



EDCI 6304: Assessment of Learning

SYLLABUS

Fall Module 2 2024

UTRGV Syllabus Table of Contents

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Course Information

Online Asynchronous

[Campus Maps](#)

Course Modality: Accelerated Online Programs (VIRT)

Instructor Information

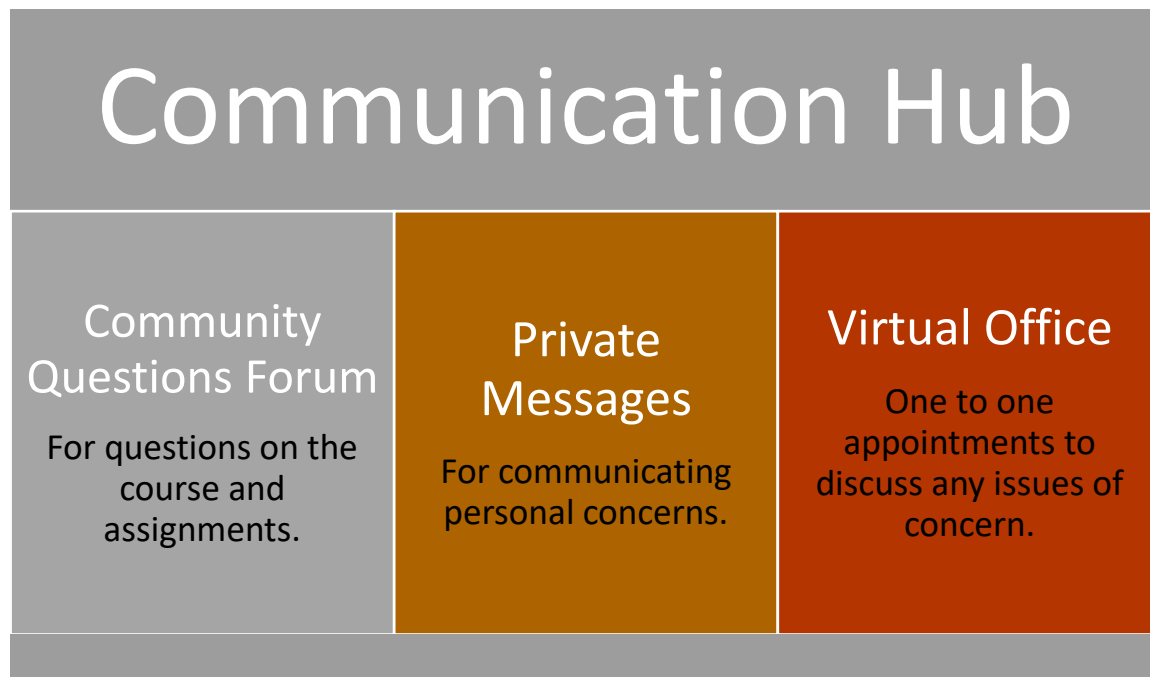
Instructor Name: Dr. Minghui Gao

UTRGV E-mail: minghui.gao@utrgv.edu

Office Phone: 870-680-7758 (leave a message if not answered)

Office Location: ZOOM

Office Hours: Wednesday 7:30 – 9:00 pm in the Virtual Office in Blackboard. When you enter the virtual office, you will be asked to book a time slot.



Welcome and Teaching Philosophy

In my teaching philosophy for this assessment course, I firmly believe in fostering an environment that empowers students through **self-directed learning**, open communication, personal responsibility, and resilience. I view students as active participants in their educational journey, capable of driving their own learning experiences. By encouraging self-directed learning, I aim to cultivate their curiosity and intrinsic motivation, allowing them to explore topics deeply and take ownership of their academic progress.

Open communication serves as the cornerstone of my teaching approach. I value creating a safe and inclusive space where students can freely express their thoughts, questions, and concerns. By fostering open dialogue, I not only facilitate the exchange of ideas but also promote collaborative learning, where diverse perspectives enrich the overall learning experience. This approach not only enhances critical thinking but also nurtures a sense of community within the classroom.

