



EDSE 5364 - Coll Cons in Edu Settings: Coll Cons in Edu Settings (Sub II- July 06 to Aug 21)

Summer 2026 Syllabus, Section 780, CRN 52750

Instructor Information

B. Keith Ben-Hanania Lenz, Ph.D.

Adjunct professor

Email: keith.lenz@tamiu.edu

Office: Online

Office Hours:

Monday & Wednesday 3 PM to 8 PM; Phone, Virtual, Chat by appointment

Cell Phone: 501-358-8715

You may text me at any time if it is an emergency

Times and Location

Does Not Meet Face-to-Face

Course Description

This is an advanced level course for candidates seeking a MS in Special Education. This course is designed to develop the knowledge and skills needed to effectively collaborate and consult with families, school personnel and community members in educational settings. Content includes collaborative school consultation theory and its application, problem-solving techniques, effective communication skills, and practices for leadership and mentorship. Course activities include lectures, group discussions and works, and developing a plan to build partnerships with families.

Prerequisites: Graduate standing.

Educational Programs Department, College of Education

Additional Course Information

My Personal AI Policy: Artificial intelligence tools, including ChatGPT, Grammarly, Microsoft Copilot, Google Gemini, and similar applications, may be used in this course as learning supports when used responsibly, ethically, and transparently. Appropriate uses include brainstorming, clarifying concepts, organizing ideas, checking grammar, improving sentence clarity, or receiving feedback on a draft. AI may not be used as a substitute for your own thinking, professional judgment, engagement with course materials, or completion of required analysis. You are responsible for the accuracy, originality, and integrity of all submitted work, including verifying AI-supported content and ensuring it aligns with course expectations, Texas special education practices, and professional standards. If AI is used in completing an assignment, include a brief disclosure identifying the tool and explaining how it supported your work. Failure to disclose significant AI use, submitting AI-generated work as your own, fabricating citations or information, or using AI to bypass the learning purpose of an assignment may be treated as a violation of academic integrity.

TAMU encourages thoughtful, ethical, and effective use of AI to support teaching and learning, including course design, instructional delivery, student engagement, and professional productivity. In this course, I also use AI responsibly to support my teaching by organizing course materials, clarifying assignment directions, developing examples and learning supports, reviewing communication for clarity, and improving the accessibility and usefulness of instructional resources. As with your use of AI, I review, revise, and take responsibility for the final content I provide, using AI as a support for professional judgment rather than as a replacement for it.



Program Learning Outcomes

[Enter Program Learning Outcomes here. If there are none, you can REMOVE this section by clicking on the eyeball. **Please don't forget to remove these instructions.**]

Student Learning Outcomes

Upon successful completion of this course, each student will:

- CO1: Explain collaborative school consultation theory and its application in special and general education contexts.
- CO2: Demonstrate skills in facilitating the team effort required for effective collaboration and co-teaching to serve students' special learning needs.
- CO3: Apply problem-solving techniques in collaboration with co-educators and related ancillary personnel to facilitate student growth and development in cognitive, affective, sensorimotor, and social areas.
- CO4: Examine strategies for managing time, records, resources, and ethical issues when engaged in school-based collaborative consultation, co-teaching, and other forms of teamwork.
- CO5: Exhibit self-awareness, appreciation of cultural diversity, and constructive use of individual differences among adults as well as students in school-based collaboration and in multicultural settings to co-teach, collaborate, and consult effectively.
- CO6: Illustrate effective communication skills and collaboration practices in working with families of students with special needs.
- CO7:
Delineate plans and practices for leadership and mentorships that create synergy and provide positive ripple effects for students, families, and professional colleagues' needs through collaboration, consultation, and teamwork in local school contexts.

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	Collaboration, consultation, and teamwork for students with special needs	Knackendoffel, A., Dettmer, P. & Thurston, L. P.	9780134447674

Other Course Materials

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

Required Textbook

Knackendoffel, A., Dettmer, P. & Thurston, L. P. (2018). *Collaboration, consultation, and teamwork for students with special needs*. Columbus, Ohio: Pearson.

