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Spring 2026 Syllabus, Section , CRN

Instructor Information

Cynthia L. Sosa, Ed.D.
Instructional Associate Professor
Email: cynthia.sosa@tamiu.edu
Office: PLG313E
Office Hours:
M: 10 - 11:30 AM
T: 10 - 11:30 AM
W: 10 - 11:30 AM
R: 10 - 11:30 AM

Times and Location

Course Description

Additional Course Information

This course was developed by Homayra Rad, Ph.D. This course earned the Quality Matters (QM) Certification Mark following a rigorous review process in 2021.

Prerequisite/Corequisite:

Graduate Standing

Course Credit Hours

3 Hours

Format

Online

Expectations

Participation. Students are expected to have read the material assigned BEFORE class time and be prepared to participate in all activities and discussions. You must show evidence that you have prepared for class by actively participating in discussions, expressing your opinions, sharing your knowledge and experiences, raising important issues, and formulating questions. You must keep organized and submit assignments on-time. If synchronous learning is scheduled, video and audio are required. Be prepared from day one, which includes:

- ensuring you have met all the technical requirements needed for the entirety of the course.
- ensuring you have acquired the required textbook for the duration of the course.
- researching APA 7th edition for students for correct formats and guidelines for all assignments.
- ensure communication with the professor if you are concerned with a grade.

Attendance. It is the expectation of TAMIU and the College of Education that you actively attend to this course by logging in frequently and being present online to use the resources available, complete assignments, meet with the professor, or connect with your peers. In general, assignments are expected on time and by the due date. Refer to Section XII on University/College/Department policies for more information.

Academic Honesty. Refer to Section XII on University/College/Department policies for more information.

Artificial Intelligence (AI) Tools. Artificial Intelligence (AI) has existed for quite some time and within many of the ongoing apps and systems you already use such as Blackboard, Echo360, and Grammarly. However, since the end of 2022, there have been many generative Artificial Intelligence (Gen AI) tools emerge for various functions whether writing, conversing, video editing, drawing, summarizing, or other functions. Based on data and surveys conducted, the trajectory of using any type of AI will be a vital skill for future careers. As future educators, you will need to know about AI tools for teaching, learning, and assessing. In this course, students will learn about AI and explore various Gen AI apps that will facilitate administrative tasks and student learning. Some sample activities or tasks may include (not limited to these):

- Developing an outline for an essay
- Creating a rough draft or brainstorming ideas for an essay
- Assistance in grammar check or other writing conventions
- Drafting research or other questions for an essay
- Developing essential, higher order questions or drafting in class activities
- Developing a rubric
- Comparing or developing lesson plan drafts or activities
- Assistance in any of the formal, submitted, graded written assignments listed in for this course

For the course, students are encouraged to use Gen AI tools (i.e. writing assisted tools like Grammarly or LLMs like Google Gemini) for a variety of assignments in limited form AND in the same manner you would for any other resource. If it is not your original idea, you will need to cite the source regardless of its source such as a book, article, website, other person, or electronic or Artificial Intelligence app. There are few key ideas to emphasize:

- Academic Integrity is a core value at this university that must be upheld even when using Gen AI tools.
- The use of Gen AI is to assist or enhance assignments that are primarily created by the student. It will NOT be used to create the entire assignment.
- The use of Gen AI by a student indicates assistance to the student; therefore, any instance of Gen AI requires a citation in any formal submitted assignment to give credit to this source.
- AI of any type will not be used for selected-response assessments or other quizzes. No cheating.

More information will be provided during the course on proper citation format and other guidelines but generally using the APA 7th edition citation format will be followed. You must provide the link to the Gen AI chat in your references list. NOT citing Gen AI properly (just like any other source) by the student in any formal, submitted assignment or assessment constitutes a violation of the TAMIU Honor Code and will be reported to the Honor Council with potential consequences. (see TAMIU Honor Code: Plagiarism and Cheating under University Course Policies and Academic Integrity in the COE Undergraduate Policies).

Program Learning Outcomes

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

This course is designed to support the following TAMIU College of Education graduate degree: Masters of Science in Curriculum and Instruction (non-thesis)

Relationship to/Alignment with Program Mission

The mission of the Master of Science in Curriculum and Instruction program is to enable graduates to assume a curricular leadership role in research, implementation, and evaluation of effective models of teaching and learning to impact diverse learners.

The specialization in Education Technology relates to the Curriculum and Instruction program as it focuses on developing highly experienced and knowledgeable professionals further in the education technology field. The specialization will complement the curriculum and instruction field by strengthening the research, content, and pedagogical ideas to empowering faculty and staff to use technology in more productive, creative, and relevant ways. This specialization focuses on integrating technology, investigating trends such as emerging technologies and accessibility while learning about education technology leadership theories that will stimulate inspiration and advocacy for technology in the classroom for positive learning outcomes and experiences.