Central to my teaching philosophy is the belief in **personal responsibility and accountability**. I hold students to high standards, encouraging them to actively engage with the course material, set goals, and consistently evaluate their progress. I consider education as a partnership, where students and I collaborate to ensure their growth and development. By emphasizing personal responsibility, I aim to instill a sense of commitment to their learning journey, enabling them to apply their knowledge beyond the classroom.

In the dynamic landscape of higher education, **resilience** is an essential attribute. I view challenges and setbacks as valuable opportunities for growth. I encourage students to embrace resilience as they encounter complex topics or encounter obstacles, fostering the development of **problem-**

solving skills and adaptability. By promoting resilience, I equip students with the mindset and tools to navigate the evolving demands of their professional lives.

In conclusion, my teaching philosophy for a graduate education course revolves around fostering self-directed learning, open communication, personal responsibility, and resilience. By incorporating these beliefs into my instructional approach, I aim to create an empowering learning environment that prepares students not only for academic success but also for lifelong learning and meaningful contributions to their fields.

Course Description, Prerequisites & Course Modality

Course Description

An introduction to basic concepts, techniques and issues in assessment of student learning and learning environments. [Catalog description]

Expanded Course Description

This course will follow an assessment cycle timeline, from the creation of formative and summative assessments to data analysis that informs classroom instruction. The course will also include the use of digital tools to design and stage assessments, create reflection and feedback opportunities, and analyze classroom data for data-driven decision-making.

Course Modality Application or Structure of the Course

This course modality is accelerated and fully online and asynchronous. This means that the graduate requirements of this course are not condensed, but deadlines come faster, with activities being due almost daily.

Additionally, there will be no synchronous meetings, as we do not have a scheduled time. However, if you wish to talk to the professor synchronously, you have that opportunity in the virtual office. Because this course is asynchronous, most communication will also be asynchronous, but it will be ongoing, either through announcements, community messages posted, or private messages.

While this course is asynchronous, you still have to meet deadlines to advance from one week to the next. This is not a fully self-paced course, so make sure you meet the deadlines. There are penalties for late submissions.

Prerequisites and Prior Knowledge

In order to be successful, this course requires skills in time management, resilience, and self-direction. You should also already have some knowledge on how to plan instruction, create learning objectives, and develop assessments. This course will take this basic knowledge and expand it to more advanced methods of assessment and data analysis.

Course Goals and Learning Objectives

Program Standards

The following are the learning objectives for the program:

1. Standard 1: Knowledge of Curriculum. Program completers will demonstrate advanced ability to design, implement, and evaluate curriculum that promotes student learning.
2. Standard 2: Knowledge of Instruction. Program completers will demonstrate advanced ability to plan, implement, and evaluate instruction to facilitate student learning.
3. Standard 3: Pedagogical Content Knowledge. Students will demonstrate advanced depth and breadth of knowledge and skills in the academic discipline and pedagogy.
4. Standard 4: Knowledge of Students. Program completers will demonstrate advanced knowledge of the student as influenced by cognitive, physical, emotional, social, cultural, environmental, and economic factors.
5. Standard 5: Inquiry and Research. Program completers will demonstrate ability to use research to promote student learning and to contribute to the teaching profession.
6. Standard 6: Knowledge of Assessment. Program completers will demonstrate advanced knowledge of assessment and the ability to use multiple sources of assessment for maximizing student learning.
7. Standard 7: Professional Practice. Program completers will demonstrate high standards for professional practice.
8. Standard 8: Integrating Technology with Instruction. Program completers will demonstrate ability to integrate current technology into instruction and communications/collaboration activities where appropriate.

