



EDAM 5319 - Admin of School Facil Fin: Admin of School Facil Fin (Sub I- May 18 to July 03)

Summer 2026 Syllabus, Section 680, CRN 52819

Instructor Information

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Office Hours:

Monday & Tuesday

Virtual and By Appointment

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Times and Location

Does Not Meet Face-to-Face

Course Description

This course deals with systematic planning of school facilities including school finance and technology and its applications to curricular outcomes. Finance will include theory and practices of business management, basic accounting, internal accounting procedures and Texas public school finance. Additionally, theory and understanding of how to build a budget for a school campus is included. Prerequisites: Graduate standing and admission to the College of Education.

Educational Programs Department, College of Education

Additional Course Information

Artificial Intelligence Use Policy

Philosophy

This course recognizes that AI tools (such as ChatGPT, Claude, Copilot, Grammarly, and others) are increasingly prevalent in professional settings. Our goal is to help you develop the judgment to use these tools effectively and ethically while ensuring you master the core competencies of this course.

General Principles

You are responsible for all work you submit. Using AI tools does not diminish your accountability for accuracy, originality, and quality. If AI contributes to your work, you must verify, understand, and be able to explain everything you submit.

Permitted Uses

You may use AI tools for the following purposes **without disclosure**:

- Brainstorming ideas and exploring topics
- Improving grammar, clarity, and sentence structure
- Generating practice questions or study materials
- Debugging code or troubleshooting technical issues



- Researching background information (with proper source verification)
- Creating outlines or organizational structures

Restricted Uses

The following uses **require explicit disclosure** in your assignment:

- Generating substantial portions of written content (more than isolated sentences)
- Creating first drafts or core arguments
- Analyzing data or case studies
- Solving problems that demonstrate course competencies
- Generating code that forms the basis of your solution

How to disclose: Include a brief statement at the end of your assignment: "I used [AI tool name] to [specific purpose]. I verified all outputs and take full responsibility for this work."

Program Learning Outcomes

PLO 1: The student will assess the concepts of educator value and professional development, preparation for professional development, and the importance of hiring candidates with a parallel school vision.

PLO 2: The student will analyze the various levels of state and federal governments, the role each play in public school finance and how school budgets are developed, adopted, and evaluated.

PLO 3: The student will evaluate the functions of the physical plant and technological infrastructure that support student learning.

PLO4: The student will appraise the Texas principal certification framework and the Texas principal evaluation process.

Student Learning Outcomes

SLO 1: Interpret education policy, public financing, and school accountability to develop and implement effective campus teaching and learning processes.

SLO 2: 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.

SLO 3: Assess the principles of effective leadership, management, and data-driven decision-making to ensure safe and effective learning environments.

Important Dates

Visit the Academic Calendar ([tamui.edu](https://www.tamui.edu)) (<https://www.tamui.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Texas Public School Organization and Administration	Vornberg, Olivares-Ortiz, & Templeton	9781792453847
Required	Educational Leadership & Planning for Technology	Picciano, A. G.	9780137058228

Other Course Materials

To go to the bookstore, [click here \(https://www.bkstr.com/texasaminternationalstore/home\)](https://www.bkstr.com/texasaminternationalstore/home).

For certification programs only:



Educator program standards (http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/)- The purpose for the State Board for Educator Certification (SBEC) information is to present prospective public school educators with the latest standards for the profession.

Performance Assessment for School Leaders (PASL) (https://urldefense.proofpoint.com/v2/url?u=https-3A__www.ets.org_ppa_test-2Dtakers_school-2Dleaders_faq&d=DwMFAg&c=H5lu-V89wgp5zRbL6y0Ptc2lgoofyRqrlrd-0IU1a1U&r=cu1BSN486DEbFg75TuFtYiEcwHzBO2lUY8KtIt-zM4lYXlloqKq3WqtFiJeknkjh&m=9hLPzAWbMsZUBJWYQqDZosplexKE552ljK3gOvktznc&s=rZ-zM9GuqXoQ3056BUEJv_6eDO18iP3PPDMD6EHOpTI&e) (368) School leadership candidates required to submit a performance assessment now have another assessment the ETS® Performance Assessment for School Leaders (PASL). This assessment is administered twice per year during pre-established submission windows. The fee for the PASL is \$375.00 (<https://www.ets.org/ppa/test-takers/school-leaders/register/fees/texas>). Before registering for the assessment, you must be approved by the state certification system (TAMU Educator Preparation Program located at the TAMU College of Education Student Success Center, 956- 326-2688. Please contact Mrs. Eva Calcano, COED Certification Officer at eva.calcano@tamui.edu.

The PASL assessment allows you to demonstrate the application of knowledge and skills identified as relevant and important for beginning school leaders.

