



# EDSE 5307 - Evid-Based Prac for Stu w/Dis: Evid-Based Prac for Stu w/Dis (Sub I- May 18 to July 03)

Summer 2026 Syllabus, Section 680, CRN 52802

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## Instructor Information

**Liliana Portilla**

Email: liliana.portilla@tamiu.edu

Office Hours:

By appointment

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## Times and Location

Does Not Meet Face-to-Face

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## Course Description

This is an introductory level course for candidates seeking a MS in Special Education. Course content includes an overview of special education eligibility categories and evidence-based practices for students with disabilities. This content addresses the Texas Special Education Teaching Standards and the Council for Exceptional Children Common Core Standards. Course activities include lectures, case studies, and the evaluation of evidence-based practices. Prerequisites: Graduate standing.

Educational Programs Department, College of Education

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## Additional Course Information

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

Professional Certificate- Educational Diagnostician

Master of Science in Generic Special Education- Minor in Educational Diagnostics

### Relationship and Alignment with Program Mission

The mission of the graduate programs in Special Education is to prepare highly effective special education professionals who apply scholarly inquiry to leadership roles when providing evidence-based educational programs and services for individuals with exceptionalities. This course provides the basic framework for providing education to students with disabilities. It includes mastery of history and philosophy of special education, professional responsibilities, needs of students in special education and best strategies.

**Submission of Assignments.** Assignments are DUE at the time designated in any announcement/syllabus/assignment instruction. The opportunity to submit your assignment early is welcomed once the dropbox is available. For most assignments, you will be able to resubmit your assignment if the dropbox is still available. There is a grace period for most assignments, which includes a window of time after the set deadline to submit your assignment to account for any unforeseen issues. The dropbox will close once the grace period has closed. (For example, the deadline is set for Friday at 11:59 PM and the grace period ends Saturday at 12 PM). Assignments not submitted by that time are given a zero (0). Arrangements can be made for extenuating circumstances prior to the due date. Any technical maintenance processes happening thru OIT during the due date is not an excuse. Make arrangements to submit beforehand.

The policy at TAMIU for absences and make-up work will be followed. No work will be made-up unless you have an excusable absence that is submitted in a timely manner as stated in TAMIU policy and approved by the instructor. Once approval is given, arrangements can be made to make-up and submit the work by the given deadline. Any work submitted after the due date and not approved by the instructor remains a zero (0). No



assignments will be accepted after the last day of the semester. (see Attendance, Engagement, and Professional Expectations in COE Undergraduate Policies and Class Attendance under Course Policies).

Please be aware that this course is not self-paced. Students are expected to meet specific deadlines and due dates provided in the LMS for each week. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.

**APA.** All assignments will follow the APA 7th edition student paper format (<https://apastyle.apa.org/style-grammar-guidelines/paper-format/>). It is the student's responsibility to view all resources provided by the instructor in Blackboard and research the information. The expectation is not to memorize the format, but to use the references to guide your formatting and citation requirements as needed. Points will be deducted for improper use in all assignments. Not using in-text citations or not listing references is considered plagiarism and will affect your grade.

In addition, be extremely mindful of your writing, the sources you use, and the format for citations and references. Plagiarism can occur even if not intentional for lack of correct citation of sources. Use the resources provided to you in Blackboard and rely on them for every assignment. Your grade can be affected and well as further disciplinary action (see TAMIU Honor Code: Plagiarism and Cheating under University Course Policies and Academic Integrity in the COE Undergraduate Policies).

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

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

For the course, students are encouraged to use Gen AI tools (i.e. LLMs like ChatGPT) for a variety of assignments in limited form. There are few key ideas to emphasize:

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

More information will be provided during the course on proper citation format and other guidelines. NOT citing Gen AI properly by the student in any formal, submitted assignment or assessment constitutes a violation of the TAMIU Honor Code and will be reported to the Honor Council with potential consequences. (see TAMIU Honor Code: Plagiarism and Cheating under University Course Policies and Academic Integrity in the COE Undergraduate Policies).

**Participation, Attendance, Late Arrivals, and Early Departures.** Please refer to Student Absences under University Course Policies at the end. TAMIU's policy on attendance (<http://www.tamtu.edu/studentaffairs/AppendixFAttendanceRule1.2.shtml/>) will be used in this course. Attendance will be recorded in Blackboard. The policy at TAMIU for absences and make-up work will be followed. No work will be made-up unless you have an excusable absence that is submitted in a timely manner as stated in TAMIU policy and approved by the instructor.

