EDAM 5320 - Principalship: Principalship (Sub I- May 18 to July 03)

Summer 2026 Syllabus, Section 680, CRN 52829

Instructor Information

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Adjunct Instructor
Email: ashlee.boothe@tamiu.edu
Office Hours:
virtual, by appointment

Times and Location

Does Not Meet Face-to-Face

Course Description

Designed to address administrative preparation, this course covers site-based management, program planning and assessment, personnel management, legal problems, public relations, pupil accounting, scheduling, facilities, finance and budgeting. Prerequisites: Graduate standing and admission to the College of Education.
Educational Programs Department, College of Education

Additional Course Information

This course is designed to prepare aspiring school leaders. The course covers key leadership competencies, including site-based management, program planning and evaluation, personnel management, legal and ethical issues, public relations, pupil accounting, scheduling, facilities management, finance, and budgeting. Students will explore the Texas Principal Standards, including instructional leadership, human capital, executive leadership, school culture, and strategic operations. Through real-world applications, case studies, and practice assessments, students will gain the practical skills needed to meet the standards and requirements for Texas principal certification, ultimately enhancing their ability to lead effectively and improve student outcomes.

Program Mission

The Master of Science in Educational Administration Program prepares students to become highly effective instructional, school community, and administrative leaders in increasingly complex educational systems.

Relationship to/Alignment with Program Mission

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

Program Learning Outcomes

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

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

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

Student Learning Outcomes

CO1: Develop Leadership Skills

Apply the Texas Principal Standards by successfully completing performance-based tasks in each of the five domains—instructional leadership, human capital, executive leadership, school culture, and strategic operations.

CO2: Texas Principal Certification Preparation

Prepare for any required state certification assessment(s) using direct application of the Texas Principal Standards to meet real-world challenges

CO3: Instructional Leadership

Develop the ability to create and implement a vision for learning that supports student success, while designing and assessing instructional programs aligned with school goals and standards.

CO4: Human Capital and Personnel Management

Develop a recruitment and retention plan that incorporates the best practices for hiring and sustaining high-quality teachers and staff.

CO5: Legal and Ethical Problem-Solving

Analyze legal, ethical, and public relations challenges that school leaders face, ensuring compliance with policies and fostering an ethical school culture.

CO6: Program Planning and Strategic Operations

Create plans and manage school resources, including budgeting, scheduling, and facilities, ensuring alignment with strategic goals that support a positive learning environment.

CO7: School Culture and Stakeholder Engagement

Analyze effective methods for sustaining a positive school culture by evaluating case studies and identifying best practices.

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
	Breakthrough principals: A step-by-step guide to building stronger schools	Desravines, J., Aquino, J., & Fenton B. (2016).	
Required	ETS PASL Preparation Guide & Journal	Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021	
Required	Certify Teacher Subscription	https://www.certifyteacher.com/	

Other Course Materials

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

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) 6th Edition for reflections and class question(s) summaries.

Contemporary Resources Related to Texas Educator Preparation:

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

Current Academic Excellence Indicator System (TAPR & AEIS) Reports (https://rptsvr1.tea.texas.gov/perfreport/aeis/)

Current Texas Administrative Code (TEC) Policies (https://texreg.sos.state.tx.us/public/readtac$ext.ViewTAC?tac_view=2&ti=19)

Current Texas Penal Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/PENALCODE.pdf)

Current Family Code Policies (http://www.statutes.legis.state.tx.us/Docs/SDocs/FAMILYCODE.pdf)

Grading Criteria

A= 1,395 – 1,256
B= 1,255 – 1,242
C= 1,241 – 977
D= 976 – 837
F= 836 - 0

Please don't forget to remove these instructions.]