This textbook contains information regarding collaboration, consultation, and teamwork in educational settings and emphasizes constructive ways to work together to serve all students, including students with special needs. Each of twelve chapters includes a list of key terms, scenarios, topics to discuss, and practical suggestions.

Required Materials

Articles: *(copies provided within the course)*

Cramer, S., & Stivers, J. (2007). Don't give up: Practical Strategies for Challenging Collaboration. *Teaching Exceptional Children*, 39(6), 6-11.
Doi:10.1177/004005990703900601

Hedges, H., & Lee, D. (2010). 'I understood the complexity within diversity': preparation for partnership with families in early childhood settings, *Asia-Pacific Journal of Teacher Education*, 38(4), 257-272, DOI: 10.1080/1359866X.2010.515939



Matuszny, R. M., Banda, D. R., & Coleman, T. J. (2007). A progressive plan. For building collaborative relationships with parents from diverse backgrounds. *TEACHING Exceptional Children*, 39 (4), 24-31.

Optional Articles

Zarate, K., Williams, C. S., & Ostrosky, M. M. (2025/advance online). Let's collaborate! Strategies to improve inclusion of students with extensive support needs. *TEACHING Exceptional Children*.

This article is especially practice-centered. It focuses on collaborative strategies for improving inclusion for students with extensive support needs. This would support a discussion about moving collaboration beyond "being nice" to shared planning.

Francis, G. L., Strimel, M., & Macedonia, A. (2025). The EASE process: Increasing educator reflexivity to foster family-educator collaboration. *TEACHING Exceptional Children*, 57(4), 304–312.

This article describes a process for examining your own assumptions and "microcultures" before working with families. Family-educator collaboration can break down when family and educator microcultures differ, and reflexivity can help build trust and understanding.

Banks, J., Kea, C., & Coleman, M. R. B. (2025). Making meaningful connections: Facilitating schoolwide family engagement with culturally diverse families. *TEACHING Exceptional Children*, 57(3), 186–194.

This article focuses on schoolwide family engagement with culturally diverse families and is clearly practice-oriented. The article addresses strong family partnerships and building schoolwide relationships.

Web Resources

Policy/Professional Web Resources:

Office of Special Education and Rehabilitative Services (OSERS)

<https://www2.ed.gov/about/offices/list/osers/osep/index.html> (<https://www2.ed.gov/about/offices/list/osers/osep/>)

OSERS guides and supports federal programs and initiatives designed to improve results for infants, toddlers, children, youth, and adults with disabilities. This site is useful for locating federal special education priorities, policy guidance, technical assistance centers, and resources related to IDEA implementation.

Texas Education Agency — Special Education Rules and Regulations

https://tea.texas.gov/Academics/Special_Student_Populations/Special_Education/Programs_and_Services/Special_Education_Rules_and_Regulations

The Texas Education Agency provides state rules, regulations, guidance, and resources related to special education services in Texas. This site is especially important for understanding how federal requirements are implemented within Texas schools.

Council for Exceptional Children (CEC)

<https://exceptionalchildren.org>

The Council for Exceptional Children is a leading professional organization dedicated to improving educational outcomes for children and youth with disabilities and other exceptionalities. CEC provides professional standards, publications, practice resources, and professional development opportunities for special educators and related professionals.

Collaboration-Specific Web Resources

High-Leverage Practices in Special Education

<https://highleveragepractices.org>

The High-Leverage Practices website provides practical resources on essential practices for special educators. The collaboration section is especially relevant to this course because it focuses on working with professionals, organizing and facilitating effective meetings, and collaborating with families to support student learning and services.

CEEDAR Center

<https://ceedar.education.ufl.edu>

The CEEDAR Center provides resources for educator preparation and professional learning related to evidence-based and high-leverage practices. For this course, CEEDAR is especially useful for understanding collaboration as a professional practice that supports inclusive instruction, teacher effectiveness, and improved outcomes for students with disabilities.

