EDGR 5323 - Data Drvn Decision Mkg in Ed: Data Drvn Decision Mkg in Ed (Sub I- Jan 20 to Mar 07)

Spring 2026 Syllabus, Section 680, CRN 27782

Instructor Information

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Times and Location

Does Not Meet Face-to-Face

Course Description

This course explores key issues in educational research and practice, particularly the focus on test scores to measure student achievement and educational effectiveness. It will examine what test scores, as well as other school-based data, mean. Further, a discussion how to descriptively analyze educational data, interpret data, and use data to make decisions about student learning and school improvement. Prerequisite: Graduate standing and admission to the College of Education.
Educational Programs Department, College of Education

Program Learning Outcomes

Additional Course Information

Prerequisite/Co-requisite:

Graduate standing and admission to the College of Education.

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

The course is related to the Master of Science in Educational Administration by preparing principal candidates to read, analyze and interpret student achievement data.

Relationship to/Alignment with Program Mission:

This course is designed to support the mission statement of the Master in Science in Educational Administration core curriculum, designed to prepare highly effective, culturally competent educational and instructional leaders who will lead in a global society

Program Learning Outcomes

This course will cover all of the following PSLOs:

PSLO 1: Graduates of the program will be able to interpret education policy, public financing, and school accountability to develop and implement effective campus teaching and learning processes.

PSLO 2: Graduates of the program will be able to evaluate research, theory, and data to facilitate the development of a campus vision for learning, communication, legal, and ethical interactions with a variety of stakeholders

PSLO 3: Graduates of the program will be able to assess the principles of effective leadership, management, and data-driven decision-making to ensure safe and effective learning environments.

Lesson Objectives/Learning Outcomes (LO's)/Module Objectives (MO):

Module 1: Instructional Leadership

MO1.1: Integrate multiple forms of student data to inform instruction and intervention decisions that maximize instructional effectiveness and student achievement. (CO1, CO7)

MO1.2: Evaluate a collaborative process to guide teachers in aligning content to meet diverse student populations by considering academic, linguistic, and cultural factors. **(CO1, CO3)**

MO1.3: Analyze the concept of "truth personified" in educational leadership by distinguishing between authentic leadership values and alternative narratives. **(CO2, CO3)**

Module 2: Executive Leadership

MO2.1: Examine campus data using a data-informed decision-making framework to coach teachers by facilitating self-assessment, goal setting, and individualized feedback for professional growth. **(CO2, CO7)**

MO2.2: Assess how specific leadership behaviors influence school climate, teacher commitment, and family trust in order to foster a positive and inclusive school culture. **(CO5, CO6, CO7)**

MO2.3: Articulate the distinction between personal truth and universal truth by reflecting on your core beliefs and examining how they shape your ability to lead with empathy, authenticity, and relational trust. **(CO2, CO3, CO7)**

Module 3: Ethics, Equity, Diversity

MO 3.1 Evaluate emerging issues, current research, organizational systems (e.g., campus improvement plans), and multiple data sources (e.g., demographic, perceptual, student learning, and process data) to develop a shared campus vision. **(CO3, CO5)**

MO3.2: Compare collaborative structures that support professional learning communities in reviewing data, processes, and policies to improve teaching and learning in the school. **(CO4, CO6, CO7)**

MO3.3: Develop a personal leadership framework that includes core values that establish professional nonnegotiable boundaries with an actionable plan to sustain those values in diverse educational settings. **(CO3, CO4)**

Module 4: Strategic Communication

MO4.1: Create a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives. **(CO4, CO7)**

MO4.2: Design a strategic communication plan that promotes transparency and establishes two-way communication systems to engage staff, families, and community stakeholders in ongoing school improvement efforts. **(CO4, CO3, CO6)**

MO4.3: Analyze how your professional preferences align or differ from those you lead, using active listening strategies to understand what motivates and matters to diverse team members. **(CO4, CO6)**

Module 5: Strategic Operations

MO 5.1: Assess campus needs to develop measurable school goals, targets, and strategies that align with and support the school's strategic objectives**. (CO3, CO5)**

MO5.2: Demonstrate conversational competence by explaining the four elements of conversational leadership and recognizing observable indicators of effective communication in yourself and others to enhance leadership presence and impact. **(CO1, CO5, CO7)**