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

Assignments and Assessments in the Course

ASSIGNMENT	VALUE
Syllabus Acknowledgement	10 points
Meet and Greet	10 points
Assessments Video Presentations (4)	80 points (320 points)
Assessment Case Studies (3)	100 points (300 points)
PASL Assignments (7)	85 points (595 points)
VoiceThreads (3)	20 points (60 points)
Final Exam	100 points
Total	1,395

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
5/18	Module #1 Develop Leadership Skills • MO1.1: Students will synthesize knowledge and practices from the Texas Principal Standards to lead initiatives across the five domains: instructional leadership, human capital, executive leadership, school culture, and strategic operations. (CO1, CO2) • MO1.2: Students will apply leadership theories and strategies to address complex challenges in school settings, fostering student achievement and school improvement. (CO1, CO3) • Preparation Guidebook pg. 29- 30 Identifying a Problem. In collaboration with your supervising building administrator, identify one significant problem or challenge connected to the school and/or school community and describe the impact the problem has on instructional practice and student learning. Use and explain how longitudinal data supports your choice of the problem and describe the expected result if the problem is addressed and how the change will affect instructional practice and student learning. • PASL Preparation Journal pgs. 1-10. Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 1& complete the Presentation Video 1- Explain how the Transformational Leadership Framework Works	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO1.1, MO1.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO1.2, MO1.2)	Sunday, May 24, 2025 by 11:59 pm CDT
5/25	Module #2: Texas Principal Certification Preparation • MO2.1: Students will construct solutions for real-world leadership challenges through case studies and simulations, aligned with the Texas Principal Standards, in preparation for state certification assessments. (CO2, CO5) • MO2.2: Students will apply state certification knowledge to solve practical problems related to instructional leadership, human capital, and school operations. (CO2, CO4, CO6) • PASL Preparation Journal pgs. 8-10 • Preparation Handbook pgs. 31-36. Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 2 & complete the Case Study 1- Chartering a Course for School Improvement: Moving from Stage 0 to Stage 2 for Goal Setting and Action Planning. Use Clarida, K. (2023). The Whole Story: A Black Principal's Experience With Race, Racism, and Racial Trauma. Journal of Cases in Educational Leadership, 26(1), 31-43. Use Principal's Tool Kit 2.1	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO2.1, MO2.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO2.1, MO2.2	Sunday, May 31, 2025 by 11:59 pm CDT

6/1	Module #3: Instructional Leadership MO 3.1: Students will evaluate instructional programs that are aligned with school goals, state standards, and student needs, demonstrating their ability to create a vision for learning. (CO3, CO4) MO 3.2: Students will interpret and apply student performance data to identify areas for instructional improvement, demonstrating competency in data analysis through a case study or performance-based task. (CO3, CO7) • PASL Preparation Journal pgs. 14-17 • Preparation Handbook pgs. 37-39. • Desravines, J., , and • fear in a Texas elementary school Aquino, J., & Fenton, B. (2016). Read Chapter 3 & and complete Presentation Video 2- Use Tool 3.9 Reflection Questions for Identifying Data Sources and Assessments Questions & DeMatthews, D. E., & Knight, D. S. (2019). Denying special education to students in need: A case of accountability, fear in a Texas elementary compliance, and fear in a Texas elementary school. Journal of Cases in Educational Leadership, 22(1), 55-72. VOICETHREAD 1 • Discuss the Meaning of Instructional Leadership with two classmates. (MO 3.1, MO 3.2)	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO3.1, MO3.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO3.1, MO3.2	Sunday, June 7, 2025 by 11:59 pm CDT
6/8	Module #4: Human Capital and Personnel Management • MO 4.1: Students will evaluate recruitment, retention, and professional development practices through case studies and assessments, achieving at least 80% proficiency. (CO4, CO7) • MO 4.2: Students will analyze systems for teacher evaluation and development, fostering continuous improvement and professional growth. (CO4, CO3, CO7) • PASL Preparation Journal pgs. 18-21. • PASL Preparation Guidebook pgs. 40-43. Preparation Guidebook Developing the Plan Describe the plan you developed. What is the timeline for each step? Whom did you include in the plan? Why did you select them, and what roles did they play in the development of the plan? • Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 4 & and complete Case Study 2 Cultural Competency and Diversity Use Murakami, E. T., Garza Jr, E., & Merchant, B. (2012). When Hispanic students are not expected to succeed: A successful principal's experience. Journal of Cases in Educational Leadership, 15(3), 66-73 & Principal Tool Kit 4.6	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO4.1, MO4.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO4.1, MO4.2)	Sunday, June 14, 2025 by 11:59 pm