IRIS Center

<https://iris.peabody.vanderbilt.edu>



The IRIS Center provides free, interactive modules and resources for preservice and practicing educators. Several IRIS modules address collaboration, family engagement, inclusive practices, communication, and supporting students with disabilities. These resources help connect course concepts to school-based scenarios and practical decision making.

TTAC Online: HLP Collaboration

<https://ttaconline.org/hlp-collaboration>

TTAC Online provides technical assistance resources for educators serving students with disabilities. Its HLP Collaboration page organizes resources around collaboration-related high-leverage practices, including working with professionals, families, and school teams.

National Center for Systemic Improvement

<https://ncsi.wested.org>

The National Center for Systemic Improvement provides resources to help states, districts, and schools improve outcomes for students with disabilities. For this course, NCSI is useful for examining collaboration at the systems level, including how educators, families, schools, and agencies work together to support implementation of IDEA and evidence-based practices.

U.S. Department of Education: Family Partnership and Engagement

<https://www.ed.gov/birth-grade-12-education/resources-families/family-partnership-and-engagement>

This U.S. Department of Education resource page focuses on strengthening family-school partnerships. It provides resources for educators, families, and education leaders who are working to improve family engagement and student success.

Strategies for Equitable Family Engagement

<https://www.ed.gov/teaching-and-administration/lead-and-manage-my-school/state-support-network/ssn-resources/strategies-for-equitable-family-engagement>

This resource provides guidance and examples for implementing equitable family engagement strategies. It is useful for examining how schools can move beyond one-way communication and develop more inclusive, culturally responsive partnerships with families.

Grading Criteria

[Enter Grading Criteria here. You may provide this information using the table below, and/or using bullet points/lists and/or in paragraph form.]

- **To edit the table**, double click on it.
- **To remove the table**, click on it and press **DELETE**.

Please don't forget to remove these instructions.

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

Assignment Schedule

Schedule of Module Topics, Textbook Chapters, and Assignment Due Days

Week of	Agenda/Topic	Reading(s)	Due
7/6	Module I: Working Together in Schools Week 1	Chapter 1	Discussion Forum #1: What Collaborative school consultation is, and what is not: Initial post (Due Day 3): Substantive Responses to colleagues (Due Day 5) Assignment #1: How Can Teachers. Work Together (Due Day 7) Module I Quiz: Due Day 7



7/13	Module II: Collaboration & Teaming Week 2	Chapter 2 & 4	Discussion Forum #2: Hearing Messages through Our Filters Substantive Responses to colleagues (Due Day 5) Assignment #2: Techniques for Day 7) Module II Quiz: Due Day 7
7/20	Module III: Structuring Teamwork Week 3	Chapters 3 & 5	Discussion Forum #3: Learning Disability or Curriculum Disability? Initial post (Due Day 3) Substantive Responses to colleagues (Due day 5) Assignment #3: Collaborative School Consultation Methods (Due day 7). Module III Quiz: Due Day 7.
7/27	Module IV: Using Tools for Collaboration Week 4	Chapter 6	Discussion Forum #4: School-based teamwork to implement MTSS model Initial post (Due day 3) Substantive Responses to colleagues (Due Day 5) Assignment #4: Appropriate curricular adaptations to serve students with disability as a team (Due Day 7) Module IV Quiz: Due Day 7
8/3	Module V: Working with Team Members from Diverse Backgrounds Week 5	Chapter 8	Discussion Forum #5: Diversity-related Competencies for Collaborating consultants Initial post (Due Day 3) Substantive Responses to colleagues (Due Day 5) Assignment #5: Develop Your Character (Due Day 7) Module V Quiz: Due Day 7
8/10	Module VI: Building Partnerships with Families Week 6	Chapter 9	Discussion Forum #6: Assumptions-Ours and Those of Others Initial post (Due Day 3) Substantive Responses to colleagues (Due Day 5) Assignment #6: Potential Challenges to Collaborating with Families (Due Day 7) Module VI Quiz: Due Day 7
8/17	Module VII: Collaborating through leadership and Community Partnerships Week 7	Chapter 11	Discussion Forum #7: Early Intervention Strategies: Initial post (Due Day 3; Substantive Responses to colleagues (Due Day 5) Assignment #7: Exam (Due Day 5)

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>)).

