EDSE 5310 - Survey of Mild Disabilities: Survey of Mild Disabilities (Sub I- Jan 20 to Mar 07)

Spring 2026 Syllabus, Section 680, CRN 28842

Instructor Information

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Times and Location

Does Not Meet Face-to-Face

Course Description

Focus will be on legal issues relating to mild disabilities. Research topics in specified Supreme Court cases will be required. Important aspects of IDEA will be discussed. The educational focus will be on inclusion within the mainstream program, and cooperative service programs involving regular and special education teachers, consultative teaching, and content mastery programs.
Educational Programs Department, College of Education

Additional Course Information

Pre/Co-Requisites: This course may be taken concurrently with EDSE 5305. Prerequisites: EDSE 5305.

Use of AI in this Course

AI use is welcome in this course when used transparently and thoughtfully. Always include an AI Use Statement describing what you used, how you used it, and how it contributed to your learning. Specific guidelines for noting and citing your use of AI are included below and in the first course module.

Purpose of AI in This Course

AI tools (ChatGPT, Claude, Bard, etc.) may be used to support your learning. Use AI to clarify concepts, brainstorm ideas, outline assignments, generate examples, and improve clarity. Your final work must reflect your own thinking and analysis.

AI Use Statement (Required When You Use AI)

Include at the end of your assignment:

1. Tool(s) used

2. How I used AI

3. How AI supported my learning

4. Which parts represent my own reasoning

Examples (Special Education Law)

Example A: "I used ChatGPT to explain Rowley and Endrew F. in simpler language, compared it to class readings, and rewrote the analysis myself. The explanation helped clarify differences between the cases, but the final analysis is my own."

Example B: "I used Claude.ai to brainstorm sample FAPE violation scenarios, rejected inaccurate ones, and rewrote one scenario using course materials. The final scenario reflects my legal reasoning."

This AI Use Rubric (8 Points) May be used to provide feedback on some assignments.

Transparency (0–2): Clear, complete description of AI use.

Purposeful Use (0–2): AI used appropriately to support—not replace—thinking.

Student Thinking (0–2): Work shows original analysis and judgment.

Critical Evaluation (0–2): Student shows how they revised or corrected AI output.

Program Learning Outcomes

Upon successful completion of this course, each student will have developed competencies that contribute to these program outcomes:

- **PO1.** Demonstrate deep understanding of the historical, legal, and policy foundations of special education, including IDEA, major court cases, and shifts in service delivery.

  PO2. Apply knowledge of disability characteristics—including learning disabilities, ASD, ADHD, and related disorders—to make informed decisions about identification, placement, and specialized supports.

  PO3. Use formal and informal assessment data to determine eligibility, develop IEPs, plan instruction, and monitor student progress within RTI/MTSS frameworks.

  PO4. Design and deliver evidence-based instruction that integrates differentiated instruction, accommodations, modifications, and learning strategy interventions across general and special education settings.

  PO5. Promote culturally responsive, developmentally appropriate, and inclusive practices for diverse learners from early childhood through adolescence, including transition planning.

  PO6. Implement behavioral, social-emotional, and environmental supports grounded in functional behavioral assessment and research-based intervention planning.

  PO7. Collaborate effectively with families, educators, and interdisciplinary teams to ensure equitable access to the continuum of services and least restrictive environments.

  PO8. Demonstrate professional decision-making informed by current issues, emerging trends, and future directions in the field of special education.

Student Learning Outcomes

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	Learning disabilities and related disabilities: Strategies for success. Cengage Learning. (2015)	Lerner, J. W., & Johns, B. H.	ISBN-13: 9781285433202

Other Course Materials

The Lerner & Johns (2015) textbook focuses on working with students with learning disabilities and related disabilities, particularly concerns adequately identifying and serving students with disabilities. It covers key topics in the area of high incidence disabilities, including contemporary views on students with learning disabilities and related disabilities, critical advances in research, and the changes in policies.

These are additional required resources that will serve to support the assignments in this course.

Articles:

Beare, P., & Torgerson, C. (2009). Where to Place Wally? A special education due process hearing case study. TEACHING Exceptional Children Plus, 6(2) Article 3. http://escholarship.bc.edu/education/tecplus/vol6/iss2/art3

Bears and Torgerson (2009) examined a case of the special education due processing hearing and informed critical issues on the special education decision making process, including the IDEA least restrictive environment provision and conflict resolution approaches.

Hughes, C. A., & Dexter, D. D. (2011). Response to intervention; A research-based summary. Theory into Practice, 50(1), 4-11. DOI: 10.1080/00405841.2011.534909

This article provides learners with a summary of the research base related to the typical components of the RTI process, as well as the evidence base for RTI when implemented in its entirety.

Ryan, A. L., Halsey, H. N., Matthews, W. J. (2003). Using functional assessment to promote desirable student behavior in schools. Teaching Exceptional Children, 35(5), 8-15.