Students are expected to attend every scheduled class meeting. Be prompt. Students are expected to have read the material assigned BEFORE class time and be prepared to participate in all class activities and discussions. You must show evidence that you have prepared for class by actively participating in discussions, expressing your opinions, sharing your knowledge and experiences, raising important issues, and formulating questions. You must keep organized and submit assignments on-time. It is of import to note: there is substantial ongoing in-class participation that is an integral part of this course and course grades. It is the student's responsibility to keep track of those days. Changes to the due dates may occur if there are unforeseen circumstances (ie. pandemic of COVID-19); the instructor will modify to student needs/new schedule.

As future educators and professionals, you must be present every class meeting, be on time to every class and scheduled meeting, and stay for the entirety of the course. Roll call will begin promptly at the class start time. Early departures will affect your class participation in any activity/grade.



This means you may get a reduction of points or a zero. If you must leave early, you will need to email me BEFORE the day of class to inform the instructor and if it constitutes a make-up.

To receive points/grade for any in-class activities, you must be present in class/in person – no virtual, phone, or other means of communication will be allowed. (For example, you were texting your group or on the phone helping your group will not count toward your grade on the assignment). Only a valid excuse will be taken into consideration for makeup assignments. (see Attendance, Engagement, and Professional Expectations under COE Undergraduate Policies).

**BlackBoard.** All assignments will be submitted exclusively through Blackboard. If you have issues with submission, contact OIT for assistance (information at the end of the syllabus). Ensure you have received confirmation of your submission or I will not see the assignment, and no credit can be provided. I do send a notification that I am not able to view, open, or otherwise grade an assignment. It is your responsibility to check your email for any notification and proceed with correcting the issue. It is the student's responsibility to frequently login to Blackboard to check folders, course information, announcements, and read assignment instructions. Announcements will always be posted in the announcement area and emailed to you. You can attend trainings (<https://trainings.tamui.edu/>) by TAMIU's OIT for further support on Blackboard.

**Respondus LockDown Browser Requirement.** This course requires the use of LockDown Browser and Monitor for online exams. Respondus Monitor carries a fee. Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml/>) to get a basic understanding of LockDown Browser. A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml/>) is also available. For more information, visit the TAMIU OIT Respondus website (<https://www.tamui.edu/distance/technology/respondus-ldb-and-monitor.shtml/>). More information will be available through Blackboard. You may use an iPad and Google Chromebook with Respondus. Other software may be used such as Proctorio depending on device or availability.

**DuoMobile.** As a member of the A&M system, you are required to use a two-factor authentication when using any app used by A&M to safeguard your identity. Issues with DuoMobile (<https://duo.tamui.edu/duotwofactor.aspx>) are the responsibility of the student. Lack of access does not constitute an excuse to not complete assignments. The student must still meet the deadlines accordingly.

**Communication.** Communication of instructions, announcements, and other reminders will be conducted in person, posted on Blackboard announcements, and sent through email. Responses to questions or concerns will be provided within 24 hours during weekdays and within 48 hours over the weekend. If you need to communicate with me, please follow the student hours to stop by, meet virtually, or email me to schedule an appointment. Blackboard messages will not be used for this course.

Additionally, if unforeseen circumstances arise where we need to change from F2F or in-person, the use of Blackboard Collaborate and Google Voice will also be used for virtual meetings or text messaging. Keep communication open. Please refer to UConnect, TAMIU Email, and Dusty Alert under College of Education Policies.

**Classroom and Online Etiquette.** Please refer to Classroom Behavior under University Course Policies at the end. Additionally, exercise positive and effective communicative skills when engaging online and in person. Students must be mindful of the language, tone, and academic responses e-mailed or posted when communicating with the professor or with other students. Students may not copy, distribute, or share any course images, assignments, guides, or recordings including recorded lectures (if any) without the explicit written permission of the instructor. This is considered a violation of copyright infringement. Any resources created by the instructor are the intellectual property (IP) of the instructor.

**Technology Tools.** Living in the 21st century, we are well aware of the technology that surrounds us. This presents opportunities to interact with and use technology in the classroom to enrich learning and create purposeful and active learning environments to fit everyone's needs. In the class, we will actively use a variety of technology applications. You are not required to have a laptop; a mobile device will suffice. Some of the technology applications that are part of the university system that may be used are BlackBoard Ultra (and apps within in). Other possible apps used in class will be Google Suite, Microsoft Office 365 apps, Wakelet, and Microsoft Education Center/Microsoft Learn to name a few. For specific university-based apps, you can attend trainings (<https://trainings.tamui.edu/>) by TAMIU's OIT eLearning team or email the team at [elearning@tamui.edu](mailto:elearning@tamui.edu). Additionally, please refer to Technology Issues under College of Education Policies for any help.