TAMTU Honor Code: Plagiarism and Cheating

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

TAMTU has penalties for plagiarism and cheating.

- **Penalties for Plagiarism:** Should a faculty member discover that a student has committed plagiarism, the student should receive a grade of 'F' in that course and the matter will be referred to the Honor Council for possible disciplinary action. The faculty member, however, may elect to give freshmen and sophomore students a "zero" for the assignment and to allow them to revise the assignment up to a grade of "F" (50%) if they believe that the student plagiarized out of ignorance or carelessness and not out of an attempt to deceive in order to earn an unmerited grade; the instructor must still report the offense to the Honor Council. This option should not be available to juniors, seniors, or graduate students, who cannot reasonably claim ignorance of documentation rules as an excuse. For repeat offenders in undergraduate courses or for an offender in any graduate course, the penalty for plagiarism is likely to include suspension or expulsion from the university.
- **Caution:** Be very careful what you upload to Turnitin or send to your professor for evaluation. Whatever you upload for evaluation will be considered your final, approved draft. If it is plagiarized, you will be held responsible. The excuse that "it was only a draft" will not be accepted.



- **Caution:** Also, do not share your electronic files with others. If you do, you are responsible for the possible consequences. If another student takes your file of a paper and changes the name to his or her name and submits it and you also submit the paper, we will hold both of you responsible for plagiarism. It is impossible for us to know with certainty who wrote the paper and who stole it. And, of course, we cannot know if there was collusion between you and the other student in the matter.
- **Penalties for Cheating:** Should a faculty member discover a student cheating on an exam or quiz or other class project, the student should receive a “zero” for the assignment and not be allowed to make the assignment up. The incident should be reported to the chair of the department and to the Honor Council. If the cheating is extensive, however, or if the assignment constitutes a major grade for the course (e.g., a final exam), or if the student has cheated in the past, the student should receive an “F” in the course, and the matter should be referred to the Honor Council. Additional penalties, including suspension or expulsion from the university may be imposed. Under no circumstances should a student who deserves an “F” in the course be allowed to withdraw from the course with a “W.”
 - **Caution:** Chat groups that start off as “study groups” can easily devolve into “cheating groups.” Be very careful not to join or remain any chat group if it begins to discuss specific information about exams or assignments that are meant to require individual work. If you are a member of such a group and it begins to cheat, you will be held responsible along with all the other members of the group. The TAMIU Honor Code requires that you report any such instances of cheating.
- **Student Right of Appeal:** Faculty will notify students immediately via the student’s TAMIU e-mail account that they have submitted plagiarized work. Students have the right to appeal a faculty member’s charge of academic dishonesty by notifying the TAMIU Honor Council of their intent to appeal as long as the notification of appeal comes within 10 business days of the faculty member’s e-mail message to the student and/or the Office of Student Conduct and Community Engagement. The Student Handbook provides more details.

Use of Work in Two or More Courses

You may not submit work completed in one course for a grade in a second course unless you receive explicit permission to do so by the instructor of the second course. In general, you should get credit for a work product only once.

AI Policies

Your instructor will provide you with their personal policy on the use of AI in the classroom setting and associated coursework.

TAMIU E-Mail and SafeZone

Personal Announcements sent to students through TAMIU E-mail (tamiu.edu or dusty email) are the official means of communicating course and university business with students and faculty –not the U.S. Mail and no other e-mail addresses. Students and faculty must check their TAMIU e-mail accounts regularly, if not daily. Not having seen an important TAMIU e-mail or message from a faculty member, chair, or dean is not accepted as an excuse for failure to take important action.

Students, faculty, and staff are encouraged to download the SafeZone app, which is a free mobile app for all University faculty, staff, and students. SafeZone allows you to: report safety concerns (24/7), get connected with mental health professionals, activate location sharing with authorities, and anonymously report incidents. Go to SafeZone (<https://www.tamiu.edu/adminis/police/safezone/index.shtml>) for more information.

