



EDAM 5338 - Administration of Special Prog: Administration of Special Prog (Sub II- July 06 to Aug 21)

Summer 2026 Syllabus, Section 780, CRN 52587

Instructor Information

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Office Hours:

Virtually by request.

Times and Location

Does Not Meet Face-to-Face

Course Description

Additional Course Information

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

This course is designed to support the following TAMIU College of Education graduate degrees: Master of Science in Educational Administration

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.

Use of Artificial Intelligence:

Artificial Intelligence (AI) tools, when used ethically and transparently, can enhance your learning and professional development as future educational leaders; therefore, you are encouraged to explore AI as a supplementary tool for brainstorming, organizing ideas, and generating preliminary drafts. When using AI tools for assignments, you must explicitly acknowledge their use in your work using APA format and then demonstrate substantial original analysis, critical thinking, and refinement beyond AI-generated content. As future administrators who will guide technology policies in your schools, you are expected to use this opportunity to develop a nuanced understanding of AI's capabilities and limitations while maintaining academic integrity standards and developing your authentic voice as an educational leader.

Program Learning Outcomes

CSLO 1 - The student will analyze judicial opinions and executive agency interpretations of special education and civil rights law and apply the opinions and interpretations to local situations.

CSLO 2- The student will evaluate anti-deficit thinking and its instructional design for the implementation of special education programs by critically assessing current emerging educational leadership practices and policies.



CSLO 3- The student will reflect on the development and current trends in federal and state regulations for education and treatment of individuals with disabilities using the principles in IDEA Amendments, American's with Disabilities Act, and Rehabilitation Act of 1973 (Section 504).

Student Learning Outcomes

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

PSLO 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;

PSLO 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 (tamiu.edu) (<https://www.tamiu.edu/academiccalendar/>) page to view the term's important dates.

Textbooks

Group	Title	Author	ISBN
Required	Finding joy in teaching students of diverse backgrounds: Culturally responsive and social just practices in U.S. classrooms	S. Nieto	978-0-325-02715-9
Required	Using equity audits to create equitable and excellent schools	L. Skria, K. B. McKenzie, & J. J. Scheurich	978-1-4129-3932-4

Other Course Materials

To go to the bookstore, **click here** (<https://www.bkstr.com/texasaminternationalstore/home>).

PowerPoints – The purpose of the PowerPoints is to provide the students with a class outline, and the most important points from the class readings. Class PowerPoints have been prepared from the required course textbooks.

VoiceThreads- The purpose of the VoiceThreads is to provide students with additional course interaction, and discussion with all the students in the course. The VoiceThreads have been prepared from the following resources below:

Module 2 SMS Ch. 3: Carter, D. (2014, March 10). *The consciousness gap in education - An equity imperative*. Retrieved from <https://www.youtube.com/watch?v=iOrgf3wTUbo>

Module 5 Nieto Ch. 5: Valenzuela, A. (2015, December 15). *How do we prepare students to think about leadership in education?* Retrieved from <https://www.youtube.com/watch?v=MTOKem1FuUw>

Module 6 Nieto Ch.5: Welbonre, J. (2013, October). *Day in the life of a principal*. Retrieved from <https://www.youtube.com/watch?v=L7Cu6UrseSo>

Module 7 SMS Nieto Ch. 1: Bing.com Video (2016, October 18). *What is up? Equality vs. Equity*. Retrieved from <https://goo.gl/e2TZ3H>

Module 7 Nieto Ch. 2: Hrabrowski, F. (2013, February). 4 pillars of college success in science. Retrieved from <https://goo.gl/qzq4a9>

CourseArc – CourseArc presentations have been developed for the sole purpose of supplementing the instructional goals of this course. Deliberate efforts have been made to supplement and enhance your learning with real world examples whenever available via CourseArc.

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) (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; contact the TAMIU Educator Preparation Program located at the TAMIU College of Education Student Success Center, 956-326-2688.

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 & EDAM 5336) 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.

Principal exam 268 Students who are seeking Principal certification must 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 Preparation Manual (https://www.tx.nesinc.com/content/docs/TX268_Principal_PrepManual.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 (<http://www.thecb.state.tx.us/?objectid=1DBF4AD0-26FC-11E8-BC500050560100A9>)- 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.

Course References/Bibliography (in APA Format):

Students please follow the American Psychological Association Manual (APA) 7th Edition for reflections and class question(s) summaries along with any required references list.