## Program Learning Outcomes

**PLO 1.** Graduates will analyze, interpret, and apply assessment data to make informed educational decisions, determine eligibility, and design individualized programs and services for individuals with exceptionalities.

**PLO 2.** Graduates will design and implement evidence-based instructional strategies and interventions that address the diverse academic, behavioral, and social-emotional needs of individuals with exceptionalities.

**PLO 3.** Graduates will collaborate effectively with families, educators, related service providers, and community partners to support the educational and developmental outcomes of individuals with exceptionalities.

**PLO 4.** Graduates will demonstrate leadership and advocacy skills that support inclusive practices, ethical decision-making, and the rights of individuals with exceptionalities.



## Student Learning Outcomes

Module #1: Special Education Policies, Process, and Practices

Module #2: Collaboration and Parent Participation

Module #3: Differentiated Instruction; Response to Intervention and Multitiered Systems of Support

Module #4: Promoting Social Acceptance and Managing Student Behavior; Promoting Content Learning through the teaching and Learning Connection

Module #5: Teaching Students with Learning Disabilities and Attention Deficit Hyperactivity Disorder; Teaching Students with Emotional and Behavioral Disorder

Module #6: Teaching Students with Autism Spectrum Disorders/Pervasive Developmental Disorders; Teaching Students with Intellectual and Developmental Disabilities Teaching Students with Lower-Incidence Disabilities

Module #7: Facilitating Reading; Facilitating Writing, Helping All Students Succeed Mathematics

## 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                |
|-------|------------------------------------------------------------------------------------------------|-----------------------|---------------------|
|       | Teaching Students Who Are Exceptional, Diverse, And At Risk in the General Education Classroom | Vaughn, Bos, & Schumm | ISBN: 9780134447896 |

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## Other Course Materials

State standards for certification programs:

- Educator program standards ([http://www.tea.state.tx.us/index2.aspx?id=5938&menu\\_id=2147483671&menu\\_id2=794](http://www.tea.state.tx.us/index2.aspx?id=5938&menu_id=2147483671&menu_id2=794))
- Certification domains/competencies (<http://cms.texas-ets.org/texas/testframeworks/>)
- TEKS ([http://www.tea.state.tx.us/index2.aspx?id=6148&menu\\_id=720&menu\\_id2=785](http://www.tea.state.tx.us/index2.aspx?id=6148&menu_id=720&menu_id2=785))
- College and Career Readiness Standards (<http://www.thecb.state.tx.us/collegereadiness/crs.pdf>)

Additional useful websites:

- Office of Special Education and Rehabilitative Services (OSERS). <https://www2.ed.gov/about/offices/list/osers/osep/index.html>  
OSERS guides and supports a comprehensive array of programs and projects that support individuals with disabilities:

### • ***Texas Education Agency - Special Education Rules and Regulations***

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

- *Council for Exceptional Children (CEC)*: <http://www.cec.sped.org>

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

- IRIS Center: <https://iris.peabody.vanderbilt.edu>



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

## Grading Criteria

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

## Open Boilerplate

### Module 1

- Assignment 1 – 40 points
- Quiz 1 – 30 points
- Discussion Post 1 & Two Responses – 40 points

**Total: 110 points**

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### Module 2

- Assignment 2 – 40 points
- Quiz 2 – 30 points
- Discussion Post 2 & Two Responses – 40 points

**Total: 110 points**

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### Module 3

- Assignment 3 – 40 points
- Quiz 3 – 30 points
- Discussion Post 3 & Two Responses – 40 points

**Total: 110 points**

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### Module 4

- Assignment 4 – 40 points
- Quiz 4 – 30 points
- Discussion Post 4 & Two Responses – 40 points

**Total: 110 points**

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### Module 5

- Assignment 5 – 40 points
- Quiz 5 – 30 points
- Discussion Post 5 & Two Responses – 40 points



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**Total: 110 points**

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**Module 6**

- Assignment 6 – 40 points
- Quiz 6 – 30 points
- Discussion Post 6 & Two Responses – 40 points

