



Course number: Course title

SYLLABUS

Term (e.g., Summer I 2024)

Subject to any new Texas legislative mandate changes.

UTRGV Syllabus Table of Contents

[Note to instructor: To ease navigation of the syllabus for your students, consider including a hyperlinked table of contents informed by the major headings in the syllabus. If you prefer not to include this hyperlinked table of contents, simply delete this page.]

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Course Information

Meeting Days, Time, Location:

[Campus Maps](#)

Course Modality: Please select the correct option for this course from those listed below and delete all others.

Online Asynchronous Courses (OASYNC) | Online Synchronous Courses (OSYNC) |
Hybrid/Reduced Seating Courses (REDUC) | Traditional Face-to-Face Courses (TR) |
Accelerated Online Programs (VIRT) | Interactive Video Courses (ITV)

Instructor Information

Instructor Name:

UTRGV E-mail:

Office Phone:

Office Location:

Office Hours:

Consider including a welcoming message encouraging students to visit/contact you during office hours/time of availability and consider sharing the purpose and goals of your office hours as students, especially first-year and/or first-generation college students, may be unfamiliar with this term.

Welcome and Teaching Philosophy

In this section, please add a message to welcome your students to the course. This can be an important first step in creating a sense of community and belonging for students in your class. Think about sharing who you are as an educator by including your educational background and other relevant personal or professional background details. By including a shortened version of your Teaching Philosophy Statement, you can highlight for your students how your values and beliefs related to teaching, learning, feedback, and growth align with the learning objectives and outcomes in the course.

You might also consider adding an inspiring quote from a favorite author or scholar whose work aligns with your teaching and learning values and/or learning objectives for the course. Other options include incorporating relevant visually appealing images, links, and videos to highlight connections to the course. Meaningful quotes and inspiring content can build transparency, a sense of belonging or identification, and motivate students in the course.

Notes on language: Throughout the syllabus, consider using the pronoun, “we,” to elicit a positive, collaborative, and encouraging educational space in the course between instructor and students. For examples on the impact of language choices on student learning in course syllabi and resources on designing a learner-centered syllabi design, please [visit this resource](#) on the [Center for Teaching Excellence website](#).

You can also consider sharing **your name and pronouns in this section**. Including your pronouns in your syllabus may foster a more inclusive environment for LGBTQIA+ identifying students. Some formatting options include but are not limited to the following: he/him/his, she/her/hers, and they/them/theirs. To learn more about why pronouns matter, [visit this resource](#), and, to become a UTRGV Safe Zone Ally, please visit [this website](#).

Course Description, Prerequisites & Course Modality

In this section, please describe, in your own words, the purpose and learning objectives of the course along with your vision as aligned to your teaching philosophy statement. **Most importantly**, consider sharing with your students how the course is **relevant** to their educational and professional journey. Additionally, include an official course catalog description along with any prerequisite information. Visit [this website](#) for these details if you don't already have them.

In addition to the course description, provide a description of how the course modality works in your course.

If your course has a specific designation, include that information in this section as well. For course designation details, see below:

Designations (Required if applicable)

If your course is designated as [Service Learning](#) or integrates [Sustainable Development Goals](#), provide a short description explaining to students how these efforts link to the student learning outcomes, program learning outcomes, standards, and major course requirements, as applicable. Please visit the appropriate office websites to comply with designation requirements.

HONORS COLLEGE- COURSES BY CONTRACT: *If your course will be available to students in the Honors College as an honors-by-contract course, please include the following language:* “Students in the UTRGV Honors College may receive honors credit for this course by taking the course as “honors-by-contract.” Honors contract forms along with honors-by-contract guidelines may be downloaded from the Honor’s College [“Current Student Information”](#) web page. These forms must be sent (along with a copy of the course syllabus and a brief description of the extra work to be done in order to earn honors credit) to honors@utrgv.edu no later than September 6, 2023. Your instructor must send the honors-by-contract evaluation form to the same email address by close of business on the date that grades are due. Therefore, your instructor may impose an earlier deadline for honors contract work to be submitted.”