Module 6: Human Capital

MO6.1: Establish systems to monitor school progress using multiple data sources and adjust strategies as needed to improve teacher effectiveness and student outcomes. **(CO1, CO6)**

MO6.2: Evaluate how school culture influences stakeholder engagement by examining the role and impact of student and family voice in cultivating an inclusive and collaborative campus environment. **(CO2, CO6)**

Module 7: School Culture

MO 7.1: Develop a collaborative action plan that engages diverse stakeholders in creating a shared vision that promotes academic achievement, equity, and a positive, inclusive learning environment for all students and staff. **(CO7)**

MO7.2: Use multiple sources of school data to develop and analyze a strategic improvement plan that addresses identified needs and supports equitable academic outcomes. **(CO1)**

Student Learning Outcomes

This course's Course Learning Outcomes can be found below. The policies of the TAMIU College of Education (COE) required on all COE Syllabi Graduate Policies can be found in **Appendix C.**

- **CO1 Instructional Leadership:** Analyze data-driven instructional systems such as interim assessment cycles, monitoring instructional trends to learn how to build teacher capacity to deliver differentiated, cognitively rigorous instruction- resulting in improved student engagement and academic performance.
- **CO2 Executive Leadership:** Demonstrate communication strategies that foster mutual respect, cultural responsiveness, and equitable engagement with diverse stakeholders, including students, families, staff, and community partners.
- **CO3 Ethics, Equity, and Diversity:** Demonstrate the ability to design and implement inclusive communication strategies that foster mutual respect, cultural responsiveness, and equitable engagement with diverse stakeholders, including students, families, staff, and community partners.
- **CO4 Strategic Communications:** Demonstrate the ability to design and implement inclusive communication strategies that foster mutual respect, cultural responsiveness, and equitable engagement with diverse stakeholders, including students, families, staff, and community partners.
- **CO5 Strategic Operations:** Develop operational systems that align with the school's mission and vision, support high-quality instruction, and promote the efficient use of time, personnel, and resources to maximize student learning outcomes.
- **CO6 Human Capital:** Evaluate systems for recruiting, developing, and retaining high-quality teachers and staff by applying evidence-based strategies in coaching, professional development, and performance management aligned with instructional goals.
- **CO7: School Culture**: Create a shared vision and culture of high expectations by engaging stakeholders in a collaborative practice that promotes academic achievement, equity, and a positive learning environment for all students and staff.

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	Data-Drive Leadership	Datnow A. & Park V. (2014)	0470594799
Required	Lead with Truth: How to Make a Difference in Your School, Your Life, and the Lives of Your Students	O'Leary, Q. (2022)	9781032351377

Other Course Materials

Purpose of Required Textbook(s)/Materials

The required materials listed above and Course Student Learning Outcomes **are** aligned to §19 of the Texas Administrative Code (TAC) Chapter 149 Subchapter BB Alignment (Appendix D), and are provided to give principal candidates foundational knowledge about public education laws in Texas. In addition, the textbook selected for this course provided candidates with the latest research-based leadership practices in the field of Educational Administration. The journal articles provided to the candidates by your instructor will supplement the course material and strengthen the candidates' knowledge of the latest trends and research in Educational Administration.

Other Course MaterialS

- **PowerPoints** – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings. Class PowerPoints have been prepared by Dr. Maria de Lourdes Viloria from the required course textbooks referenced below:
  - Datnow, A. & Park, V. (2014). *Data-Driven Leadership.* Jossey-Bass, San Francisco, CA.

For certification programs only:

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

Student Course References/Bibliography:

Students, please follow the American Psychological Association Manual (APA) 6th Edition for reflections and class question(s) summaries.

Contemporary Resources Related to Texas Educator Preparation:

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

- Current Academic Excellence Indicator System (TAPR & AEIS) Reports (https://rptsvr1.tea.texas.gov/perfreport/aeis/)
- Current Texas Administrative Code (TEC) Policies (https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=2&ti=19)
- Current Texas Penal Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/PENALCODE.pdf)
- Current Family Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/FAMILYCODE.pdf)

- Texas Educator Certification Texas Examination of Educator Standards TExES Program Principal (068) (http://cms.texes-ets.org/files/4714/4976/3536/068_principal_prep_manual.pdf)

Non-Print Sources:

Available via Blackboard in the Blackboard course page website.