**Total: 110 points**

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**Module 7**

- Assignment 7 – Case Study Final Project – 80 points
- Quiz 7 – 30 points
- Discussion Post 7 & Two Responses – 40 points

**Total: 150 points**

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**Final Exam**

- Final Exam – 70 points

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**Total Points for Course: 880 points**

## Schedule of Topics and Assignments

| Week of | Agenda/Topic                                                          | Reading(s)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Due                                                                                                                                 |
|---------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| 5/18    | Week 1 – Module 1: Special Education Policies, Process, and Practices | Week 1 – Module 1: Special Education Policies, Process, and Practices Readings Chapter 1 from Teaching Students Who Are Exceptional, Diverse, and At Risk in the General Education Classroom TEA Notice of Procedural Safeguards (2022) OCR Fact Sheet on Section 504 “Endrew F. v. Douglas County School District (2017) and Special Education Law” Optional: “Most Classroom Teachers Feel Unprepared to Support Students With Disabilities” Assignments Assignment 1 Quiz 1 Discussion Post 1 Two Discussion Responses Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 1, Quiz 1, and Two Discussion Responses: Sunday by 11:59 p.m. | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 1, Quiz 1, and Two Discussion Responses: Sunday by 11:59 p.m. |



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|------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| 5/25 | Week 2 – Module 2: Collaboration and Parent Participation; Teaching Culturally and Linguistically Diverse Students | Readings Chapter 3 Chapter 4 “Significant Disproportionality in Special Education: Current Trends and Actions for Impact” “Misunderstood and Mistreated: Students of Color in Special Education” “Social Reproduction Ideologies: Teacher Beliefs About Race and Culture” Optional: “Disabling Inequity: The Urgent Need for Race-Conscious Resource Remedies” “The Individuals with Disabilities Education Act and Parent Participation” Assignments Assignment 2 Quiz 2 Discussion Post 2 Two Discussion Responses | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 2, Quiz 2, and Two Discussion Responses: Sunday by 11:59 p.m.             |
| 6/1  | Week 3 – Module 3: Differentiated Instruction; RTI and MTSS                                                        | Readings Chapter 12 Chapter 2 “Differentiating Instruction for Disabled Students in Inclusive Classrooms” “Considering Breadth and Depth of Enrolled Grade-Level Curriculum” TEA’s “Grading and Progress Monitoring for Students with Disabilities” Assignments Assignment 3 Quiz 3 Discussion Post 3 Two Discussion Responses                                                                                                                                                                                       | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 3, Quiz 3, and Two Discussion Responses: Sunday by 11:59 p.m.             |
| 6/8  | Week 4 – Module 4: Promoting Social Acceptance and Managing Student Behavior                                       | Readings Chapter 5 Chapter 13 “PBIS Forum 15 Practice Brief: PBIS in the Classroom” “PBIS: Habits of Effective Classroom Practice” IRIS: Evidence-Based Practice Summaries Assignments Assignment 4 – IRIS Activity Quiz 4 Discussion Post 4 Two Discussion Responses Optional Extra Credit: Bully Reflection                                                                                                                                                                                                        | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 4, Quiz 4, and Two Discussion Responses: Sunday by 11:59 p.m.             |
| 6/15 | Week 5 – Module 5: Learning Disabilities, ADHD, and Emotional/Behavioral Disorders                                 | Readings Chapter 6 Chapter 8 “SLD Evaluation: Discrepancy & Processing Deficits Assessment Package” “The State of Learning Disabilities” Video: ADHD in Girls and Boys: Is It Different? “Supporting and Responding to Students’ Social, Emotional, and Behavioral Needs: Evidence-Based Practices for Educators” Optional: “What I Wish People Knew About Gender and ADHD” Assignments Assignment 5 Quiz 5 Discussion Post 5 Two Discussion Responses                                                               | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 5, Quiz 5, and Two Discussion Responses: Sunday by 11:59 p.m.             |
| 6/22 | Week 6 – Module 6: Autism Spectrum Disorders, Intellectual Disabilities, and Lower-Incidence Disabilities          | Readings Chapter 9 Chapter 10 Chapter 11 “Quick Guide: Intellectual Disability” Assignments Assignment 6 Quiz 6 Discussion Post 6 Two Discussion Responses                                                                                                                                                                                                                                                                                                                                                           | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 6, Quiz 6, and Two Discussion Responses: Sunday by 11:59 p.m.             |
| 6/29 | Week 7 – Module 7: Facilitating Reading, Writing, and Mathematics                                                  | Readings Chapter 14 Chapter 15 Chapter 16 Assignments Assignment 7 – Case Study Final Project Quiz 7 Discussion Post 7 Two Discussion Responses Final Exam                                                                                                                                                                                                                                                                                                                                                           | Due Dates Initial Discussion Post: Wednesday by 11:59 p.m. Assignment 7, Quiz 7, Two Discussion Responses, and Final Exam: Sunday by 11:59 p.m. |