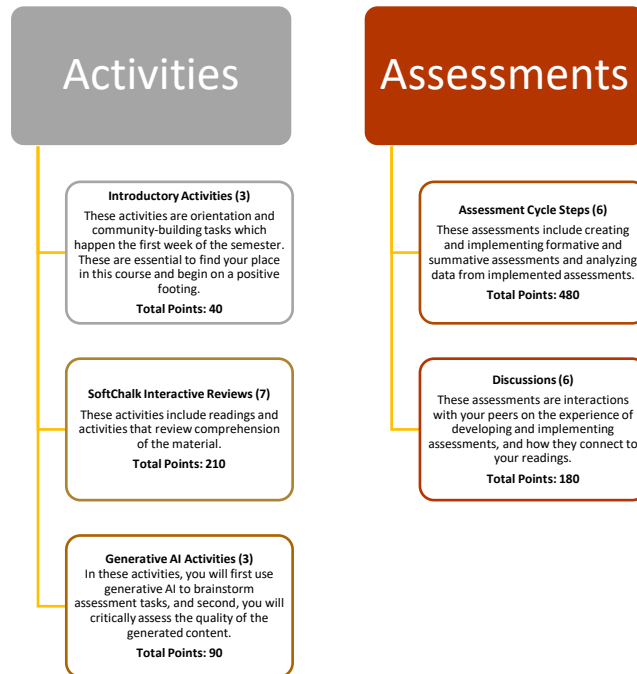
Course Goals

1. Week 1: The in-service educator will overview data and assessment literacy with digital and traditional tools that can be applied in their own classroom practices.
2. Week 2: The in-service educator will review the classroom assessment cycle and purposes of assessment, exploring how digital tools can be used to manage assessments in varied classroom contexts and environments.
3. Week 3: The in-service educator will review different types of authentic summative assessments that align with learning objectives and purposes, using both digital and traditional tools.
4. Week 4: The in-service educator will identify how different types of formative assessments, supported by digital tools, fit into the classroom assessment cycle to enhance real-time feedback and instructional adjustments.
5. Week 5: The in-service educator will determine how to use digital tools to record and analyze formative assessment data, making data-driven instructional decisions within the classroom assessment cycle.
6. Week 6: The in-service educator will determine how to use digital tools to record and analyze summative assessment data, assessing student achievement and informing future instruction.
7. Week 7: The in-service educator will overview the full classroom assessment cycle, and how instructional practices were affected.

Course Assignments and Grading

Course Activities and Assessments

This course contains graded activities and assessments, which are described in the visual below, along with the total points they are worth.



Please note that the information in the above visual is also described below.

Activities

Each weekly module begins with activities that provide you with feedback and practice to help you understand the content, as well as how to apply it.

Introductory Activities (3)

These activities are orientation and community-building tasks which happen the first week of the semester. These are essential to find your place in this course and begin on a positive footing.

SoftChalk Interactive Reviews (7)

These activities include readings and activities that review comprehension of the material. This activity provides feedback to students to keep track of how well they are doing. They can also retake these activities.

Generative AI Activities (3)

In these activities, you will first use generative AI to brainstorm assessment tasks, and second, you will critically assess the quality of the generated content. These activities will demonstrate a process of the steps you took to develop and critically evaluate assessment tasks. These are practice activities that will help you in your Assessment Cycle Projects. I as the instructor will provide you feedback so that when you complete the projects, you will start with something more refined.

Interactive Case Studies (3)

In these activities, you will read through a case study of a school with an assessment problem. You will analyze the evidence and determine the best ways to solve the problem. These activities use the annotation

tool, Hypothesis in Blackboard. This is a collaborative annotation activity, so that you will be able to also provide comments to other colleagues in the course and recognize varying perspectives.

Assessments

Assessments are summative and demonstrate how well you can apply the major concepts in the learning objectives. These are connected to your professional context.

Assessment Cycle Projects (6)

These assessments include creating and implementing formative and summative assessments and analyzing data from implemented assessments. These six projects build on each other, so after each is submitted and reviewed by me as the instructor, you will have opportunities to improve each of them as you continue to the next one. My feedback will help you redirect if you need to or confirm that your direction is on track.

Discussions (6)

These assessments are interactions with your peers on the experience of developing and implementing assessments, and how they connect to your readings. You will be following the rules of netiquette and professionalism in these discussions, and you are expected to both post and reply to others with relevant connections and extensions. See the grading rubric for more specific information on your interaction requirements.