Optional Instructional Material(s):

This course does not have any optional materials.

Candidates' Access to materials:

The class materials can be found in the Blackboard course page website located at: https://tamiu.blackboard.com/.

Course Structure

Once logged in, students will be able to find the following class folders: Course Introduction, About the Professor, Course Content, Rubrics, and Midterm. Final and Literature Review. Please note Maymester, Wintermester, and Summer courses do not have a midterm exam. Inside the Course Content Folder, students will find Chapter Questions, Article Reflections, as well as the respective Drop Boxes for all assignments. All course assignments will be aligned to the Course Syllabus and Course Map. All assignments in this course are required assignments.

Additional Course Information/ Use of Artificial Intelligence Policy

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

1. Borrow someone else's words (short phrases, clauses, or sentences) deliberately, knowingly, or even accidentally and present as their own without giving proper credit to the original author or creator. You must use appropriate documentation. Failure to do this is plagiarism.

2. Present someone else's paper, exam, or work (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.

3. Copy text word for word, but also use ideas, concepts, or creations without acknowledging their source. Unauthorized use of Artificial Intelligence, such as generating content without proper attribution or permission, is also considered a form of plagiarism.

4. Claim ownership or credit for something that rightfully belongs to someone else, whether it's written material, ideas, images, or AI-generated content. Appropriate latest-edition APA documentation for any source used/cited is required. Artificial Intelligence (AI) tools, when used ethically and transparently, can enhance your learning and professional development as future educational leaders; therefore, you are encouraged to explore AI as a supplementary tool for brainstorming, organizing ideas, and generating preliminary drafts. When using AI tools for assignments, you must explicitly acknowledge their use in your work using APA format and then demonstrate substantial original analysis, critical thinking, and refinement beyond AI-generated content. As future administrators who will guide technology policies in your schools, you are expected to use this opportunity to develop a nuanced understanding of AI's capabilities and limitations while maintaining academic integrity standards and developing your authentic voice as an educational leader.

Grading Criteria

Grading Criteria

The College of Education's grading scale is:

Based on the COE grading scale, the final grade calculation is:

Course Grades

Assignments will be graded out of the following points:

Letter Grade	Percentage
A	93-100%
B	84-92%
C	75-83%
F	Below 75%
S/CR/P/U/NC	Satisfactory/Credit/Pass/Unsatisfactory/No Credit
IP	In Progress
W	Dropped/Withdrawn
I	Incomplete (See Policy on Incomplete Grades)

Based on COE grading scale the Final grade calculation is:

Letter Grade	Point Range
A	713-767 points
B	644-712 points
C	575-643 points
F	0-574 points

Course Grades

Course Grades

Assignments will be graded out of the following points:

Assignment	Point Values
Syllabus Acknowledgement	2 points
Meet and Greet	5 points
Campus Improvement Plan	100 points

Chapter TASKS (3 TASKS @ 20 points each)	60 points
Essay (2 assignments @ 20 points each)	40 points
Critical Essays (5 assignments @ 20 points each)	100 points
Constructed Response	140 points
Reflection Questions (7 assignments @ 20 points each)	140 points
Voice Thread (2 VoiceThread @ 40 points each)	80 points
Total points	767 points

Late/Missing Tasks/Assignments Policy:

All assignments for the course are due in the **Blackboard** website course page on their respective due dates that are reflected in the assignment section of this syllabus. NO LATE WORK will be accepted without prior written notice and upon approval by the professor due to medical and/or family emergencies.

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

- **Final Exam.** The class final exam will be in an online format. Students will have 145 minutes to complete the final exam. Questions will include essay questions at various point values
- **Final Campus Improvement Plan.** The Campus Intervention Plan assignment focuses on ensuring that students are able to analyze campus data and prepare an academic plan for instructional intervention.
- **Chapter Tasks.** Chapter TASKS written assignments focus on course content integration, application, and critical thinking.
- **Essays.** These essays focus on reflection and personalization of the theories, concepts, and/or strategies presented in the selected journal articles and from the course materials.
- **Critical Essays.** These essays focus on the logical progression of course ideas with a clear structure that enhances the students' understanding of educational administration topics.
- **Class Discussions**. The purpose of the discussion board questions is to provide students with an opportunity to reflect on the class topics and respond to classmates' posts in relation to class topics. Students will need to respond to discussion prompts. In addition, students will also respond to two of their peers to obtain full credit for a discussion grade.
- **VoiceThread Discussions.** The purpose of the VoiceThread is to enhance and develop student community and cooperative feedback. VoiceThreads will be required of all students which will include recording voice and video responses directed to the class instructor and to two classmates.