Copyright Restrictions

The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000; criminal penalties include a fine up to \$250,000 and imprisonment. Copyright laws do not allow students and professors to make photocopies of copyrighted materials, but you may copy a limited portion of a work, such as article from a journal or a chapter from a book for your own personal academic use or, in the case of a professor, for personal, limited classroom use. In general, the extent of your copying should not suggest that the purpose or the effect of your copying is to avoid paying for the materials. And, of course, you may not sell these copies for a profit. Thus, students who copy textbooks to avoid buying them or professors who provide photocopies of textbooks to enable students to save money are violating the law.

Students with Disabilities

Texas A&M International University seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required to afford equal education opportunity. It is the student’s responsibility to register with the Office of Disability Services for Students located in Student Center 124. This office will contact the faculty member to recommend specific, reasonable accommodations. Faculty are prohibited from making accommodations based solely on communications from students. They may make accommodations only when provided documentation by the Office of Disability Services for Students.

For accommodations or assistance with disabilities, contact the Disability Coordinator, Karla Pedraza, at karla.pedraza@tamiu.edu, call 956.326.2763, or visit Student Center 124.

Student Attendance and Leave of Absence (LOA) Policy

As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOA's for students, including pregnant/parenting students, in accordance with the Attendance Rule (Section 3.07) and the Student LOA Rule (Section 3.08), which includes the "Leave of Absence Request" form. Both rules can be found in the TAMIU Student Handbook (URL: Student Handbook (<https://www.tamiau.edu/handbook/index.shtml>)).

Pregnant and Parenting Students

Under Title IX of the Education Amendments of 1972, harassment based on sex, including harassment because of pregnancy or related conditions, is prohibited. A pregnant/parenting student must be granted an absence for as long as the student's physician deems the absence medically necessary. It is a violation of Title IX to ask for documentation relative to the pregnant/parenting student's status beyond what would be required for other medical conditions. Students who experience or observe alleged or suspected discrimination due to their pregnant/parenting status, should report to the TAMIU Title IX Coordinator (Lorissa M. Cortez, 5201 University Boulevard, KLM 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857) and/or the Office of Civil Rights (Dallas Office, U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600). You can also report it on TAMIU's anonymous electronic reporting site, *Report It*, at <https://www.tamiau.edu/reportit> (<https://www.tamiau.edu/reportit/index.shtml>).

TAMIU advises a pregnant/parenting student to notify their professor once the student is aware that accommodations for such will be necessary. It is recommended that the student and professor develop a reasonable plan for the student's completion of missed coursework or assignments. The Office of Compliance (Lorissa M. Cortez, lorissam.cortez@tamiau.edu) can assist the student and professor in working out the reasonable accommodation. For other questions or concerns regarding Title IX compliance related to pregnant/parenting students, contact the Title IX Coordinator. In the event that a student needs a leave of absence for a substantial period of time, TAMIU urges the student to consider a Leave of Absence (LOA) as outlined in the TAMIU *Student Handbook*.#As part of our efforts to assist and encourage all students towards graduation, TAMIU provides LOAs for students, including pregnant/parenting students, in accordance with the Attendance Rule and the Student LOA Rule.#Both rules can be found in the TAMIU *Student Handbook*.

For parenting-related rights, accommodations, and resources, contact the Parenting Liaison, Mayra Hernandez, at mghernandez@tamiau.edu, call 956.326.2265, or visit Student Center 226.

For pregnancy-related rights, accommodations, and resources, contact the TIX Coordinator, Lorissa Cortez, at lorissam.cortez@tamiau.edu, call 956.326.2857, or visit Killam Library 159.