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%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

Assessments

Voicethread Exercises (5)

Percentage

6%



Case Studies (3)	33%
Chapter Questions (2)	4%
Constructed Response Questions (1)	17%
Article Reflection (1)	3%
Selected Response Assignments (2)	12%
Discussion Forums (2)	3%
Bias Self-Assessment	12%
Final Exam	10%
Total	100%

GRADE	PERCENTAGE
A	89.5-100
B	79.5-89.4
C	69.5-79.4
D	59.5-60.4
F	59.4 or Below

Schedule of Topics and Assignments

Week of	Agenda/Topic	Reading(s)	Due
7/6	Systemic Inequities & Students of Diverse Backgrounds Campus Needs Assessment, Teacher Effectiveness, Campus Community, Multicultural Awareness	• SMS Chapter 2 and PowerPoint (MO1.1) • Nieto Chapter 9, PowerPoint, and CourseArc (MO1.2)- (MO1.1)	1. Module 1 Case Study - Leadership Challenges During a Period of Change: Unpacking a District's Efforts to Diversify Its Teacher Workforce (Grillo & Barreau, 2019). This case provides multiple lenses from which to engage in real-world problems and ensure that leadership candidates are proficiently entrusted with the skills needed to be change agents in the field. (MO 1.2) 2. Module 1 Discussion- Acknowledgment of Syllabus and Policies 3. Module 1 Discussion Module 1 Skrla, McKenzie & Sheurich Chapter 2 (MO1.1) 4. Meet and Greet Forum >>>Module 1 assignments due by July 12, 2026 at 11:59PM CST. Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated.



7/13	Engaging in Critical Self-Reflection & Social Justice Leadership Equitable Curriculum, Curriculum Audits, National & State Accountability Systems, & Diverse Students	• SMS Chapter 3 and PowerPoint (MO2.1) • Nieto Chapter 10, PowerPoint, and CourseArc(MO2.2) • Nieto Chapter 11 and PowerPoint (MO2.3) • Leadership Video: The Principal Factor (MO3.3)	1. Module 2 Case Study- Cultural Proficiency: The Missing Link to Student Learning (Brion, 2019) 2. This case study is relevant and its solutions are applicable to many districts in the United States because issues of equity due to the lack of cultural proficiency are pervasive in this country. DHS highlights how crucial it is to become culturally proficient (MO2.1). 3. SMS Chapter 3 VoiceThread (MO2.2) 4. View the Leadership Video: The Principal Factor (MO2.3) >>>Module 2 assignments due by July 19, 2026 at 11:59 PM CST Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated.
7/20	Cultivating a Culture of Success & Instructional Quality Teaching Characteristics that Impact Students' Learning, School Culture and Climate	• SMS Chapter 4 and PowerPoint (MO3.1) • Nieto Chapter 8, PowerPoint, and CourseArc, • PowerPoint, and CourseArc (MO3.2)	1. Constructed Response Assignment & Bias Self- Assessment (MO3.1, MO3.2) 2. Bias Self-Assessment (MO3.1, 3.2) >>>Module 3 assignments due by July 26, 2026 at 11:59PM CST
7/27	Programmatic Equity & Advocacy Leadership Impact on Curriculum and Pedagogy, Students' Relationships with Teachers, Courageous Dialogues	• SMS Chapter 5 and PowerPoint (MO4.1) • Nieto Chapter 6 PowerPoint and CourseArc (MO4.2) •Whose Culture has Capital? A Theory Discussion of Community Cultural Wealth (Yosso, 2006) (MO4.2)	1. SMS Chapter 5 Question (MO4.1) 2. Article Reflection- Whose Culture has Capital? A Theory Discussion of Community Cultural Wealth (Yosso, 2006) (MO4.2) 3. Selected Response Assignment (MO4.1, MO4.2) >>>Module 4 assignments due by August 2, 2026 at 11:59PM CST Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated.
8/3	Equity & Teaching Diverse Student Populations Equity Models, Instructional and Culturally Relevant Strategies	- SMS Chapter 6 and PowerPoint (MO5.1); - SMS Chapter 7 and PowerPoint (MO5.1); - SMS Chapter 8 and PowerPoint (MO5.2)	1. SMS Chapter 8 Essay Question (MO5.1) 2. SMS Chapter 8 VoiceThread (MO5.2) 3. Selected Response Assignment (MO5.1) >>> Module 5 assignments due by August 9, 2026 at 11:59PM CST Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated.
8/10	Honoring Diverse Students' Identities Leadership strategies that impact community relationships	- SMS Chapter 9 and PowerPoint (LO6.1); - SMS Chapter 10 and PowerPoint (LO6.1); - Nieto Chapter 4 PowerPoint and CourseArc (LO6.1); Nieto Chapter 5 PowerPoint and CourseArc (MO6.2)	1. Nieto Chapter 5 VoiceThread (MO6.2) 2. Module 6 Case Study: When Schools Change and Teachers Do Not: The Principal's Use of Evaluation and Feedback to Impact Veteran Teacher Effectiveness (Leggett & Smith, 2019) (MO6.1, MO6.2) >>>Module 6 assignments due by August 16, 2026 at 11:59PM CST Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated.