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/19	Module #1 Instructional Leadership Syllabus Acknowledgement Due Meet and Greet Due Module 1: Essay - Datnow & Park Chapter 1. (MO1.1, MO1.2, MO1.3) Module 1: Reflection Questions -O'Leary (2022). Principle 1 Understanding Your Why. (MO1.1, MO1.2, MO1.3) Thornton, M. (2025). Critical Essay (MO1.1, MO1.2, MO1.3) Comprehensive Final Exam (MO1.1, MO1,2, MO1.3)	Datnow, A., & Park, V. (2014). Chapter 1: The promise and pitfalls of data-driven decision making. In Data-driven leadership. Jossey-Bass O'Leary, Q. (2022). Principle 1: Understanding your why. In Lead with truth: How to make a difference in your school, your life, and the lives of your students. Routledge Thornton, M. (2025). "The Kids can Handle it": A Culturally Responsive Case Study of Four Detracking School Leadership Teams. Educational Administration Quarterly, 61(1), 71-103.	Any Readings, posts for Voice Threads, Discussion Boards, and assignments are due Friday, January 23, 2026 by 11:59 pm Central Time for Module 1

1/26	Module #2: Executive Leadership Datnow & Park Chapter 2 TASK (MO2.1, MO2.2, MO2.3) Datnow & Park Chapter 2 PowerPoint (MO2.1, MO2.2, MO2.3) Module 2: Reflection Questions - O'Leary (2022). Principle 2 Understanding Your Heart. (MO, 2.1, MO2.2, MO2.3) Module 2: VoiceThread 1 - Simon Sinek - How Great Leaders Inspire Action. (MO2.1, MO2.2, MO2.3) Module 2: Critical Essay - Nelson, J.L. et al. (2025). (MO2.1, MO2.2, MO2.3) Comprehensive Final Exam (MO2.1, MO2.2, MO2.3)	Datnow, A., & Park, V. (2014). Chapter 2: The four Ps of educational reform: People, policies, practices, and patterns. In Data-driven leadership. Jossey-Bass O'Leary, Q. (2022). Principle 2: Understanding your heart. In Lead with truth: How to make a difference in your school, your life, and the lives of your students. Routledge. Video Sinek, S. (2009, September). How great leaders inspire action [Video]. TEDxPuget Sound. TED. https://www.ted.com/talks/simon_sinek_how_great_leaders_inspire_action. (MO2.1, MO2.2, MO2.3) Nelson, J. L., Ahn, J., & Hegtvedt, K. A. (2025). Fair Across the Board? Relating Teacher Commitment to Teachers' Perceptions of Principal Versus Assistant Principal Leadership. Educational Administration Quarterly, 61(1), 104-147.	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time
2/2	Module #3: Ethics, Equity, Diversity Datnow & Park Chapter 3 Essay (MO3.1, MO3.2, MO3.2) Datnow & Park Chapter 3 PowerPoint (MO3.1, MO3.2, MO3.3) O'Leary (2022). Principle 3 Understanding Your Core Values Reflection Questions. (MO3.1, MO3.2, MO3.3) Sun, et al. (2023). Critical Essay (MO3.1, MO3.2, MO3.3) Comprehensive Final Exam (MO3.1, MO3.2, MO3.3)	Datnow, A., & Park, V. (2014). Chapter 3: Reculturing for data use. In Data-driven leadership. Jossey-Bass O'Leary, Q. (2022). Principle 3: Understanding your core values. In Lead with truth: How to make a difference in your school, your life, and the lives of your students. Routledge Chapter PowerPointDatnow & Park Chapter 3 PowerPoint. Sun, J., Zhang, R., & Forsyth, P. B. (2023). The effects of teacher trust on student learning and the malleability of teacher trust to school leadership: A 35-year meta-analysis. Educational Administration Quarterly, 59(4), 744-810.	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time
2/9	Module #4: Strategic Communication Datnow & Park Chapter 4 Task (MO4.1, MO4.2, MO4.3) Module 4: Reflection Questions - O'Leary (2022) Principle 4 Understanding Your Audience. (MO4.1, MO4.2, MO4.3) Module 4: Critical Essay - Kim. T. et al. (2022). (MO4.1, MO4.2, MO4.3) Comprehensive Final Exam (MO4.1, MO4.2, MO4.3)	Datnow, A., & Park, V. (2014). Chapter 4: Goals, routines, and tools for data use. In Data-driven leadership. Jossey-Bass O'Leary, Q. (2022). Principle 4: Understanding your audience. In Lead with truth: How to make a difference in your school, your life, and the lives of your students. Routledge. Chapter PowerPoint Datnow & Park Chapter 4 PowerPoint. Kim, T., & Weiner, J. (2022). Negotiating incomplete autonomy: Portraits from three school principals. Educational Administration Quarterly, 58(3), 487-521.	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time

