion Forum 1 (MO1.1 - MO1.3) Discussion Forum 2 Theoretical Orientation Group Activity (MO2.1 – MO2.3) Discussion Forum 3 (MO3.1 - M03.2) Counseling Intervention Presentation (MO3.1 - M03.2) Discussion Forum 4 EXAM I (MO4.1-MO4.3) Discussion Forum 5 (MO5.1 – MO5.3) Counseling Program Project Proposal (MO 6.1-MO 6.3) FINAL EXAM (MO 7.1- MO7.3)

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 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 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. The instructor will provide feedback for weekly discussion posts and can address any student questions or concerns through the Blackboard Student Management System or by email.

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 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 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/welcome.aspx. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite. (https://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf)

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

Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page (https://www.tamiu.edu/distance/students/elearning-orientation.shtml) or by contacting the eLearning team at elearning@tamiu.edu.

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. 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 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 **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

Virtual Meeting Space/Blackboard Collaborate Support

For more information on how to use Blackboard Collaborate (Virtual Meeting Space), please visit the Blackboard Collaborate Ultra Help (https://www.tamiu.edu/distance/technology/blackboard-collaborate.shtml) on the Instructional Technology and Distance Education Services webpage.

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.

- **All Discussion Posts are to be completed by Day 3 (Wednesday) of each week they are assigned.**
- **All Assignments must completed by Day 5 (Friday) of each week they are assigned.**
- **All Exams must be completed by Day 7 (Sunday) of the week they are assigned.**

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

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

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**.

Syllabus Subject to Change

While information and assurances are provided in this course syllabus, it should be understood that content may change in keeping with new research and literature and that events beyond the control of the instructor could occur. Students will be informed of any substantive occurrences that will produce syllabus changes.