If you have questions about the honors-by-contract process, see the [honors-by-contract guidelines](#) for additional information. Instructors of honors-by-contract courses must turn in their [evaluation forms](#) by the close of business on the date that grades are due. This is a hard deadline, since we must notify the registrar’s office to add a notation to the

student's transcript showing that this was an honors course. If you have additional questions, please feel free to contact Dr. Mark Andersen, Dean of the Honors College, at mark.andersen@utrgv.edu.

Course Assignments & Learning Objectives

In a learner-centered syllabus, all graded course requirements should include a brief description of what is expected and how it contributes to student learning, which creates transparency of expectations between instructor and student and highlights the relevance of the curriculum. Course requirements may include assignments, projects, presentations, quizzes, examinations among others. Each course requirement should align to one or more course student learning outcomes, program student learning outcomes, and/or standards, including a list of current accrediting affiliations. Please consult your department/college for this information.

Teacher Preparation Program Student Learning Outcomes

1. Teacher candidates will plan and prepare instruction demonstrating knowledge of content and pedagogy, knowledge of student diversity, and ability to select appropriate instructional goals in inclusive learning environments.
2. Teacher candidates will deliver instruction demonstrating ability to communicate clearly and accurately, and to use questioning and discussion techniques and to engage and motivate diverse students to learn.
3. Teacher candidates will foster a positive classroom environment by creating a climate of respect and rapport, establishing a culture for learning, and managing classrooms.
4. Teacher candidates will know, understand, and use formal and informal assessments to plan, evaluate and strengthen instruction that will promote academic achievement of diverse students.
5. Teacher candidates will promote family involvement in student learning by applying family and community engagement strategies, communicating effectively with families, and interacting appropriately with all families.

TEXES Pedagogy and Professional Responsibilities/Standards

- Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.
- Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.
- Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.

Course Objectives

1. The teacher candidate will...
- 2.

COURSE OBJECTIVES	PROGRAM SLOS	TEXAS TEACHER EDUCATOR STANDARDS	InTASC Categories	CAEP STANDARDS	ISTE	DISCIPLINE/SPA/OTHER REQUIRED STANDARDS	MAJOR COURSE REQUIREMENT/MAJOR ASSIGNMENT/EXAMINATION

This course is aligned with the following Texas Administrative Code requirements:

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The College of Education Teacher Preparation Program is aligned to Texas Administrative Code 228.30(C)(8), which requires that all pre-service teachers be prepared to be digitally literate and digitally ready to teach with technology. Please see [The Empowered Educator Program for 21st Century Teaching](#) for information on how this requirement is being implemented in your program.

Learning Objectives for Core Curriculum Requirements

(REQUIRED – if course is approved for the general education core curriculum)

If you teach a course in the Core Curriculum, please include (and do not alter the language of) the 3-4 core curriculum Student Learning Outcomes that are required for your core course. The core SLOs approved for use at UTRGV can be found on this [website](#). If you are unsure of which core SLOs are required for your course, please consult your department chair and/or Mauricio de León at mauricio.deleon@utrgv.edu.

Assessment of Learning

In this section, describe your assessment/grading policies and procedures and how you will provide feedback on student learning and the progress they're making. Specifically, list each major course requirement—such as projects, assignments, quizzes, —and indicate how each contributes to the total grade distribution. Be sure to include graded assignments and the weight for each. UTRGV's grading policy is to use straight letter grades (A, B, C, D, or F) (no + or -). You can also include details pertaining to grace periods, late or missed assignments, and/or revisions/retakes. Consider creating a table or chart that visually conveys this information. If applicable, consider including a statement about your stance on extra credit.

Required Readings, Technology Needs, and Resource Materials

List required and recommended course readings, textbooks, and/or any resource material necessary for this course. Please remember to contact students with sufficient notice if they are expected to purchase a book for class in advance. Please include the following:

Textbooks

Title (\$Retail Price):

Author(s):

Edition:

Copyright Year:

Publisher:

International Standard Book Number (ISBN):

Additional Content Needed:

Open Educational Resource (OER)*: Yes/No

To find this information, visit the [Textbook Resource Tool](#) quick guide.