Anti-Discrimination/Title IX

TAMIU does not discriminate or permit harassment against any individual on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, educational programs, or employment. If you would like to file a complaint relative to Title IX or any civil rights violation, please contact the TAMIU Director of Equal Opportunity and Diversity/Title IX Coordinator, Lorissa M. Cortez, 5201 University Boulevard, Killam Library 159B, Laredo, TX 78041, TitleIX@tamiau.edu, 956.326.2857, via the anonymous electronic reporting website, ReportIt (<https://www.tamiau.edu/reportit>) and/or the Office of Civil Rights (Dallas Office), U.S. Department of Education, 1999 Bryan Street, Suite 1620, Dallas, TX 75201-6810, 214.661.9600.

Incompletes

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

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

WIN Contracts

The Department of Biology and Chemistry does not permit WIN contracts. For other departments within the college, WIN Contracts are offered only under exceptional circumstances and are limited to graduating seniors. Only courses offered by full-time TAMIU faculty or TAMIU instructors are eligible to be contracted for the WIN requirement. However, a WIN contract for a course taught by an adjunct may be approved, with special permission

from the department chair and dean. Students must seek approval before beginning any work for the WIN Contract. No student will contract more than one course per semester. Summer WIN Contracts must continue through both summer sessions.

Student Responsibility for Dropping a Course

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

Independent Study Course

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

Grade Changes & Appeals

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

Final Examination

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

Mental Health and Well-Being

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

Distance Education Courses

Course Structure

This course contains seven learning modules. Each module consists of learning objectives and tasks, including assigned readings, discussion forum, related activities, and assignment(s), and a check for understanding. 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 assigned tasks, and (d) respond to questions on the quiz.

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

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

Student-Instructor Communication Policy and Response Time

Course Messages/Emails

Blackboard Messages, which go to my email and direct email, are the main and preferred methods of contact to communicate with the instructor keith.lenz@tamiu.edu

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

- 1) Use their university email.
- 2) Make sure the emails begin by addressing "To whom" and display his or her full name in the "From" field.



3) Always use an informative subject line.

4) Allow up to 24 hours for the instructor to reply during weekdays; possibly more if it is a weekend or holiday.

Assignments and Assessments

Submission of Assignments.

Always submit assignments as attachments in a Word or PDF format.

Always include the Module & Assignment # and your first and last name on the attachment/file name and on the assignment submission document.

Late or missing assignments/tasks will not be accepted unless extenuating circumstances are present. In these cases, students must discuss the situation with the instructor as soon as possible. Any homework sets submitted late without the instructor's approval will receive zero credit, unless otherwise specified by the instructor. The due date for each assignment is listed in the Tentative Course Schedule. Work turned in by 11:00 PM Central Standard Time on the due date will be considered on time.

Feedback. Feedback for assignments will be provided within three days of the assignment deadline unless specified otherwise. For written assignments, formative feedback will be provided upon the submission of your draft by the end of Day 4. Students will be notified of any delay due to unforeseen circumstances.

Grading and Evaluation

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

The due dates for Discussion Forum posts are on Wednesday (Day 3) for the initial post and on Friday (Day 5) for two substantive responses to colleagues' posts.

There are seven assignments that need to be submitted by Sunday (Day 7).

Each module includes a quiz with questions to assess students' understanding of the topics covered. The completed quiz must be submitted by Sunday (Day 7).

The final comprehensive exam for the course is scheduled on Day

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.

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. In this class, we will utilize Blackboard (<http://www.tamui.edu/distance/students/elearning-orientation.shtml>). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (<http://www.tamui.edu/distance/technology/accessibility-statements.shtml>) and Privacy Statements (<http://www.tamui.edu/distance/technology/privacy-statements.shtml>).

Respondus LockDown Browser (Free) and Monitor (\$15 fee) Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Scroll down to the *Instructional Technologies* section, and click on the *Respondus LockDown Browser* icon. Download is **free**.

Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

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.

Cost for Respondus Monitor

There is a **\$15 fee** for the webcam feature that's used with LockDown Browser (sometimes referred to as Respondus Monitor). This is a one-time fee, valid for 12 months (365 days) for all courses or exams that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature. Payment can be made with PayPal, Visa or Mastercard.

To pay for Respondus Monitor:

a) Start Respondus LockDown Browser (http://www.jsu.edu/online/current-students/resp_lock_browser_students.html).

b) Navigate to your test.

c) Complete the set-up process, which includes a payment screen for entering credit card information.

d) Payment and entering credit card information is only necessary one-time per course.