Grading Scale

Based on this 1000 point cumulative system, the grading scale for final letter grades breaks down in the following manner:

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

Bonus and Penalties

Bonus

This course offers several optional bonus opportunities that you should watch for. These opportunities are sometimes enough to supplement points you may lose in some assignments, but they do not replace zero's or missed assignments. There are two bonus opportunities listed below:

Building Community Bonus: You have an opportunity to earn this bonus for posting in the Community Questions Forum to ask an original, specific question or for responding to someone else's question with an appropriate answer. This bonus may be earned once weekly but note that just posting that you agree or have the same question does not earn you this bonus. +2 point bonus

Mindful Minute Bonus: You will have an opportunity to participate in brief, self-guided mindfulness and wellness activities at the beginning of each week. The activity will be followed by a brief survey. None of these opportunities should take longer than 5 minutes to complete. +1-2 bonus points

Easter egg Bonus: You will have random opportunities for bonuses that you have to uncover in the course, in announcements, and even in the forums we use together. Just like an Easter egg, you need to find them because they will not be planned. +2 to +5 point bonus

Penalty

The penalty system is intended to be a warning system, and these are earned primarily if you are not paying attention to the rules of behavior or the instructions of a task.

Netiquette Breaker: You may be penalized for breaking the rules of communication and netiquette in the Community Questions Forum, in a private email to the professor, or in group-based discussions or other social interactions using online communication. Therefore, review the rules carefully and your online experience will be both respectful and pleasant. -2 point penalty

Distraction Factor: Following directions is important for success in any area of life. In an online class, following directions is a direct result of reading the instructions carefully. Our devices have made us skimmers of information, and while this works fine for reading through social media, it is unacceptable in an online course. Therefore, if you miss a detail in the instructions that asks you to submit a certain way or with a certain type of file, and you use something else, you will be subject to this penalty. -2 point penalty

Required Readings, Technology Needs, and Resource Materials

Textbooks and Readings

Brookhart, S. M. (2013). How to Create and Use Rubrics for Formative Assessment and Grading. Alexandria, VA: ASCD. (Available in the UTRGV bookstore and on Kindle for a fast download)

Optional: Burns, M. (2023). Using AI Chatbots to Enhance Planning and Instruction. ASCD Class Tech Tips.

Manitoba Education Citizenship and Youth. (2009). Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning. Winnipeg, MB: Manitoba Education. ([free download](#))

Open Educational Resource (OER)*: No

Technology Needs

- SoftChalk
- Generative AI
- Hypothesis.AI
- Microsoft Excel or Google Sheets
- Google Sites or other web authoring tool

Please include any technology recommendations for maximum success in the course modality. Additionally, consider including support resources or links to available resources for students who may not always have reliable access to technology needs.

You may elect to include recommendations for the Dell and Apple bundles available at the [UTRGV bookstore](#) add custom recommendations, contact IT for guidance on recommendations (desktopsupport@utrgv.edu).

Tentative Calendar of Activities

Week and Date	Guiding Questions	Readings Due	Assignments Due
Week # 1 October 16, 2024 – October 22, 2024	<i>What is the importance of data and assessment literacy for educators?</i>	Course Orientation Overview of Data and Assessment Literacy Why Assessment is More than Just Testing Chapter 1 of Rethinking Classroom Assessment Read Chapter 1 of Manitoba Education pdf	START HERE Orientation Activities Flip Introductions Wk 1 Interactive Review Activities Survey of Digital Assessment Tools
Week # 2 October 23, 2024 – October 29, 2024	How can educators apply the assessment cycle and purposes of assessment in the classroom?	Planning and Assessments Overview of Purpose of Assessments Classroom Assessment Cycle The Importance of Rubrics Read Chapter 2 of Manitoba Education pdf Read Chapters 1-2 of Brookhart textbook	Wk 2 Interactive Review Activities Wk 2 Assessment Objectives with AI Wk 2 Flip Deconstruction Discussion Wk 2 Balanced Assessment & Teaching Plan