8/17	Leading with self- initiated learning Equity based change agents, Culturally Relevant Instructional Leadership	SMS Chapter 11 and PowerPoint (LO7.1); Nieto Chapter 3 PowerPoint and CourseArc (LO7.1); Nieto Chapter 2 PowerPoint and CourseArc (LO7.2); Nieto Chapter 1 and PowerPoint (LO7.2)	1. Nieto Chapter 2 VoiceThread (LO7.2) >>>Module 7 assignments due by August 21, 2026 at 11:59PM CST Initial posts for all Discussion Boards and VoiceThreads are due by Wednesday of each week, and two peer comments are due by Sunday on each week, unless otherwise specifically stated. Final Exam is scheduled for August 21, 2026.
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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.

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

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.**

In this online course, one whole-class virtual meeting will be required during the first week of the course.

Course Structure

Because of the fast-paced nature of this course, be sure to check the course no less than bi-weekly, but daily if possible, as due dates occur either in the middle of the week or on Sundays. Ensure the Start Here here tab is visited before starting the course in order to successfully navigate the course.

Student-Instructor Communication Policy and Response Time

Announcements/Course Messages/Emails

On occasion, course announcements may be sent, where an alert will be sent to students over Blackboard Ultra Announcements. Course Messages and/or emails will be responded to within 24 hours. If a class concern, use Course Messages; in the case of concerns external to the course, please email lina.delagarza@tamiu.edu.

Assignments and Assessments

Assignments and feedback will be graded within 72 hours. Per assignment, use the attached rubrics an in-line document comments for feedback and subsequent improvement. Please note that the Assignment(s) Dropboxes will remain open for a week.

Written Assignment Criteria. Written materials should reflect candidates' knowledge of the content as well as the use of higher level thinking skills (i.e., analysis, interpretation, synthesis, and evaluation) and reflect correct spelling, punctuation, grammar, and usage. Written assignments/tasks must be typed and follow the most current addition of the American Psychological Association's Manual (APA) for style and format.

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 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.tamui.edu/distance/technology/voicethread.shtml>) discussions assignments. 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.

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 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 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** 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**.

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**.

Rubrics

Rubrics for all assignments are included in the syllabus to provide an understanding of how assignments are graded.

Late Work Policy

While the instructor is well aware that adult learners have a full life outside of the classroom, please submit work on the due date, and do not ask for due date(s) modifications or extensions.

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.

Turnitin Policy Or Other Types of Assignments in Other Systems

Candidates may be required to submit work to Turnitin when they submit the assignment for a grade in order to view the similarity index which must be below 8 percent.

Proctoring: Respondus LockDown Browser (Free) Requirement

LockDown Browser Requirement

This course requires the use of LockDown Browser for online exams. Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser.

Download Instructions

Click the *Assist* navigation link in Blackboard or visit TAMIU's Respondus LockDown Browser and Respondus Monitor web page (<https://www.tamiau.edu/distance/technology/respondus-ldb-and-monitor.shtml>). Scroll down to the section on the *Respondus LockDown Browser*. Click the link to access the webpage for the software and additional information.

To Access Your Test

1. First, be sure the Respondus LockDown Browser software is full installed on your computer.
2. Open a regular web browser (Google Chrome, Mozilla Firefox, MS Edge, Safari)
3. Log into Blackboard Learn.
4. Navigate to the course and test.
5. Start your attempt.
6. This will launch the Respondus LockDown Browser software.
7. Begin your test.

Note: You won't be able to access tests with a standard web browser. If this is tried, an error message will indicate that the test requires the use of LockDown Browser. Simply start LockDown Browser and navigate back to the exam to continue.

Guidelines

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers) and place them outside of your reach
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Clear your desk or workspace of all external materials not permitted - books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer, Wi-Fi, or location is different than what was used previously with the "Webcam Check" and "System & Network Check" in LockDown Browser, run the checks again prior to the exam
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or device is on a firm surface (a desk or table). Do NOT have the computer on your lap, a bed, or another surface where the device (or you) are likely to move
 - If using a built-in webcam, avoid readjusting the tilt of the screen after the webcam setup is complete
 - Take the exam in a well-lit room, but avoid backlighting (such as sitting with your back to a window)
 - Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted

Getting Help

Several resources are available if you encounter problems with LockDown Browser:

- The Windows and Mac versions of LockDown Browser have a "Help Center" button on the toolbar. Use the "System & Network Check" to troubleshoot issues.
- If you have problems downloading, installing, or taking a test with Respondus LockDown Browser, email the TAMIU eLearning Team at elearning@tamiau.edu. The office is located at **Dr. Billy F. Cowart Hall 208** and is open **Monday through Friday, from 8am to 6pm**.

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.