2/16	Module #5: Strategic Operations Module 5: Task - Datnow & Park Chapter 5. (MO5.1) Module 5: Reflection Questions - O'Leary (2022) Principle 5 Understanding Your Conversations. (MO5.1, MO5.2, MO5.3) For this assignment you will use Figure 4.1 Cycle of Instructional Improvement Pg. 75. Source: New Schools Venture Fund, Cycle of Instructional Improvement: Self-Assessment Tool (San Francisco: New Schools Venture Fund, 2006), on page 75, and answer the questions posted for this task. http://www.newschools.org/publications/cycle-of-instructional-improvement-tool (MO5.1, MO5.2, MO5.3) Comprehensive Final Exam (MO5.1, MO5.2, MO5.3)	Datnow, A., & Park, V. (2014). Chapter 5: Using data for instructional improvement. In Data-driven leadership. Jossey-Bass. O'Leary, Q. (2022). Principle 5: Understanding your conversations. In Lead with truth: How to make a difference in your school, your life, and the lives of your students. Routledge. Chapter PowerPoint Datnow & Park Chapter 5 PowerPoint.	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time
2/23	Module #6: Human Capital Module 6: VoiceThread 2 - School Culture & Vision. (MO6.1, MO6.2) Module 6: Reflection Questions - O'Leary (2022) Principle 6 Understanding Your Work. (MO6.1, MO6.2) Bartlett, et al., (2024) Critical Essay. (MO6.1, MO6.2) Constructed Response Question (MO6.1. MO6.2 Comprehensive Final Exam (MO6.1, MO6.2,)	Read Datnow & Park Chapter Using Data for Instructional Improvement Datnow & Park PowerPoint Read Gonzales, M. M. (2019). Power Play: An Assistant Principal's Dilemma and Unexpected Rise to School Leadership. Journal of Cases in Educational Leadership, 22(2), 68-84. Datnow & Park Chapter 5 PowerPoint (MO 5.1)	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time
3/2	Module 6: School Culture & Vision Datnow & Park Chapter 6 Constructed Response Assignment (140 points) School Culture & Vision Voice Thread (40 points) Module 7: Response to Intervention/ Principal Perceptions Concerning Instructional Leadership Elements/Final Exam Prepare a Campus Improvement Plan addressing three content areas (reading, writing, science, social studies, etc.) Make sure you include the sub-groups, budget and person(s) responsible for overseeing the interventions Campus Improvement Plan (100 points) Final Exam will be comprehensive from Modules 1 through 7.	Read Datnow & Park Chapter 6 Facing the Future with Data-Informed Leadership Review the Campus Improvement Plan Examples and prepare a Campus Improvement Plan Review for Final Exam: Modules 1 through 7	Readings, posts for Voice Threads, Discussion Boards, and assignments are due on Wednesday, by 11:59 pm Central Time

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

Participation/Attendance:

Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

Academic Honesty:

See "Appendix C: Policies of the College of Education (COE)".