## 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](mailto: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 \(https://www.tamiu.edu/handbook/index.shtml\)](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](mailto: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](mailto: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](mailto: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](mailto: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](mailto: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

1. Course messages and emails are the main and preferred method of contact to communicate with the instructor (liliana.portilla@tamiu.edu). However, if time is of the essence, you may text me at 956-2858646 and I will try to respond as soon as I'm available. To effectively communicate with the instructor via email, students are expected to: 1) Use their university dusty email. 2) Make sure the emails begin by addressing "To whom" and display his or her full name in the "From" field. and state your course number (5345) 3) Always use an informative subject line. 4) Allow up to 24 hours for the instructor to reply during weekdays; possibly more if it is a weekend or holiday. *Regular and substantive instructor-to-student expectations and predictable/scheduled interactions and feedback are present, appropriate for the course length and structure, and are easy to find. (OSCQR, SACSCOC, SC)*
2. *Expectations for all course interactions (instructor to student, student to student, student to instructor) are clearly stated and modeled in all course interactions/communication channels. (OSCQR, SACSCOC, SC)*

**Be sure to add clear statements on your syllabi about these instructor-to-student expectations.**

Visit for additional guidance on including Regular and Substantive Interaction: <https://www.tamui.edu/distance/faculty/regular-and-substantive-interaction.shtml>

## Online Courses and On-Campus Meetings

Texas Administrative Code (TAC), Title 19, Part 1, Chapter 2, Subchapter J, Section 2.202 ([https://texreg.sos.state.tx.us/public/readtac\\$ext.TacPage?sl=R&app=9&p\\_dir=&p\\_rloc=&p\\_tloc=&p\\_ploc=&pg=1&p\\_tac=&ti=19&pt=1&ch=2&rl=202](https://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=1&ch=2&rl=202)), defines distance education as the formal educational process that occurs when students and instructors are not in the same physical setting for the majority (more than 50%) of instruction. Distance education includes hybrid and 100% online courses and programs as defined by the Texas Higher Education Coordinating Board (THECB):

- **Hybrid Course** - A distance education course in which more than 50 percent but less than 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations.
- **100-Percent Online Course** - A distance education course in which 100 percent of instructional activity takes place when the student(s) and instructor(s) are in separate physical locations. **Requirements for on-campus or in-person orientation, testing, academic support services, internships/fieldwork, or other non-instructional activities do not exclude a course from this category.**

## Course Structure

This course contains seven learning modules. Each module consists of course learning objectives and module learning objectives that include assigned readings, a discussion forum. Related activities and assignments(s). In each module students are required to (a) complete the assigned readings, (b) participate in discussion forums through being engaged in an initial post and peer replies, (c) complete assignments and (d) respond to questions on quizzes or other tasks. To keep up with the class and important announcements, students are expected to log on daily. Online class can be both challenging and exciting. To succeed in this course, students need to commit the time and effort to actively participate in the learning process and complete the assigned tasks by the due date.

## Assignments and Assessments

Assignments are due by Sunday at the end of each school week. The instructor will provide feedback 48 hours after the assignment/assessment deadlines. If the instructor is unable to do so, the instructor will provide an announcement or email to inform the students of the change for that week., the instructor will provide an announcement or email to inform the students of the change for that week.

### Course Communication Guidelines (Netiquette)

There are course expectations concerning etiquette or how we should treat each other online. It is vital that we consider these values as we communicate with one another.

## 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.tamui.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: *[list any additional software required here. Additionally, and if applicable, you may use the following statement:]* TAMIU Students may access online versions of this software through their Dusty Office 365 account at <https://dusty.tamiau.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@tamiau.edu](mailto:elearning@tamiau.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**

## Grading Scale/Schema (after Grade Breakdown section)

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

- 900 - 1000 = A
- 800 - 899 = B
- 700 - 799 = C
- 600 - 699 = D
- 500 - 599 = F

## Course Evaluation

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

## Accessibility and Privacy Statements on Course Technologies

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

## 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.