HECTOR J. GARCIA
EARLY COLLEGE HIGH SCHOOL

Student-Parent Handbook

2018-2019
L. I. S. D. Early College High School Directory

Jose E. Iznaola, Principal………………………………… (956) 273-7701
Alicela Cedillo, Principal’s Secretary……………………… (956) 273-7702
Cindy Dominguez, Counselor……………………………… (956) 273-7703
Yvonne Vela Leal, Counselor………………………………… (956) 273-7711
Esperanza Martinez, Nurse………………………………….. (956) 273-7704
Mary Inocencio, Registrar…………………………………… (956) 273-7707
Alicia Gonzalez, Lead Bookkeeper…………………………… (956) 273-7709
Alyssa Garcia, Parental Involvement Liaison……………….. (956) 273-7712
Juan R. Palacios, Student Services Specialist………………… (956) 273-7715
Carlos Vasquez, Computer Technician………………………… (956) 273-7714
L. I. S. D. Early College H. S.
Faculty and Staff

**English Language Arts Department**
Leslie Bird
Lydia Mendive
Sara Villanueva
Karla Winterroth-Ramirez

**CTE**
Effie Maldonado

**Math Department**
Juan Manuel Gonzalez
Iggy De Guzman
Dagoberto Guerrero
Eduardo Jimenez
Elizabeth Hilaria Waldo-Reyes

**Custodial Staff**
Bernardino Paez
Daniel Hinojosa
Maria Sepulveda

**Social Studies Department**
Mayra Garcia
Cindy Hernandez
Ronnie Obregon

**Science Department**
Lorena Madriaga
Jorge Mendoza
Lori Moreno

**Spanish Department**
Yolanda Garcia
Elva Rodriguez

**Physical Education Department**
Bertha Leticia Losoya
Dear Parents and Students:

Welcome!! To the Laredo Independent School District Hector J. Garcia Early College High School at Texas A&M International University. The next four years represents a new kind of challenge for your child as he or she joins the Garcia Early College High School alumni. This is an exciting time for you and your son or daughter. Parents play a crucial role in helping students make a seamless transition from middle school to high school.

Every student has different backgrounds that he or she brings to the college experience. Some students face challenges when they make the transition to a new environment, develop new skills, and expected to achieve higher levels of academic performance. GECHS is committed in helping students in overcoming those challenges.

The faculty and staff at the Garcia Early College High School are committed to assisting students and making their learning experience a rewarding and memorable one. To this end, we need your unconditional support and assistance to help our students develop academic, personal, and social skills necessary for college success.

Students at the Garcia Early College High School are treated as young adults who are learning to be independent. While all staff and faculty are ready and available to provide support and guidance, the student is ultimately responsible for his or her own success.

We hope that this handbook will help answer questions that might arise along the way as your son or daughter embarks on their journey into higher education at the Hector J. Garcia Early College High School, home of the Mighty Phoenix.
Mission Statement

The Mission of the Laredo Independent School District Early College High School is to provide our students with the knowledge and cognitive skills necessary to succeed in today’s colleges and universities.

School Motto

“Where dreams are ignited by the flames of knowledge”

Commitment

In four years, all Garcia ECHS students will complete an individual learning path demonstrating commitment to self, peers, and community, graduating with 42 – 60 semester credit hours (SCH), and continue onto a bachelor’s degree program.
# Hector J. Garcia Early College High School

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<td></td>
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It is the policy of the Laredo Independent School District Garcia ECHS not to discriminate on the basis of race, color, national origin, sex, handicap, religion or age in programs admissions as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended.
The **Parent & Student Handbook** will assist to understand the policies and procedures for students of the Garcia Early College High School. We hope that you will refer to this handbook often so you can guide your son or daughter as they continue their rewarding experience here at the Hector J. Garcia Early College High School. If you are unable to find the answer to your question, you may contact **Jose E. Iznola, Principal at 956-273-7701**, **GECHS Counselors Ms. Cindy Dominguez at 956-273-7703** and **Ms. Yvonne Leal at 956-273-7711**.

Garcia Early College High School is a partnership between The Laredo Independent School District and Texas A&M International University. Each Student will be part of an exciting and innovative national educational movement, where every student has an opportunity to earn both a high school diploma and 42-60 college credit hours from Texas A&M International University.