Guidelines

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

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices
- Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- 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 located 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 elarning@tamiu.edu.

Webcam Checkout for Personal Computer

If students are unable to use personal or borrowed computers and equipment, students may stop by the Instructional Technology and Distance Education Services office to check out webcams (with built-in microphones). The office is located at **Killam Library 259** (down the hall from the HelpDesk) and is open **Monday through Friday from 8 a.m. to 7 p.m.** Checkout for a webcam is on a first-come, first-service basis. Speak with an eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.

Course Withdrawal

If, at any point, you decide not to participate in this course, it is your responsibility to officially drop or withdraw from enrollment. Failure to do so may result in a failing grade.

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 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.tamui.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 Minimum Technical Skills Expected

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

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 with a broadband Internet connection.

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

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

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

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

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



Learning Management System (Blackboard)

Students are provided with guides on how to use the Blackboard LMS. Guides may be available at Instructional Technology and Distance Education Services' Student eLearning Tutorial Videos page (<http://www.tamui.edu/distance/students/elearning-orientation.shtml>) or by contacting the eLearning team at elearning@tamui.edu.

Technical Support Services

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

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.

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.

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. In this class, we will utilize Blackboard (<http://www.tamui.edu/distance/students/elearning-orientation.shtml>). You may find the accessibility and privacy policies of these technologies on the following pages: Accessibility Statements (<http://www.tamui.edu/distance/technology/accessibility-statements.shtml>) and Privacy Statements (<http://www.tamui.edu/distance/technology/privacy-statements.shtml>).

Proctoring

Respondus LockDown Browser (Free) and Monitor (\$15 fee) Requirement

This course requires the use of LockDown Browser and Respondus Monitor (webcam) for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable.

Watch this short video (<http://www.respondus.com/products/lockdown-browser/student-movie.shtml>) to get a basic understanding of LockDown Browser and Respondus Monitor (the webcam feature). A student Quick Start Guide (PDF) (<http://www.respondus.com/products/monitor/guides.shtml>) is also available.

Download Instructions

Click the **Student Support** top-middle tab located in Blackboard. Scroll down to the *Instructional Technologies* section, and click on the *Respondus LockDown Browser* icon. Download is **free**.

Once Installed

- Open LockDown Browser
- Log into Blackboard Learn
- Navigate to the test and begin

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.

Cost for Respondus Monitor

There is a **\$15 fee** for the webcam feature that's used with LockDown Browser (sometimes referred to as Respondus Monitor). This is a one-time fee, valid for 12 months (365 days) for all courses or exams that use Respondus Monitor. You will be prompted to make the purchase the first time an exam requires the use of LockDown Browser's webcam feature. Payment can be made with PayPal, Visa or Mastercard.

To pay for Respondus Monitor:

- a) Start Respondus LockDown Browser (http://www.jsu.edu/online/current-students/resp_lock_browser_students.html).



- b) Navigate to your test.
- c) Complete the set-up process, which includes a payment screen for entering credit card information.
- d) Payment and entering credit card information is only necessary one-time per course.

Guidelines

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

- Select a location where you won't be interrupted
- Before starting the test, know how much time is available for it, and also that you've allotted sufficient time to complete it
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your area of all external materials — books, papers, other devices
- Remain at your computer for the duration of the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- 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 located 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@tamiu.edu.

Webcam Checkout for Personal Computer

If students are unable to use personal or borrowed computers and equipment, students may stop by the Instructional Technology and Distance Education Services office to check out webcams (with built-in microphones). The office is located at **Killam Library 259** (down the hall from the HelpDesk) and is open **Monday through Friday from 8 a.m. to 7 p.m.** Checkout for a webcam is on a first-come, first-service basis. Speak with an eLearning staff member to checkout a camera. Students will sign an Equipment Loaner Agreement, making them responsible for the care of the camera. Webcams checked out must be returned within five business days of the checkout date.