Week and Date	Guiding Questions	Readings Due	Assignments Due
Week # 3 October 30, 2024 – November 5, 2024	How can authentic summative assessments provide more meaningful teaching in the classroom?	Authentic Summative Assessments Designing Good Assessments Read Chapter 5 of Manitoba Education pdf Read Chapters 3-6 of Brookhart textbook	Wk 3 Interactive Review Activities Wk 3 Authentic Assessments with AI Wk 3 Flip Deconstruction Discussion Wk 3 Authentic Summative Assessment & Teaching Plan (with analytic task-specific rubric)
Week # 4 November 6, 2024 – November 12, 2024	How can implementing two types of formative assessments help teachers better track the learning process in the classroom?	Formative Assessments Assessments for Learning Assessment as Learning Dimensions of Metacognition Gathering Data from Rubrics Read Chapters 3 & 4 of Manitoba Education pdf Read Chapters 7 & 8 of Brookhart textbook	Wk 4 Interactive Review Activities Wk 4 Formative Assessments with AI Wk 4 Flip Deconstruction Discussion Wk 4 Formative Assessments & Teaching Plan (with checklist)
Week # 5 November 13, 2024 – November 19, 2024	How can qualitative forms of analysis offer a meaningful view of a student's progress in learning?	Recording and Analyzing Formative Assessment Data Multiple Forms of Data Instructional Decisions Qualitative Analysis Methods Read Chapters 9-11 of Brookhart textbook	Wk 5 Interactive Review Activities Wk 5 Flip Deconstruction Discussion Wk 5 Formative Assessment Data Analysis
Week # 6 November 20, 2024 – November 26, 2024	What can quantitative analysis methods reveal about student achievement in summative assessments?	Recording and Analyzing Summative Assessment Data Quantitative Analysis Methods	Wk 6 Interactive Review Activities Wk 6 Flip Deconstruction Discussion Wk 6 Authentic Assessment Data Analysis
Week 7 November 27, 2024 – December 3, 2024	What did the classroom assessment cycle reveal about your students and teaching practices?	Classroom Assessment Cycle Full Circle MEd Portfolio Artifact	Wk 7 Interactive Review Activities Wk 7 Final Classroom Assessment Cycle & Portfolio Reflection

Course Policies and Procedures

We value a positive and supportive learning environment, and for us to thrive together, we must recognize that our responsibilities, actions, and contributions can impact and transform our learning. The course policies listed below are created to ensure your success by fulfilling course expectations while remaining flexible to account for unexpected events.

Learning and Teaching Environment

This online asynchronous environment centers on cultivating self-directed learning, open communication, personal responsibility, and resilience. Students should take charge of their learning journey, fostering curiosity and intrinsic motivation. Through open communication, a safe space for diverse perspectives is nurtured, enriching collaborative learning. I emphasize personal responsibility, holding students accountable for their growth by setting goals and evaluating progress. In a rapidly changing landscape, I encourage resilience, helping students view challenges as opportunities for skill development. This holistic approach equips students to excel academically, adapt effectively, and contribute meaningfully in their professional pursuits.

Attendance

Attendance is marked differently in an asynchronous accelerated course. Because this accelerated course has only 7 weeks, it is critical for attendance that you stay attuned to the course almost daily. Your engagement is important to your success. You can't be inattentive in a 7-week course and expect to be successful.

If you miss the following attendance opportunities, absences will be recorded in the course due to lack of engagement, and you will be dropped if you accumulate three or more.

Therefore, please review how attendance is recorded in this course and avoid being dropped from this class.

Login to Blackboard

Each week starts on Wednesdays and closes on Tuesdays. Login to the class should happen daily because assignments are continuous and feedback often occurs for assignment submissions. ***An absence will be recorded if you do not login for an entire week.***

On-time Submission of Assignment

If assignments are not submitted at the time they are due, these are considered absences, and you will need to present an excuse to be given the opportunity to make it up. See excused absences below. ***If none is presented, an absence will be recorded per assignment not submitted.***

Posting to the Community Questions Forum

This is the communication heart of the course, and also where questions are answered, and students offer support and assistance to each other. You must post a question or reply to others at least once a week to make sure you are demonstrating that you are present and paying attention. Lurking is not enough to be engaged. ***Not posting to this forum for one week constitutes one absence.***

ABSENCES/SICK POLICY

Absence/Sick Policy

Excused Absence

If you have an absence recorded for any of the above three mentions requirements, you must contact me, the instructor, through Private Message to present an excuse.

Without a timely notification, even an excused absence can be treated as unexcused.

You must be specific in your Private Message to me on what has happened that might prevent you from completing tasks on time. All your information will be kept confidential.

The special circumstances that are accepted as excused include personal or family illness, death in the family, crisis that disrupts your life, military active duty, or other unexpected events that require you to handle them. Regardless of the reason, you must be specific in your Private Message.

Circumstances not accepted as excused absences: doctor's appointments (except those stated above), family activity, vacation, child care, or other circumstances for which you can control timing and/or make previous arrangements.