The assessment contains three tasks requiring written commentary and submission of required documents called artifacts. A video of you facilitating a collaborative team during your internship experience is required as one of the components for Task 3. Task responses can be created throughout your clinical practicum (EDAM 5335 and 53366) professional practice.

You will complete tasks by entering and submitting a written response and uploading artifacts via an online submission system. Within the online system, you can:

1. enter a written response to each task
2. link the required documents and artifacts to the written response
3. upload the required video
4. upload the required permission forms
5. edit, save, delete and change responses up until submission

Tasks must be submitted on or before the task submission deadline date.

New principal exam 268 (https://www.tx.nesinc.com/TestView.aspx?f=HTML_FRAG/TX268_TestPage.html) Students who are seeking Principal certification must now take the TExES Principal as Instructional Leaders (268) exam. The 268 exam is a computer- administered test (CAT) with 70 selected-response questions and 4 constructed-response questions. The duration of the 268 exam is approximately 5 hours, which includes 15 minutes for CAT tutorial and compliance agreement and 4 hours and 45 minutes of testing time. The fee for this exam is \$200.00 and the passing score is 240. Enclosed in this link you will find the 268 (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>) Preparation Manual (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>)

Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)- The purpose for 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 for 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- The purpose for 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.

Optional Instructional Material(s)

Supplemental PowerPoints – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings.

Course References/Bibliography (in APA Format):

Students please follow the American Psychological Association Manual (APA) 7th Edition for all course related assigned work.

Contemporary Resources Related to Texas Educator Preparation:

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



- Current TAPR Reports (<https://tea.texas.gov/texas-schools/accountability/academic-accountability/performance-reporting/texas-academic-performance-reports>)
- Current Texas Administrative Code (TEC) Policies (https://texreg.sos.state.tx.us/public/readtac%24ext.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 (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>)
Program Principal (268) (<http://www.tx.nesinc.com/content/docs/268PrepManual.pdf>)

Grading Criteria

GRADE	PERCENTAGE
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-69.4
F	Below 69.4

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
5/18	M01.1: Discuss the organizational structure of Government and its role in Texas Public Education. (Meets CO1, CO4) M01.2: Outline a plan to technology and planning using a systems approach. (Meets CO3, CO4)	Meet & Greet Forum Syllabus Acknowledgement & Policies; Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 1 PowerPoint & CourseArc (M01.1); Picciano, A.G. Chapter 2 Technology Plan (M01.2); Picciano Chapter 2 PowerPoint (M01.2); Review Texas Long Range Technology Plan (M01.2)	Assignments are due on Thursday, May 21, 2026 by 11:59 pm CDT
5/25	M02.1: Examine the Texas Assessments and Academic Accountability System. (Meets CO1, CO2, CO3, CO4) M02.2 Assess new approaches to Educational Leadership and the Principal as Instructional Leader Certificate Standards. (Meets CO1, CO2, CO3, CO4) M02.3 Examine the alignment between state and national standards, the Texas principal certification framework, and the Texas principal evaluation	Vornberg Chapter 4 PowerPoint (M02.1); Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 6 (M02.2); Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 7 PowerPoint (M02.3)	Assignments are due on Wednesday of this week by 11:59 pm CDT
6/1	M03.1: Assess the different special programs in Texas schools. (Meets CO1, CO2, CO3, CO4) M03.2: Evaluate English Language Learners, Bilingual Programs, ESL Programs, Section 504, Special Education, and Gifted and Talented Education from the Texas Administrative Code. (Meets CO1, CO2, CO3, CO4) M03.3: Identify where computer education begins in contemporary techno-centric education. (Meets CO1, CO2, CO3) M03.4: Examine specialized administrative applications that integrate data-driven decision-making. (Meets CO1, CO3, CO4)	Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapters 5 & 8 PowerPoints (M03.1, M03.2, M03.3, M03.4); Picciano Chapter 3 PowerPoint & CourseArc (M03.3); Picciano Chapter 5 PowerPoint & CourseArc (M03.4)	Assignments are due on Wednesday of this week by 11:59 pm CDT