In this article, the authors present a rationale for using the functional behavioral assessment (FBA) approach to address challenging behaviors. In addition, the article describes the components and various applications of FBA in the classroom, advantages of FBA as opposed to other traditional ways of dealing with problem behavior, as well as the legal and ethical reasons for using FBA. This article also includes a case study to illustrate the use of FBA within a four-stage decision-making framework.

Osborne, A. G. (1988). The Supreme Court's interpretation of the Education for All Handicapped Children Act. Remedial and Special Education, 9(3), 21-25.

This article provides the Supreme Court's decisions on special education cases, including the interpretation of FAPE, related services, attorney's fees, and tuition reimbursement in special education.

Web Resources:

Office of Special Education and Rehabilitative Services (OSERS). https://www2.ed.gov/about/offices/list/osers/osep/index.html

OSERS guides and supports a comprehensive array of programs and projects that support individuals with disabilities:

Texas Education Agency - Special Education Rules and Regulations https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/Special_Education_Rules_and_Regulations

This website provides in-service and pre-service educational professionals with state policies and guidelines to adequately serve students with special needs.

Council for Exceptional Children (CEC): http://www.cec.sped.org (http://www.cec.sped.org/)

The Council for Exceptional Children is the largest international professional organization dedicated to improving the educational success of children and youth with exceptionalities. CEC is known as the source for information, resources, and professional development for special educators and school professionals.

IRIS Center: https://iris.peabody.vanderbilt.edu

The IRIS Center is a national center dedicated to improving education outcomes for all children, especially those with disabilities birth through age twenty-one, through the use of effective evidence-based practices and interventions.

Grading Criteria

In determining the final course grade, the College of Education's Grading Scale is used.

Rubrics

Please see the Blackboard course website for all course assignment descriptions, readings, rubrics, and any additional course materials.

Late Work Policy

Late or missing assignments/tasks will not be accepted unless extenuating circumstances are present. In these cases, students must discuss the situation as soon as possible with the instructor. Any homework sets submitted late without the approval of the instructor will receive zero credit. The due date for each assignment has been published in the Tentative Course Schedule. Work turned in by 11:59 PM Central Standard Time on the due date will be considered on time.

Course Schedule

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
1/19	Module I Week 1 (a) Key changes made in special education; (b) Characteristics and placements of students with learning disabilities and other related disabilities; (c) New issues and future directions of special education; (d) Instructional approaches to serve students with ASD and ADHD	Course syllabus Reading: Chapters 1 and 7; Article: LD and ADHD: Why Some Students Struggle?	1. Discussion Forum #1: What makes special education special? Initial post 2. Substantive Responses to colleagues 3. Assignment #1: LD and ADHD 4. Module I Quiz Check specific due dates in each Blackboard Course Modules. As a rule, all assignments are due by the end of week on Sunday before midnight.
1/26	Module II Week 2 (a) Use of assessment information; (b) Determining special education eligibility; (c) Response -to-Intervention (RTI); (d) Assessment and comprehensive evaluation; (e) Individualized education program (IEP) process; (f) Testing and accountability	Reading: Chapter 2; Sample IEP; Article: Response to Intervention: A- Research-Based Summary Watching video: Special Education Eligibility Determination Meeting	1. Discussion Forum #2: Are we serving the right students: Initial post 2. Substantive Responses to colleagues 3. Assignment #2: Special Education Eligibility Decision: A Case of Carmen? 4. Module II Quiz
2/2	Module III Week 3 (a) Specialized instruction; (b) Accommodations and modifications; (c) Differentiated instruction; (d) Effective instructional strategies for general education classroom; (e) Educational settings and least restrictive environment (LRE); (f) Continuum of alternative placements; (g) Cultural and linguistic diversity of families	Reading: Chapters 3 and 4 Watching video: Least Restrictive Environment	1. Discussion Forum #3: Common Misconceptions about Accommodations: Initial post 2. Substantive Responses to colleagues 3. Assignment #3: LRE v. Inclusion? 4. Module III Quiz Check specific due dates in each Blackboard Course Modules. As a rule, all assignments are due by the end of week on Sunday before midnight.