If, after reviewing the Private Message surrounding the extenuating circumstances, the absence is deemed excused, then the instructor will provide alternative deadlines, or extensions for submission, without penalty.

Sick Policy

Illness can be mild or severe, so it is important that you notify me of your condition, so that any assignments you miss may be made up without penalty. However, this course is a 7 week course, and illnesses that last several weeks may require a drop from the class if you are unable to complete most of the required tasks.

Make Up Work Policy

If you miss deadlines due to illness or other extenuating circumstances for which you notified me through Private Message, you will be able to make up work without penalties. These arrangements will be made based on extenuating circumstance or illness. Please note that this only applies to assignments that are affected by your special circumstances or illness. Any assignments due after those must be submitted on time or penalties will apply unless a new excuse is issued. ***However, keep in mind that an accelerated online course does not have a lot of time for making up assignments, due to its abbreviated nature.***

Late Work Policy

An assignment can be submitted up to 2 days after it is due, with penalties accruing daily if you don't submit an excuse. Submissions close after the 2-day grace period. A -5 per day penalty will be applied for late submissions with -10 max per assignment.

These late penalties may be waived if you have an excused absence. See the section on absences for more information on how that applies in an asynchronous online course.

Academic Integrity

Members of the UTRGV community uphold the [Vaquero Honor Code](#)'s shared values of honesty, integrity and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. The Writing Center is an excellent resource to assist in learning about and avoiding plagiarism in writing. Violations of academic integrity include, but are not limited to: cheating, [plagiarism \(including self-plagiarism\)](#), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through [Vaqueros Report It](#).**

Artificial Intelligence (AI) Policy

This course allows the use of AI tools such as ChatGPT, Microsoft CoPilot, Google Gemini, Claude AI, and other generative tools, under certain conditions as outlined below:

Generative AI Allowed Uses

- As a tutor or learning assistant to help understand concept from the class better
- As a critical deconstructor of assignment drafts, with the condition that all prompts and conversations with an AI chatbot be copied and pasted onto an appendix as part of the submission of the assignment.
- As an idea or brainstorming partner through a debate or a conversation, with the condition that all prompts and conversations with an AI chatbot be copied and pasted onto an appendix as part of the submission of the assignment.

AI Cautions

- Getting valid and reliable references from AI, since it can make them up
- Having the AI write responses for assignments without your critical revision and update of any initial response: do not submit assignments that have been generated by an AI chatbot, as this is considered plagiarism, much like you submitting an assignment copied directly from a book or the Internet.

AI Ethical Guidelines

- Assignment submissions should be 80% yours, with only 20% allowed from AI, as long as it is cited and quoted appropriately. Include an appendix of the full chatbot conversation that led to the 20% usage. This percentage may typically account for grammar and usage clean up by a chatbot, but in some cases, it may also be content generated by the chatbot, which must be confirmed by other valid and reliable sources.
- Test AI-generated content for bias related to race, gender, age, socioeconomic status or other ways in which individuals may be demonstrated to be inferior to another group. Where it occurs, revise and rewrite to remove bias and language that diminishes one group over another.
- Do not submit any AI-generated content as your own work, especially if the AI did all the learning, and you did not produce evidence that you learned and applied a specifically stated learning objective from the course.

- All assignments should include verifiable valid and reliable references with in-text citations using the APA manual.

Student Support Resources

We are committed to your personal, academic, and professional success; please know you can reach out to me for questions and/or I can help you identify the resources you need. UTRGV offers student support resources designed to contribute to your well-being and academic excellence.

University Resources

Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Advising Center, Career Center, Counseling Center, Learning Center, and Writing Center. These centers provide services such as tutoring, writing help, counseling services, critical thinking, study skills, degree planning, and connections student employment (through [Handshake](#) and [HR Student Employment](#)). In addition, services, such as the Food Pantry are also provided. Locations are listed below.