The use of **Open Educational Resources** is highly encouraged as no-cost textbooks and resources create access to learning opportunities that may positively impact student success, especially as we consider financial barriers. For a definition and other resources related to Open Educational Resources, please visit this [link](#).

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 (support@utrgv.edu).

Tentative Calendar of Activities [\(Required on all syllabi.\)](#)

Include in this section a table that provides a general description of the subject matter of each lecture or discussion. The following table can be used as a guide. Additionally, instructors should include important dates relative to the academic calendar. The [UTRGV academic calendar](#) can be found on [My.UTRGV at the bottom of the screen prior to login](#).

Week, Date, Theme/Topic	Guiding Questions or questions to explore linked to theme/topic or learning objectives	Readings Due	Assignments Due
Week # (06/03 – 06/07) Theme/Topic A	? ?	- Ch. 1 – - TED Talk Video	Initial Discussion Board Post (06/09 @ 11:59 pm)

We will...		- Infographic	
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Course Policies and Procedures

[The following course policies and procedures are expected on all syllabi. The first statement in *Italics* is expected to be included as written, however, please **modify each sub-area** below as you see fit for your course while ensuring consistency with UTRGV policy.]

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

Consider including a brief description of what you envision as the learning and teaching environment in your course and the role the instructor and student play in contributing to this vision and to a safe, learning-enriching educational environment for all.

ATTENDANCE

Students are expected to attend all scheduled classes. [UTRGV's attendance policy](#) excuses students from attending class if they are participating in officially sponsored university activities, such as athletics, accommodation by Student Accessibility Services (SAS), observance of religious holy days, or military service.

When setting your attendance policy, please consider extenuating circumstances. Accommodations related to long-term complications from medical conditions should go through SAS. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

ABSENCES/SICK POLICY

If your students need to miss class due to illness and other personal reasons, please share with students your expectations, accommodations, and support resources in place to ensure their continued growth and success in the course. You may consider the following questions: What mechanisms or modalities have been set up to help students achieve the learning objectives? Will they be able to make arrangements to take quizzes/exams online or through office hours? Is there a place where class notes and resources are offered through Blackboard or where students can have a discussion post about what happened during the missed class?

Should you elect to record your instruction, sample syllabus language is included here:

The use of classroom recordings is governed by the Federal Educational Rights and Privacy Act (FERPA), UTRGV's acceptable-use policy, and UTRGV HOP Policy STU 02-100 Student Conduct and Discipline. A recording of class sessions will be kept and stored by UTRGV, in accordance with FERPA and UTRGV policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. **You**

may not share recordings outside of this course. As referenced in [UTRGV HOP Policy STU 02-100 Student Conduct and Discipline](#), doing so may result in disciplinary action.

COURSE DROPS

Please consider the following information when referencing course drops. Instructor-initiated drops can have significant financial consequences for students. According to UTRGV policy, students may drop any class without penalty earning a grade of DR (drop) until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

Suggested Approaches on Artificial Intelligence (AI) Technologies

Generative AI technologies are growing and evolving rapidly. We have an opportunity to explore the benefits, challenges, and ethical decisions that encourage us all to reimagine our assignments and assessment practices. Relevant to how students contribute to and make knowledge in your area of study, please consider how you want to approach generative AI technologies in your courses. To learn more about AI technology, please visit this page on the Center for Online Learning and Teaching Technology website. Additionally, you may consider the suggested approaches and examples recommended on this page from the Center for Teaching Excellence. Please modify as you see fit and align to your teaching values, beliefs, and course learning objectives.

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](#).**

Student Support Resources

[The following student support resources are required on course syllabi. DO NOT Modify]

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.

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 1.402 (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
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

[The following UTRGV policy statements are required on all syllabi. DO NOT Modify.]

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)

Campus:	Brownsville	Edinburg
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 ACCOMODATIONS

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
Brownsville: BCAVL rm. 209

Phone: 956.665.2260
Email: dos@utrgv.edu

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 and 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:

Summer Module 1 (7 weeks)	June 13 – 19, 2024
Summer I 2024 (5 weeks)	July 2 – 8, 2024
Summer Module 2 (7 weeks)	August 7 – 13, 2024
Summer II 2024 (5 weeks)	August 9 – 15, 2024