Student Learning Outcomes

Upon successful completion of this course, each student will:

- **CO1**: Examine and discuss disability and its models, assistive technology, and the legal bases for assistive technology.
- **CO2**: Examine different types of disability in detail and the available assistive technologies for these disabilities.
- **CO3**: Choose the right type of assistive technology to meet the needs of people with specific disabilities.
- **CO4:** Discuss Universal design for learning (UDL) and its role in inclusion.
- **CO5:** Discuss web accessibility and its principles, identify web accessibility issues, and assess web accessibility.
- **CO6:** Identify accessibility issues with content and correct them.
- **CO7:** Reflect on digital divide/inclusion and identify strategies to deal with digital divide.

ISTE Standards

The ISTE Standards for Educators (2016) are used throughout the course as a reference in better understanding education technology and successful implementation. This ensures greater awareness in the intricacies and strategies that influence teaching, learning, and assessing in the digital age. Modules are aligned to both sets of ISTE Standards.

Educators

- Learner. Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.
- Leader. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
- Citizen. Educators inspire students to positively contribute to and responsibly participate in the digital world.
- Collaborator. Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.
- Designer. Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.
- Facilitator. Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students
- Analyst. Educators understand and use data to drive their instruction and support students in achieving their learning goals.

Important Dates

Visit the Academic Calendar (tamiu.edu) (https://www.tamiu.edu/academiccalendar/) page to view the term's important dates.

Other Course Materials

The purpose of the resources we are using in this course is to learn from the different topics and from different people throughout the course. These selections align with the module topics to expand on current understandings. The use of these resources aligns to the course objectives. The resources are located in each of the module's "Lecture Materials" folder.

NOTE: In accommodation of accessibility and different learning preferences, the same topic may have been presented in two formats (video and text). You may choose one or the other; however, it is recommended to review both if you can.

Other resources will be used as needed and are posted in the LMS. The additional resources include:

- Books, e-books, websites, or articles – The purpose of the resources is to learn from the different topics throughout the course. These selections align with the module topics to expand on current understandings. The use of these resources aligns to the course objectives. These are required.
- Standards and Plans – The purpose of using these plans and standards is to understand and evaluate current theories and education technology with relation to state and national goals. The use of these resources aligns to the course objectives. The resources are required.
- Videos – The purpose of these video selections is to further expand on and have visual references about the ideas covered in the course. These videos give further insight by providing a concrete and practical example in the classroom setting. The use of these videos aligns to the course objectives. The videos are required.
- Online Course Centers – The purpose of this resource is to have additional support and self-paced learning occur. The outcome is receiving a digital badge and gaining further real-world and applicable skills and knowledge. They align to the course objectives. They are required.

Grading Criteria

In determining the final course grade, the following scale is used in percentage or point value.

- 90% - 100% = A
- 80% - 89% = B
- 70% - 79% = C
- 60% - 69% = D
- Below 60% = F
- Failure for Non-Attendance = FN
- Satisfactory/Credit/Pass = S/CR/P
- Unsatisfactory/Non-credit = U/NC
- In Progress = IP
- Dropped/Withdrew = W
- Incomplete = I

Final Grade Breakdown

Discussion Boards (5 x 16pts. each) - 80 pts total

Disabilities Etiquette - 16 pts

Assistive Technologies for Visually and Auditory Impaired presentation - 16 pts

Cognitive Disability and Assistive Technology Plan - 16 pts

Application of UDL Principles to Instructional Practice - 32 pts

My Accessible Website - 32 pts

Accessible Content - 16 pts

Assessing a Website's Accessibility - 16 pts

Digital Equity Blog - 9 pts

Total Points for This Course - 223 pts

Due dates will depend on the type of assignment. There are spread out through the week for better organization. Note: discussions have two due dates: your initial response due earlier in the week and responses to others later in the week. Check Blackboard modules and drop boxes for specific dates. The last module has a modified schedule.

Course Topics

Module 1 - An introduction to disability and assistive technology (week 1)

Module 2 - Visual/auditory disability and assistive technology (week 2)

Module 3 - Motor/cognitive disability and assistive technology (week 3)

Module 4 - Universal Design for Learning and Inclusion (week 4)

Module 5 - Web Accessibility (week 5)

Module 6 - Web Accessibility: Accessible Content (week 6)

Module 7 - Digital divide/Inclusion and Digital Equity (week 7)

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/26	Introduction to disability and assistive technology	Multiple - Check BB for listed readings	Discussion Forum 1 Disabilities Etiquette Handbook
2/2	Visual/auditory disability and assistive technology	Multiple - Check BB for listed readings	Discussion Board 2 Assistive Tech Presentation

2/9	Motor/cognitive disability and assistive technology	Multiple - Check BB for listed readings	Discussion Board 3 Assistive Technology Plan
2/16	Universal Design for Learning and Inclusion	Multiple - Check BB for listed readings	Discussion Board 4 Application of UDL
2/23	Web Accessibility	Multiple - Check BB for listed readings	Assessing a Website's Accessibility My Accessible Website (Parts 1 & 2)
3/2	Web Accessibility: Accessible Content Digital divide/Inclusion and Digital Equity	Multiple - Check BB for listed readings Multiple - Check BB for listed readings	Content Accessibility My Accessible Website (Part 3) Discussion Board 5 Digital Divide Blog

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

Regular and Substantive Interaction:

This online course thrives on active learning, and I encourage regular interaction to deepen your understanding. To meet federal regulations and foster a vibrant learning community, we'll engage in regular and substantive interactions throughout the semester.