In accepting to attend the Garcia Early College High School, students are committed and responsible to follow all the rules, regulations, policies and procedures in the Laredo I.S.D. Student Code of Conduct and TAMIU policies and regulations. It is your responsibility to review The Texas A&M International University Student Handbook, which contains a description of the rights and responsibilities of all students enrolled at this institution. It is posted on the TAMIU home page or at [http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml](http://www.tamiu.edu/studentaffairs/StudentHandbook1.shtml).

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**Acknowledgement**

*Your signatures below indicate that you and your son or daughter have received a copy of the Garcia Early College High School Parent and Student Handbook. Each student and parent shall sign a statement to acknowledge that they will be responsible for reading the rules, expectations, and policies and procedures contained herein. Failure to read and sign this handbook does not excuse the student from any consequences if he or she is in violation of any policy and procedure.*

Student ID: ___________  
Grade Level: ________  
Student Name: ____________________________  
_________________________ Print ____________  
_________________________ Signature  
Parent Name: ____________________________  
_________________________ Signature  
Date: ____________________________
LAREDO INDEPENDENT SCHOOL DISTRICT

2018 - 2019 SCHOLASTIC CALENDAR

MARCH 2019

S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30 31

APRIL 2019

S M T W T F S
1 (8) ★★★★★ 3 4 5 6 7
8 (9) ★★★★★ 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

MAY 2019

S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

JUNE 2019

S M T W T F S
1 2 3 4 5 6 7
8 9 10 11 12 13 14
15 16 17 18 19 20 21
22 23 24 25 26 27 28
29 30

DRAFT A
Draft: January 22, 2018

Approved by the LSD Board of Trustees
Administrative Policies

All Garcia ECHS students must comply with all policies outlined in the LISD Student-Parent Handbook as well as the TAMIU Student Handbook. Additional expectations outlined below.

ATTENDANCE

It is the expectation for Garcia ECHS students to have perfect attendance.

If the student is ill or has a family emergency and must miss school:
- A parent/guardian must call the school office to report the absence.
- The student must provide a parent/doctor’s note to the attendance clerk upon the students return in order to receive an excused absence, and to the professor if applicable.
- **The student must contact the college professor/instructor to discuss the absence prior to missing the class.**

If a student becomes ill or has a family emergency and must leave school:
- A parent/guardian must come into the office to sign the student out of school.
- Students 18 and older must have a parent call prior to the student signing themselves out of school.
- If a student needs to make contact with a parent, the student may come to the office for assistance.

If a parent chooses to take a student out of school:
- Student must be checked out from campus at GECHS office.
- Only the Parent/guardian or individual listed on *Permission to Release form* of a student is allowed to take student out of campus. No exemptions.

College Classes:
- Students will not be pulled out from college classes at any time.

Upon Return:
- It is the students’ responsibility to obtain all missing assignments from their teachers/professors.
- Students are required to complete all missing work within the allotted time.

It is the students’ responsibility to:
- Ensure the accuracy of his/her attendance record.
- Monitor his/her attendance record in order to maintain academic credit.

For high school credit to be awarded: (See Attendance Policy FEC-Local)
- **The student must be present in class 90% of the semester**
- Translation: the eight absences (excused or unexcused) in one semester in any class equals NO CREDIT. *Parent may appeal for credit by providing written statement that explains his/her lack of attendance. The Attendance Review Committee will determine if credit is awarded. (TEA Section 25.092).
Compulsory Attendance:

Texas public schools are required to report to their local juvenile justice entity any student and their parent that (TEA Section 25.092):

- Is absent 8+ days or parts of days within a 6-month period. (this includes tutorials/detentions)
- Is absent 3+ days or parts of days within a 4 week period. (this includes tutorials/detentions)
- **School Day for all students, regardless of classification, is from 8:20 am to 4:00 pm.**

Tardy Policy

Because GARCIA ECHS is a college setting, thus it is important that students learn to manage their time. Students must report to both high school and college classes on time. A tardy is defined as arrival to class after the scheduled start time. Tardies are disruptive to the instructional process and therefore unacceptable.