Center Name	E-mail	Brownsville Campus	Edinburg Campus
Advising Center	AcademicAdvising@utrgv.edu	BMAIN 1.400 (956) 665-7120	EITTB 1.000 (956) 665-7120
Career Center	CareerCenter@utrgv.edu	BINAB 1.105 (956) 882-5627	ESTAC 2.101 (956) 665-2243
Counseling Center	Counseling@utrgv.edu Mental Health Counseling and Related Services List	BSTUN 2.10 (956) 882-3897	EUCTR 109 (956) 665-2574
Food Pantry	FoodPantry@utrgv.edu	BCAVL 101 & 102 (956) 882-7126	EUCTR 114 (956) 665-3663
Learning Center	LearningCenter@utrgv.edu	BMSLC 2.118 (956) 882-8208	ELCTR 100 (956) 665-2585
University Library	circulation@utrgv.edu www.utrgv.edu/library	BLIBR (956) 882-8221	ELIBR (956) 665-2005

Center Name	E-mail	Brownsville Campus	Edinburg Campus
Writing Center	WC@utrgv.edu	BLIBR 3.206 (956) 882-7065	ESTAC 3.119 (956) 665-2538

Financial Need

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Student Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (956) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

Blackboard Support

If you need assistance with course technology at any time, please contact the Center for Online Learning and Teaching Technology (COLTT).

Campus:	Brownsville	Edinburg
Location	Casa Bella (BCASA) 613	Marialice Shary Shivers (EMASS) 3.142
Phone	(956)-882-6792	(956)-665-5327
Toll Free	1-(866)-654-4555	
Support Tickets	Submit a Support Case via our Ask COLTT Portal	
Online Support	Chat with a Support Specialist online.	
24/7 Support	Need Blackboard assistance after hours? You can call our main office numbers, (956)-882-6792 or (956)-665-5327, to speak with a support representative.	

University Policy Statements

We care about creating a safe and supportive learning environment for all students. The University policy statements below are intended to create transparency for your rights and responsibilities as students. We each contribute to ensuring a safe and positive environment through our actions and conduct, and students are encouraged to advocate for their needs.

Student Accessibility Services

Student Accessibility Services staff can be contacted at either campus to learn about and explore accessibility services.

Campus:	Brownsville	Edinburg
Location:	Music and Learning Center (BMSLC, 1.107)	University Center (EUCTR, 108)
Phone:	phone (956) 882-7374	phone (956) 665-7005
e-mail	ability@utrgv.edu	

Students with Disabilities

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact **Student Accessibility Services (SAS)** for additional information. In order for accommodation requests to be considered for approval, the student must apply using the [mySAS portal](#) and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion, or an intake appointment, with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

Pregnancy, Pregnancy-Related, And Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting should submit the request using the form found at [Pregnancy and Parenting | UTRGV](#).

For questions about campus support services or public benefit programs for students who are pregnant, or parenting contact the Parenting Liaison officer in the Dean of Students Office.

Edinburg: UCTR rm. 325

Phone: 956.665.2260

Sexual Misconduct and Mandatory Reporting

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report to the Office of Title IX and Equal Opportunity (otixeo@utrgv.edu) any instance, occurring during a student’s time in college, of sexual misconduct, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OAVP (Office for Advocacy & Violence Prevention) at (956) 665-8287, (956) 882-8282, or OAVP@utrgv.edu.

Dean of Students

The Dean of Students office assists students when they experience a challenge with an administrative process, unexpected situation, such as an illness, accident, or family situation, and aids in resolving complaints. Additionally, the office facilitates student academic related requests for religious accommodations, support students formerly in foster care, helps to advocate on behalf of students and inform them about their rights and responsibilities, and serves as a resource and support for faculty and campus departments.

Vaqueros Report It allows students, staff, and faculty a way to report concern about the well-being of a student, seek assistance in resolving a complaint, or report allegations of behaviors contrary to community standards or campus policies. The Dean of Students can be reached by email (dos@utrgv.edu), phone (956-665-2260), (956-882-5141), or by visiting one of the following office locations: Cavalry (BCAVL) 204 or University Center (EUCTR 323).

Mandatory Course Evaluation Period

Students have the opportunity to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>). Course evaluations are used by the instructor to better understand the student experience in the course, which can inform revisions of the course to ensure student success. Additionally, course evaluations are also used by the instructor for annual performance review and promotion applications, teaching award applications, among others. For these reasons, your feedback, reflections, and insights on your experience in the course are invaluable to ensure student success and a quality education for all. You will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades.

Online evaluations will be available on or about:

- Fall TBD