6/15	Module #5: Legal and Ethical Problem-Solving MO 5.1: Students will analyze legal and ethical dilemmas in school leadership and propose solutions that ensure compliance with laws and policies while fostering a culture of ethical and equitable decision-making. (CO5, CO6) • MO 5.2: Students will evaluate the impact of legal issues on school operations and culture, ensuring the protection of student and staff rights. (CO5, CO6) • PASL Preparation Journal pgs. 22-25. • PASL Preparation Guidebook pgs. 44-49 Implementing the Plan Describe the actions you took to support the plan and your colleagues and the communication strategies you used to implement the plan. Explain the monitoring process used to assess the implementation of the plan, including any adjustments made to the plan; and illustrating how implementation of the plan addressed the problem/challenge and how the plan specifically improved instructional practice and student learning. • VOICETHREAD 2 Discuss the following the Ethical Dilemma presented with two classmates (MO5.1, MO5.2) • Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 5 & and complete Presentation Video 3 Answer Question 5 of the Case Study. Use O'Malley, M. P., Long, T. A., & King, J. (2015). "What Do You Do All Day?!" Navigating the Challenges of School Leadership as an Early Career Principal. Journal of cases in educational leadership, 18(2), 107-121.	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO5.1, MO5.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC.(MO5.1, MO5.2)	Sunday, June 21, 2025 by 11:59 pm

6/22	Module #6: Program Planning and Strategic Operations • MO6.1: Students will create comprehensive school improvement plans that incorporate budgeting, scheduling, and resource management, ensuring alignment with strategic goals and promoting a positive learning environment. (CO6, CO3, CO7) • MO6.2: Students analyze operational systems by evaluating case studies and applying principles of strategic operations, achieving at least 80% proficiency in assessments. (CO6, CO1, CO2) Preparation Guidebook pgs. 50-53 Analysis of the plan. What criteria and methods did you use to monitor the implementation of the plan? Why did you choose them? What adjustments did you make during the implementation of the plan? Provide a rationale for your adjustments. How effective was the implementation of the plan in addressing the problem/challeng e? Provide specific examples to support your conclusion. • Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 6 & and complete Presentation Video 4 Summarize the Planning and Operations Video found in www.wiley.com/g o/newleaders Last date to drop a course or withdraw from Sub-Term I is Thursday, June 25, 2026.	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO6.1, MO6.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO6.1, MO6.2)	Sunday, June 28, 2025 by 11:59 pm

6/29	Module #7: School Culture and Stakeholder Engagement • MO7.1: Students will analyze the effectiveness of school culture initiatives by reviewing case studies and assessments, achieving at least 80% proficiency (CO7, CO1, CO4) • MO7.2: Students will evaluate case studies on legal issues related to student and staff rights, achieving at least 80% proficiency in assessments. (CO7, CO5) • Preparation Guidebook pgs. 54-55 Based on the quality of the resolution, what changes would you make to the development and implementation process if you were to do this again? What lesson have you learned from the entire process of developing and implementing the plan? How has what you have learned influenced the way you will approach future problem-solving tasks? • Desravines, J., Aquino, J., & Fenton, B. (2016). Read Chapter 7 & and complete Case Study 3. Use DeMatthews, D. E. (2014). Looks like 10 miles of bad road: Cheating, gaming, mistrust, and an interim principal in an urban Texas high school. Journal of Cases in educational Leadership, 17(4), 19-33 and Tool Kit 7.5 and 7.6 • VOICETHREAD 3 Discuss a legal issue that has impacted your school district recently with two classmates. (MO7.1, MO7.2)	• Desravines, J., Aquino, J., & Fenton, B. (2016). (MO7.1, MO7.2) • Einfalt, L., Wakefield, C., Kimmins, M., & Reyna Henry, P. (2021). ETS PASL Preparation Guide & Journal. LCM Consulting, LLC. (MO7.1, MO7.2	Friday, July 3, 2025 by 11:59 pm

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

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.

Computer/Technology Requirements

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

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

Additional Hardware. For this class, you will need the following additional hardware: a webcam and microphone for VoiceThread (http://www.tamiu.edu/distance/technology/voicethread.shtml) discussions. Recently purchased laptops may have these built in already. If you do not have this equipment, it is recommended to purchase a stand-alone webcam, microphone or a webcam with a built-in microphone from your local electronic store or any online store.