2/9	Module IV Week 4 (a) Theories of learning from developmental, behavioral, and cognitive psychology; (b) Cognitive learning theories and strategies; (c) Implications of learning strategies instruction	Reading: Chapter 5 Watching video: Zone of Proximal Development	1. Discussion Forum #4: Which Learning Theories? Initial post 2. Substantive Responses to colleagues 3. Assignment #4: Learning Strategies Instruction.4. Module IV Quiz: Check specific due dates in each Blackboard Course Modules. As a rule, all assignments are due by the end of week on Sunday before midnight.
2/16	Module V Week 5 (a) Individuals with Disabilities Education Act (IDEA) and its key provisions; (b) History of special education legislation; (c) The American legal system and children with disabilities; (d) Key case laws determined by the U.S. Supreme Court cases	Reading: Chapter 10 Article: The Supreme Court's Interpretation of the Education for All Handicapped Children Act Watching video: Case Law & LRE	1. Discussion Forum #6: Challenging Behaviors: Initial post 2. Substantive Responses to colleagues 3. Assignment #6: Functional Behavioral Assessment 4. Module VI Quiz
2/23	Module VI Week 6 (a) Social, emotional, and behavioral challenges and their effect on learning; (b) Strategies for addressing social, emotional, and behavioral challenges; (c) Functional behavioral assessment and behavioral intervention plan	Reading: Chapter 6; Article: Using functional assessment to promote desirable student behavior in schools. Watching video: Rethinking Challenging Kids	1. Discussion Forum #6: Challenging Behaviors: Initial post 2. Substantive Responses to colleagues 3. Assignment #6: Functional Behavioral Assessment 4. Module VI Quiz Check specific due dates in each Blackboard Course Modules. As a rule, all assignments are due by the end of week on Sunday before midnight.
3/2	Module VII Week 7 (a) Early interventions; (b) Developmental indicators in young children; (c) Working with young children in general education; (d) Characteristics of adolescents with learning disabilities; (e) Special issues at the secondary school; (f) Transition plans	Reading: Chapter 8 and 9 Watching Video: Child Development	1. Discussion Forum #7: Early Intervention Strategies: Initial post 2. Substantive Responses to colleagues* 3. Module VII Quiz* 1. Discussion Forum #4: Which Learning Theories? Initial post 2. Substantive Responses to colleagues 3. Assignment #4: Learning Strategies Instruction

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

Course Expectations

Participation

Students are expected to read the materials assigned to be able to actively participate in the learning process. This course utilizes a discussion forum as a collaborative learning tool to ensure candidates are actively engaged in learning with the assigned instructional materials. In order to enhance learners' participation through active contribution to group/class discussions, including supporting your opinions, sharing your knowledge and experiences, raising important issues and topics and formulating questions, it is required to keep up with the readings and assignments.

Academic Honesty

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 following site: https://www.tamiu.edu/studentaffairs/pdf/judicial/Honor%20Code.pdf (http://www.tamiu.edu/studentaffairs/pdf/judicial/Honor%20Code.pdf)

Violations of the Honor Code tend to involve claiming work that is not one's own, most commonly plagiarism in written assignments and simple cheating on exams and other types of assignments.

Course Structure

This course contains seven learning modules. Each module consists of learning objectives and tasks, including assigned readings, discussion forum, related activities, and assignment(s). In each module, students are required to (a) complete the assigned readings, (b) participate in discussion forums through being engaged in an initial post and peer replies, (c) complete an assignment, and (d) respond to questions on quiz.

To keep up with the class and important announcements, students are expected to log on daily. On-line class can be both challenging and exciting. To succeed in this course, students need to commit the time and effort to actively participate in learning process and complete the assigned tasks by the due date.

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.

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), 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.

Student-Instructor Communication Policy and Response Time

Course Messages/Emails

Email is the main and preferred method of contact to communicate with the instructor (keith.lenz@tamiu.edu) ((won.kim@tamiu.edu)

To effectively communicate with the instructor via email, students are expected to:

1. Use their university dusty email.
2. Make sure the emails begin by addressing "To whom" and display his or her full name in the "From" field.
3. Always use an informative subject line.
4. Allow up to 48 hours for the instructor to reply during weekdays; possibly more if it is a weekend or holiday.
5. If you are confused by instructions, materials, find broken links, or have any concerns, it is better to reach out as soon as you have a problem that you cannot resolve.

Assignments and Assessments

Feedback for assignments will be provided within 72 hours from the assignment deadline unless specified otherwise. Students will be given notification of any delay if there is delays due to unforeseen circumstances.

Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another. Visit Instructional Technology and Distance Education Services' web page on Netiquette for further instruction.

Computer/Technology Requirements

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

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

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone. Recently purchased laptops may have these built-in web cameras. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone or a webcam with a built-in microphone from your local electronic store or any online store.

NOTE: Instructional Technology and Distance Education Services may check out available webcams to students on a first-come, first-served basis. To check out a webcam, please stop by Killam Library, Room 259 and request an available webcam.

Additional Software. You will need the following additional software: Microsoft PowerPoint for viewing lesson presentations and Microsoft Word for viewing course files and submitting assignments. TAMIU Students may access online versions of this software through their Dusty Office 365

account at https://dusty.tamiu.edu/. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the Microsoft Office suite.

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

Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page or by contacting the eLearning team at elearning@tamiu.edu. (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.

Grading and Evaluation

In this course, the course week begins on Monday; therefore, DAY 1 is Monday and DAY 7 is Sunday. Each module opens on Monday (DAY 1) at 12:00 a.m. The submission for all assigned works is due by at 11:00 p.m. on the designated day in Central time.

The due dates for Discussion Board is on Wed (DAY 3) for the initial post and on Friday (DAY 5) for two substantive responses to colleagues' post.

There are six assignments that must be completed and submitted by Sunday (DAY 7).

Each module has a quiz that contains a set of questions to check for students' understanding about topics covered and is due by Sunday (DAY 7).

EXCEPT for module 7 (due to final exam) two response posts and quiz are due Friday(DAY 5). The final exam for the course is scheduled on Saturday (DAY 6) between 8:30am-9:00pm. Once you start the exam you have 180 minutes to complete the exam.