6/8	MO4.1: Evaluate human capital within the context of the Texas Administrative Code (§149.0001 Principal Standard 2). (Meets CO1, CO4) MO4.2: Investigate ethical issues faced by educational leaders. (Meets CO1, CO3, CO4) MO4.3: Explain the uses and importance of data-driven decision making in improving teaching and learning. (Meets CO1, CO2, CO3, CO4)	Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 11 (MO4.1); Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 14 (MO4.2); Picciano Chapter 6 (MO4.3); Constructed Response Assignment (MO4.1, MO4.2, MO4.3)	Assignments are due on Wednesday of this week by 11:59 pm CDT
6/15	MO5.1: Evaluate the importance of parent involvement and appreciation of diversity throughout the campus community. (Meets CO1, CO4) MO5.2: Investigate the role of Texas Principals today and what makes an ethical leader. (Meets, CO2) MO5.3: Identify the role of technology in instruction. (Meets CO2, CO3)	Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 15 & 16 (MO5.1, MO5.2); Picciano Chapter 9 (MO5.3); Picciano Chapter 9 VoiceThread Assignment (MO5.3)	Assignments are due on Wednesday of this week by 11:59 pm CDT
6/22	MO6.1: Integrate effective school finance policies. (Meets CO1, CO3) MO6.2: Evaluate the process to fund physical plants (facilities) in Texas and how to engage community stakeholders in the process. (Meets CO2, CO3, CO4) MO6.3: Examine distant learning and its role in K-12 education. (Meets CO1, CO2, CO3, CO4)	Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 20 VoiceThread Assignment (MO6.1); Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 22 (MO6.2) Picciano Chapter 13 VoiceThread Assignment (MO6.3)	Assignments are due on Wednesday of this week by 11:59 pm CDT
6/29	MO7.1: Examine ways that principals can improve campus culture through key activities of strategic planning and operating efficiently. (Meets CO1, CO2, CO3, CO4) MO7.2: Assess the professional development needs of educators. (Meets CO1, CO4)	Vornberg, Olivares-Ortiz, & Templeton, (Eds.) Chapter 17 VoiceThread & CourseArc (MO7.1); Picciano Chapter 11 VoiceThread Assignment (MO7.2)	Assignments are due on Wednesday of this week by 11:59 pm CDT

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.tamtu.edu/handbook/article-04.shtml>)).

TAMU Honor Code: Plagiarism and Cheating

As a TAMU student, you are bound by the TAMU Honor Code to conduct yourself ethically in all your activities as a TAMU 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.tamtu.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.

TAMU 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.tamiau.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@tamiau.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.tamiau.edu/reportit> (<https://www.tamiau.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@tamiau.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@tamiau.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@tamiau.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@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiau.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

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

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

WIN Contracts

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

Student Responsibility for Dropping a Course

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

Independent Study Course

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

Grade Changes & Appeals

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

Final Examination

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

Mental Health and Well-Being

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

Distance Education Courses

Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202](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 is broken into 7 modules, each with their own readings, assignments, and due dates.

Student-Instructor Communication Policy and Response Time

Student should expect the instructor to answer all Blackboard e-mails within 24 hours.

Assignments and Assessments

Assignments and feedback will be graded within 72 hours.

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) (<http://www.tamui.edu/disability/index.shtml>), 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 (<http://www.tamui.edu/distance/students/university-resources-and-services.shtml>).

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 (<http://www.tamui.edu/distance/students/technology-requirements.shtml>) when using Blackboard Ultra, TAMIU's learning management system (LMS). This online course and its materials may be found at <https://elearning.tamui.edu/>. Students are provided with guides on how to use the Blackboard Ultra LMS and can be found at <http://www.tamui.edu/distance/students/elearning-orientation.shtml> or by contacting the eLearning team at elearning@tamui.edu.

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone for VoiceThread (<http://www.tamui.edu/distance/technology/voicethread.shtml>) discussions. Most laptops may have these built in already. If not, it is recommended to purchase a stand-alone webcam, microphone, or a webcam with a built-in microphone from a store.

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.tamui.edu/>. This site also provides students access to download the Microsoft suite for educational use. See instructions for downloading the (<http://www.tamui.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>) Microsoft Office suite (<http://www.tamui.edu/distance/documents/Microsoft-Office-2016-Download-Instructions.pdf>). Additionally, Voicethread will be used in this course; to learn more about Voicethread visit the Instructional Technology and Distance Education Services page at <https://www.tamui.edu/distance/technology/voicethread.shtml>.

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.

Learning Management System (Blackboard Ultra)

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 (<http://www.tamui.edu/distance/students/elearning-orientation.shtml>) or by contacting the eLearning team at elearning@tamui.edu.

Minimum Technical Skills Expected

When participating in distance education courses, it is vital to consider the technology involved in order to have a successful course. Students in distance education should have knowledge of basic computer and Internet skills, as mentioned on the Instructional Technology and Distance Education Services' webpage (<http://www.tamui.edu/distance/students/knowledge-and-skills.shtml>).

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.tamui.edu/distance/technical-support-services.shtml>).

Late Work Policy

All assignments for the course are due in the Blackboard website course page on their respective due dates that are reflected in the 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.



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.

Proctoring

This course will use Respondus LockDown Browser. Please see the TAMIU Instructional Technology and Distance Education Services page at <https://www.tamtu.edu/distance/technology/respondus-ldb-and-monitor.shtml> to download Respondus Lockdown Browser (not Monitor).

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 (<http://www.tamtu.edu/distance/technology/accessibility-statements.shtml>) and Privacy Statements (<https://www.tamtu.edu/distance/technology/privacy-statements.shtml>).

In this class, we will utilize: Microsoft Word and Powerpoint; Voicethread, Respondus Lockdown Browser

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.