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

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

Please be aware that you will need to know how to scan documents using **the recommendations below:**

How to Scan Documents Using a Scanning App

Follow these simple steps to scan documents using any mobile scanning app. These instructions are compatible with popular apps like Adobe Scan, Microsoft Lens, CamScanner, and Genius Scan.

Step 1: Download a Scanning App

Choose and install a scanning app such as Adobe Scan, Microsoft Lens, CamScanner, or Genius Scan from the App Store (iOS) or Google Play (Android).

Step 2: Open the App and Grant Permissions

Launch the app and allow it to access your camera and storage.

Step 3: Start a New Scan

Tap 'Scan', 'Camera', or '+' to begin. Point your phone at the document and let the app auto-capture or tap the capture button manually.

Step 4: Adjust the Edges (if needed)

The app will detect document edges and crop automatically. You can drag the corners to adjust the crop manually.

Step 5: Apply Enhancements (Optional)

Apply filters like Black & White, Color, or Grayscale. Rotate, reorder, or add more pages as needed.

Step 6: Save or Share

Tap 'Save' or 'Done'. Choose a format (PDF or JPG) and save it to your phone, cloud storage, or email it directly.

Example (Adobe Scan)

1. Open Adobe Scan and tap the camera icon
2. Place your document on a flat surface and scan
3. Adjust borders and tap 'Continue'
4. Add more pages if needed
5. Tap 'Save PDF' and choose how to share it

How to Record a Video Using YouTube or Other Apps

Follow these simple steps to record a video using YouTube or other mobile apps. These instructions are compatible with the YouTube app, your phone's built-in camera app, and Instagram.

Option 1: YouTube App (Mobile Only)

Step 1: Open the YouTube App

Tap the YouTube icon and sign in with your Google account.

Step 2: Tap the Create (+) Button

Tap the '+' at the bottom of the screen. Select 'Create a Short' for vertical videos or 'Upload a video' for a pre-recorded one.

Step 3: Start Recording

Tap and hold the red record button. Release to pause or stop. Tap the checkmark when finished.

Step 4: Add Music, Filters, or Text (Optional)

Use YouTube's built-in tools to trim, enhance, or caption your video.

Step 5: Title and Upload

Add a title, select the visibility (Public, Unlisted, Private), and tap Upload.

Option 2: Camera App (iPhone/Android)

Step 1: Open Your Phone's Camera

Switch the camera to video mode.

Step 2: Tap the Red Record Button

Tap to begin recording and tap again to stop.

Step 3: Find Your Video

It will save automatically to your Photos or Gallery app.

Step 4: Share or Upload

Open the video, tap the Share icon, and select YouTube, Email, or other platforms.

Learning Management System (Blackboard)

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

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

 # Course Structure

- The course is divided into **seven modules**, each with 2–4 assignments.
- **Module 1-6**, due **Sundays, by 11:59 PM (CDT)**
- **Module 7** Assignments are due on **Friday, July 3, by 11:59 PM (CDT)**
- **Grading turnaround:** Expect feedback within **24–72 hours**
- Modules also include **Supplemental Materials** to support your learning.
- **Two assessments**—the **Constructed Response (Module 6)** and the **Final Exam (Module 7)**—require **Respondus LockDown Browser/Monitor**.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails
Emails and Blackboard messages are responded within 24 hours. Blackboard announcements are sent weekly.
Assignments and Assessments

Please expect grading and feedback done on assignments within 72 hours after the assignment's due date. Students will receive feedback via Blackboard.

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

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 (https://www.tamiu.edu/distance/students/technology-requirements.shtml) when using the learning management system (LMS) of the University.

Additional Hardware. For this class, you will need the following additional hardware: ***[list any additional required hardware here. Additionally, and if applicable, you may use the following statement:]*** 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: TAMIU Students may access online versions of this software through their Dusty Office 365 account at **https://dusty.tamiu.edu/**. This site also provides students access to download the Microsoft suite for educational use. **See instructions for downloading the Microsoft Office suite**.

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

Learning Management System (Blackboard)

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

Minimum Technical Skills Expected

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

Technical Support Services

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

Web Conferences/Synchronous sessions

The instructor will hold optional biweekly meeting every other Monday at designated time indicated to class.

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

For assessments these will use Respondus LockDown Browser/Monitor. Please read course announcements for more information.

Accessibility and Privacy Statements on Course Technologies

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

Syllabus Subject to Change

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