Expect frequent opportunities for:

- **Instructor-student interaction:** I will be interacting with students each week in the discussion boards.
- **Student-student interaction:** You'll collaborate on a few discussion threads and participate in discussion forums.
- **Student-content interaction:** Assignments go beyond simple knowledge recall. There is ample assignments at the application, evaluate, and create levels.

Need more information? Visit our "Regular and Substantive Interaction (https://www.tamiu.edu/distance/faculty/regular-and-substantive-interaction.shtml)" resource page for in-depth details.

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.**

Course Structure

The course structure in Blackboard will follow a similar format each week. There are 7 modules, one for each week of the term. You will have a few extra introductory pages and discussion forums for meet and greets, questions, and navigation. One the left side of screen is the Blackboard menu that will list all the different pages with different content in them. Typically, you will start on the 'START HERE' module, complete an introductory discussion forum, course syllabus confirmation, and a third discussion forum will stay open all semester for questions.

The modules listed, 1 through 7, will contain the specific directions for each week's course readings, assignments, and other pertinent information. Each module page is similar in format as well. The following sections are included for each module.

- Introduction to each week's modules
- Course and Module Objectives
- Module Lecture Materials
  - Assignments
    - Due Date
    - Submission Instructions
    - Rationale
    - Reply Requirements (for discussions)
    - Instructions
- Summary
- References

Throughout the modules, you may find extra articles, videos, and templates to help you be successful and complete your assignments. It is best to organize yourself, create a schedule that works, and maintain that consistently each week. For example, schedule your readings at the beginning of week on Saturday or Sunday and schedule your assignments the day before (or sooner) they are due to have ample time to complete.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

Course Emails

Communication of instructions, announcements, and other reminders will be posted on Blackboard announcements and sent through email. Responses to questions or concerns will be provided within 24 hours. If you need to communicate with me, please follow the office hours or email me to schedule an appointment. Blackboard messages will not be used for this course. Keep communication open; I won't know how to help unless I know that there is a problem. Please refer to UConnect, TAMIU Email, and Dusty Alert under College of Education Policies.

Assignments and Assessments

All assignments will be submitted exclusively through Blackboard. Feedback and scores on assignments will be provided within 48 after the due date of the assignment. I do send a kind notification that I am not able to view, open, or otherwise grade the student's assignment. It is your responsibility to check your email for any notification and proceed with correcting the

issue. It is the student's responsibility to frequently login to Blackboard to check folders, course information, announcements, and read assignment instructions. Announcements will always be posted in the announcement area and emailed to you.

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

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.

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

It is recommended that you meet the technical requirements listed on the Instructional Technology and Distance Education Services' webpage when using the learning management system (LMS) of the University.

Additional Hardware. A working device such as a laptop or desktop computer with Wi-Fi or data for internet access. You should have a microphone and webcam.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365 account at https://dusty.tamiu.edu/. (https://dusty.tamiu.edu/) This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf) Microsoft Office suite (http://www.tamiu.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf)

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.

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. (https://www.tamiu.edu/distance/mediaservices/index.shtml) 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

[The description of the minimal technology skills is linked to OIT's statement of minimal skills. Faculty are required to update statements for additional technological skills from students.]
When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the **Instructional Technology and Distance Education Services' webpage**.

Technical Support Services

Because of the nature of distance education courses, the Office of Information Technology (OIT) computing and information services are vital to the success of online students. This webpage covers contact information for Distance Education Services (Blackboard Support), the OIT Help Desk, and E-mail support: **Technical Support Services**.

Web Conferences/Synchronous sessions

[Instructors that host synchronous virtual meeting sessions should list details on how students will meet with the instructor in this section and whether these meetings are optional or required. Include the frequency of these meetings and a general explanation of the purpose for these sessions.]

Rubrics (may be included here and in the Syllabus and Overview in the course)

All rubrics are located within Blackboard. You may find the rubric for each assignment within each module.

Late Work Policy

All assignments need to be submitted by the due date and time. You may submit your work prior to the due date and time.

Only TAMIU accepted absences will be allowed; however, prior notification and an excuse (digital copy) is needed. If there are any extenuating circumstances, contact the professor immediately to discuss the situation and possible solutions.

Course Evaluation

At the end of this course, students are encouraged to complete a course evaluation that will be distributed to them via email and through a course link.

Accessibility and Privacy Statements on Course Technologies

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

In this class, we will utilize various technology apps commonly used in K- 12 classrooms or those promoted by TAMIU e-learning team.

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.