Minimum Technical Skills Expected:

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

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

Accommodations/Accessibility Policy:

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student's responsibility to register with the Director of Student Counseling and to contact the faculty member in a timely fashion to arrange for suitable accommodations. For more information, contact the online at Office of Disability Services for Students (DSS) (http://www.tamiu.edu/disability/index.shtml), or via phone at 956.326.2230, or by visiting the staff at the Senator Judith Zaffirini Student Success Center, room 138. A link to the Disabilities Services for Students site has also been included under the "Resources" tab inside the course.

Student Support Resources:

The University wishes to have all students succeed in their courses. To provide support to our students, an array of services in the areas of technology support, academic support, student support, and accessibility support may be found at the University. For more information, visit Instructional Technology and Distance Education Services' page on University Resources and Support Services (http://www.tamiu.edu/distance/students/university-resources-and-services.shtml).

Student-Instructor Communication Policy and Response Time

Student should expect the instructor to answer all Blackboard e-mails within 24 hours. Students' telephone texts will be answered immediately 956-744-2974.

Assignments and Assessments:

Assignments and feedback will be graded within 72 hours. Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

Classroom and On-line Etiquette (Netiquette)

TAMIU eLearning team provides a web page on netiquette guidelines (http://www.tamiu.edu/distance/students/netiquette.shtml) that can be found in the course menu under Student Resources and inside the Technology Skills and Training Folder. The following are additional netiquette guidelines presented for your review.

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

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

Lastly, Remember: You Can't Un-Ring the Bell. Language is your only tool in an online environment. Be mindful. How others perceive you will be largely—as always—up to you. Once you've hit the send button, you've rung the bell.

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

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

I. Technology Requirements

Computer/Technology Requirements

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

It recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage (http://www.tamiu.edu/distance/students/technology-requirements.shtml) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone for VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml) discussions assignments. Recently purchased laptops may have these built in already. 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: 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 (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf).

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

Learning Management System (Blackboard)

This online course and its materials may be found at https://elearning.tamiu.edu/. Students are provided with guides on how to use the Blackboard LMS and can be found at http://www.tamiu.edu/distance/students/elearning-orientation.shtml or by contacting the eLearning team at elearning@tamiu.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 (http://www.tamiu.edu/distance/technical-support-services.shtml).

Necessary Technical Knowledge and Skills for Distance Learning

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technology and Distance Education Services' webpage (http://www.tamiu.edu/distance/students/knowledge-and-skills.shtml). Additional skills required for this course include knowing how to use VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml) and Turnitin (http://www.tamiu.edu/distance/technology/turnitin.shtml).

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, SoftChalk,** VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml)**, and**Turnitin (http://www.tamiu.edu/distance/technology/turnitin.shtml). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (http://www.tamiu.edu/distance/technology/accessibility-statements.shtml) and Privacy Statements (http://www.tamiu.edu/distance/technology/privacy-statements.shtml).

Course Specific Recommendations:

The Texas A&M University System, in congruence with best security practices, is requiring all System members to implement multi-factor authentication (MFA) to access systems containing confidential, sensitive, or private information.

MFA is a method of authentication where more than one authentication factor is presented in order to validate the user's identity. These factors are usually based on knowledge (i.e. passwords), possession (i.e. keys, random number-generating devices), inherence (i.e. DNA, fingerprints), or geospatial (i.e. location). Many of us already use MFA with services like Facebook, Microsoft, Google, and some banking/financial institutions.

TAMIU will require MFA to access applications accessed via single sign-on such as Banner, Blackboard, Uconnect, Workday, Canopy, etc. **You must enroll or you will be unable to access University resources requiring a login such as Blackboard and Uconnect.** You can start using MFA today by logging into https://duo.tamiu.edu (https://duo.tamiu.edu/) and clicking "Enroll". OIT will have information and assistance tables set up at the following places and time to assist faculty, staff, and students with the process.

Once logged in students will be able to find the following main course sections: "Start Here", "Syllabus, Course Rubrics, Course Objectives & Alignment Document", "About Your Faculty", and the Module content areas. Inside each module folder, students will find module objectives, activities, and links to supplemental materials and assessments. All assessments will be aligned to the Course Syllabus and Course Map and are required.

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.**

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

Optional meet up sessions will be held once every two weeks. Instructors will inform students.

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. Course evaluations will open on September 30.

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**.