1-3 Tardy: Verbal Warning
4+ Tardy: Parent Conferences and Disciplinary Action

*Student may be placed on probation due to excessive absences or tardy. Probation can result in dismissal from GARCIA ECHS.*

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**TAMIU**

GARCIA ECHS is located on the Texas A&M International University campus, and therefore, shares facilities with TAMIU instructors, staff, and students. We are guests on this campus, so we must respect TAMIU staff, students, and facilities at all times.

Students are to exhibit behavior appropriate for a post-secondary educational environment and must:

- Speak quietly when entering all buildings.
- Use designated crosswalks at all times while crossing the street and parking lots.
- Walk on the sidewalks only.
- Completely refrain from roughhousing, horseplay, and public displays of affection.
- Preserve and protect campus property by disposing of trash properly.

*Students have access to TAMIU facilities for academic purposes only. Students are not allowed to “hang out” in buildings without a specific academic reason, unless it is at the Recreational Center, and they must have their TAMIU ID with them at all times.*
DISCIPLINE

Students will comply with Laredo Independent School District’s Code of Conduct, TAMIU rules and expectations, and standards set by GARCIA ECHS.

Students are responsible for conducting themselves properly in a manner appropriate for a college student.

Student responsibilities for achieving a positive learning environment at school or school related activities include:

- Attending all classes regularly and on time
- Being prepared for each class with appropriate materials and assignments
- Being appropriately dressed and groomed
- Behaving in a responsible manner
- Avoiding violations of the student code of conduct
- Obeying all school rules including TAMIU rules and expectations
- Cooperating honestly with staff in investigation of disciplinary cases and volunteering known information to a serious offense
- Bullying of any sort either online or on campus is not tolerated at GECHS. GECHS will follow established bullying policies adopted by Laredo I. S.D. (See Bullying Definition and Policy attached to Appendix of this handbook)

Jurisdiction

For discipline purposes, the Laredo Independent School District has jurisdiction over its students:
1. During the regular school day,
2. During lunch, whether on or within 300 feet of the school property,
3. While students are going to and from school on district transportation,
4. Involved in any activity during the school day on school grounds,
5. While the students are in attendance at any school-related activity, regardless of time or location,
6. With additional policies adopted at the campus level relating to participation in a student club, organization, or extra-curricular activity,
7. When retaliation against a school employee occurs or is threatened, either on or off school property,
8. When students commit a felony as provided by Texas Education Code Section 37.006,
9. When criminal mischief is committed on or off school property or at a school-related event, and
10. When students are required to register as a sex offender.

Students shall comply with the Student Code of Conduct at all times while they are under the jurisdiction of the school district. (See Student code of Conduct, pg 1)

*Students will be placed on disciplinary probation if they have more than two Level I discipline referrals during a semester or one Level II serious offense. If discipline issues persist, students may be dismissed from GARCIA ECHS
ELECTRONIC DEVICES

The following is the LAREDO ISD policy about students and electronic devices:

1st offense: Verbal warning
2nd offense: Verbal warning and electronic device is collected by teacher and returned at the end of the class session.
3rd offense: Written referral and electronic device is given to principal. Parents must come by to pick up the device.

Students are issued laptops at the beginning of each school year. Students are required to bring laptops to school every day. Students must use laptops for educational and academic purposes only. Students will be given access codes to electronic books for GECHS classes. They will be able to access the electronic books wherever internet connection is available. Teachers have the right to ask students to refrain from using laptops in classroom during instructional time.

BUS TRANSPORTATION

Bus transportation is available to Laredo ISD GECHS students. Transportation will begin on August 13, 2018. Buses will arrive at each designated middle school at 7:15 am and depart to GECHS by no later than 7:30. The following schedule below will be followed for transportation for students to and from GECHS. For more information on routes and bus numbers, please contact LISD Transportation at: (956) 273-1200.

BUS Transportation time schedule:

<table>
<thead>
<tr>
<th>Regular School year</th>
<th>Starting August 13, 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pick up</td>
<td>1st return</td>
</tr>
<tr>
<td>7:15 AM</td>
<td>4:00 PM</td>
</tr>
</tbody>
</table>

The following are the bus pick up/ drop off for the students at Early College High School.

Christen Middle School----- Civic Center Ball Room north side parking
Cigarroa Middle School-----Staff parking lot
Lamar Middle School------- On Mier Street by the old band hall
Memorial Middle School ----- Corner of Freemont/Marcella Street
Nixon High School ----North Side on Ash Street
DRESS CODE
Laredo I. S. D. Early College High School students do not have to wear uniforms. However, appropriate dress is required at all times. Students must adhere to the LISD dress code policy (see LISD Student-Parent Handbook). If a school administrator determines that a student’s grooming and/or dress violates the dress code, the student shall be given an opportunity to correct the problem and must do so immediately. Reminders:
- **Leggings are NOT pants.** If a student wears leggings, the shorts or skirt covering the leggings must be 3 inches above the knee.
- No tank tops. Bare backs and bare shoulders are not allowed
- Torn jeans are prohibited.
- Skirts and shorts must be no more than 3 inches above the knee.
- No sagging pants.
- No pajamas or house shoes.
- Hats are not allowed in any building.
- No apparel that has label/designs that represent inappropriate content.
- Spirit shirts will be worn on designated days only.

SCHOOL DAY
The following is the school schedule:

<table>
<thead>
<tr>
<th>Section</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Start</td>
</tr>
<tr>
<td>Announcements</td>
<td>8:20 AM</td>
</tr>
<tr>
<td>1st Block</td>
<td>8:25 AM</td>
</tr>
<tr>
<td>2nd Block</td>
<td>9:50 AM</td>
</tr>
<tr>
<td>3rd Block A</td>
<td>11:15 AM</td>
</tr>
<tr>
<td>Lunch B</td>
<td>12:35 PM</td>
</tr>
<tr>
<td>4th Block B</td>
<td>11:50 PM</td>
</tr>
<tr>
<td>Lunch A</td>
<td>11:10 AM</td>
</tr>
<tr>
<td>5th Block</td>
<td>1:15 PM</td>
</tr>
<tr>
<td>6th Block</td>
<td>2:40 PM</td>
</tr>
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Course Sequence
Course sequence at Garcia Early College High School is designed to provide the students the flexibility and opportunity to fulfill the required course requirements for graduation and accumulate college level course credits. It is the intent of this program to graduate students with a minimum of 45 university credit hours. Therefore, if a student falls behind by not achieving a “C” or better in his or her college courses, he or she will be placed in probationary status with possibility of dismissal from GECHS if he or she does not catch up with course credits.

Hector J. Garcia Early College
High School
Four-Year Graduation Plan

<table>
<thead>
<tr>
<th>Course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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<tbody>
<tr>
<td>English (4)</td>
<td>English I</td>
<td>English II</td>
<td>English III-ENGL 1301*</td>
<td>LITERATURE*</td>
</tr>
<tr>
<td>Pre-APIAP</td>
<td></td>
<td></td>
<td>English IV-ENGL 1302*</td>
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</tr>
<tr>
<td>Math (4)</td>
<td>Algebra I or Algebra II</td>
<td>Geometry or Algebra II or MATH 1314*</td>
<td>Pre-Calculus or AP Calculus or MATH 1314*</td>
<td>Pre-Calculus or AP Calculus or MATH 1342* or ADV. MATH*</td>
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<tr>
<td>Pre-APIAP</td>
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<td></td>
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<tr>
<td>Science (6)</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics &amp; Anatomy and Physiology</td>
<td>BIOL 1370/1170* or CHEM 1370/1170* or BIOL 1400/1006* or CHEM 1411/1011* or PHYS 1370/1170* or (ADV. SCI)</td>
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<tr>
<td>Pre-APIAP</td>
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<tr>
<td>Social Studies (3.5)</td>
<td>World Geography</td>
<td>World History</td>
<td>US History-HIST 1302*</td>
<td>PSCI 2305*</td>
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<tr>
<td>Pre-APIAP</td>
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<td>History-HIST 1301*</td>
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<td>Economics (0.5)</td>
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<td>US Govt.-PSCI 2305*</td>
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<td>Languages Other Than English</td>
<td>Spanish I/ Spanish II</td>
<td>Spanish II or Spanish III or AP Spanish Language</td>
<td>AP Spanish III/ AP Spanish Literature</td>
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<td>(FRENCH 1311/1312)*</td>
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<tr>
<td>Speech (0.5)</td>
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<td>(COMM 1315*)</td>
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<tr>
<td>Health (0.5)</td>
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<td>Health</td>
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<td>KINE 1101/1102* (PE)</td>
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<td>Fine Arts (1)</td>
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<td>MUSIC 1310*</td>
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<tr>
<td>Technology Applications (1)</td>
<td>Principles of Technology</td>
<td>Web Design</td>
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<tr>
<td>Electives* (Dual enrollment)</td>
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<td></td>
<td>Research &amp; Technical Writing</td>
<td>UNIV 1101*</td>
</tr>
<tr>
<td>Reading I</td>
<td></td>
<td></td>
<td>Reading II</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td></td>
<td></td>
<td>UNIV 1101*</td>
<td></td>
</tr>
<tr>
<td>Total Possible College Hours</td>
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<td>12</td>
<td>16-20</td>
<td>24-26</td>
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<tr>
<td>College Hours</td>
<td>42-70</td>
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</table>