Description of Assessments:

Final Exam. The class final exam will be in an on-line format. Students will have 120 minutes to complete the final exam. Questions will include essay questions at various point values. The Final Exam can be found on the course menu, inside the "Final Exam" folder under the "Content" link.

The final exam will be proctored via **Respondus Monitor** through Blackboard.

Please **download the software (free of charge for all students)** from the TAMIU Instructional Technology and Distance Learning site:

https://www.tamiu.edu/distance/technology/respondus-ldb-and-monitor.shtml (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tamiu.edu%2Fdistance%2Ftechnology%2Frespondus-ldb-and-monitor.shtml&data=05%7C02%7Ccynthia.gallardo%40tamiu.edu%7C227fdc37fd6a4754656308dc6d6262f8%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C638505516605198068%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=paPYxAKPZ%2FYHYg4uKo46FbEVpQ4YEUruY5MiLd4lQ1I%3D&reserved=0)

When you download your software for the tests with Respondus Monitor, you will open your course in any browser, and when you open the test, it will launch the Respondus Monitor that they should have already installed in your computer once you downloaded the software.

Any questions on this please contact TAMIU's elearning department, at elearning@tamiu.edu and cc'd me as well.

Final Campus Improvement Plan. The Campus Intervention Plan assignment focuses on ensuring that students are able to create and analyze campus data and prepare an academic plan for instructional intervention.

Chapter Tasks. Chapter TASKS written assignments focus on course content integration, application, critical thinking.

Reflective Essays. These essays focus on reflection and personalization of the theories, concepts, and/or strategies presented in the selected journal articles and from the course materials.

Critical Essays. These essays focus on the logical progression of course ideas with a clear structure that enhances the students' understanding of educational administration topics.

Class Discussions. The purpose of the discussion board questions is to provide students with an opportunity to reflect on the class topics and respond to classmates' posts in relation to class topics. Students will need to respond to discussion prompts. In addition, students will also respond to two of their peers to obtain full credit for a discussion grade.

Case Studies: The purpose of the Case Study Assignments is to help students develop problem solving and decision making skills.

Constructed Response Questions: The purpose of the constructed response assignments is to help assess the students' content knowledge from Domains I, II, and III only (School Culture, Leading Learning, and Human Capital).

The constructed response will be conducted through Respondus Monitor through Blackboard.

Please **download the software (free of charge for all students)** from the TAMIU Instructional Technology and Distance Learning site:

https://www.tamiu.edu/distance/technology/respondus-ldb-and-monitor.shtml (https://nam12.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.tamiu.edu%2Fdistance%2Ftechnology%2Frespondus-ldb-and-monitor.shtml&data=05%7C02%7Ccynthia.gallardo%40tamiu.edu%7C227fdc37fd6a4754656308dc6d6262f8%7Ce6e9982505da4869bf49e63a0e04d314%7C0%7C0%7C638505516605198068%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=paPYxAKPZ%2FYHYg4uKo46FbEVpQ4YEUruY5MiLd4lQ1I%3D&reserved=0)

When you download your software for the tests with Respondus Monitor, you will open your course in any browser, and when you open the test, it will launch the Respondus Monitor that they should have already installed in your computer once you downloaded the software.

Any questions on this please contact TAMIU's elearning department, at elearning@tamiu.edu and cc'd me as well.

Selected Response Questions: The purpose of the selected response assignments is to help students develop problem solving skills in a 268 format.

VoiceThread Discussions. The purpose of the VoiceThread is to enhance and develop student community and cooperative feedback. VoiceThreads will be required of all students which will include recording voice and video responses directed to the class instructor and to two classmates.

Attachment/s (e.g., Rubrics):

Rubrics will be found inside Blackboard course shell.

Appendix D (https://catalog.tamiu.eduapplewebdata://398FDD29-CA70-42D7-880C-C57057E94E23), Student Learning Outcomes aligned to 19 TAC Chapter 149 Subchapter BB Alignment

Late/Missing Tasks/Assignments Policy:

Assignments and feedback will be graded within 72 hours.

Make sure to turn in all assignments in a timely manner. Late work is not accepted unless of a medical or family emergency and with documentation and permission of instructor. Please email instructor if this occurs.

Syllabus Subject to Change

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

Important Dates:

September 30 (Course Evaluations)

October 3 (Last day to Drop or Withdraw from course)