Notes:
1. Students may earn credit for Algebra I at the middle school.
2. Students are required to attend the summer TSI Academy as incoming freshmen in order to take classes at TAMU.
3. Students may be assigned to STAAR intervention course(s) as needed.
4. Students need to take and pass the TSI test to be eligible to take college courses for Dual Enrollment.
5. Students may take TAMU courses in different grade levels depending on TSI mastery.
6. Amount of University Hours attained depends on students’ major/degree plan and TSI completion.

Counselor Signature: _____________________  Student Signature: _____________________  Parent Signature: _____________________
Date: _____________________  Date: _____________________  Date: _____________________
TEXTBOOKS

State-approved textbooks and college textbooks are provided free of charge for each class. Students will be given access codes to electronic books for specific GECHS classes. They will be able to access the electronic books wherever internet connection is available. A student may request a hardcopy of any book required by GECHS courses. Any student failing to return a book issued by the school loses the right to free textbooks until the book is returned or paid for by the parent/guardian.

IDENTIFICATION CARDS

Students are issued an ID card by TAMIU that identifies them as a GARCIA ECHS student. They must always carry the ID card with them.

This ID card entitles students to admission to the TAMIU Writing Center, Learning Center, and for the juniors and seniors, the Recreational Center. The TAMIU ID also allows them to check out books and resources from the TAMIU Killam Library. Students are required to have their ID cards for any testing at the TAMIU Testing Center.
To replace an ID card, the cost is $10.00.

PARKING

Students must provide a copy of their driver’s license and proof of insurance to the principal to receive approval and a permit to drive and park in GECHS parking lot.

Operating a motor vehicle on the TAMIU campus is a privilege and is conditional on complying with rules and regulations set forth in the TAMIU Handbook.

Parking Permit is free.

ACADEMIC INTEGRITY

Academic integrity is essential in all education settings and particularly at GECHS @ TAMIU. Students found to have engaged in academic dishonesty shall be subject to disciplinary penalties and grade penalties set forth by LISD for high school courses and TAMIU for college coursework. Academic dishonesty includes cheating from or copying the work of another student, plagiarism and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty is based on the judgment of the classroom teacher or other supervising professional employee, taking into consideration written materials, observation, or information from students.
CLASSIFICATION

After the 9th grade, students are classified according to the number of credits earned toward graduation. Grade/classification is based on the following:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>0-5.5</td>
</tr>
<tr>
<td>Sophomore</td>
<td>6-11.5</td>
</tr>
<tr>
<td>Junior</td>
<td>12-17.5</td>
</tr>
<tr>
<td>Senior</td>
<td>18+</td>
</tr>
</tbody>
</table>

At TAMIU, student classification is defined as follows:

Determined by the number of HOURS completed and earned:

0-29 = freshman
30-59 = sophomore
60-89 = Junior
90+ = Senior

GRADE POINT AVERAGE (GPA) See LISD Policies for GPA Policy

THE LISD GPA scale is available for review on the Laredo I. S.D. webpage. Grade points are awarded based on the semester average in the course. Grade points are averaged to create a cumulative GPA. GPAs are updated twice a year in January and in June (upon the completion of the semester).

For TAMIU GPA scale, please refer to TAMIU Student Handbook

TSI COMPLIANCE

All students must be TSI (Texas Success Initiative) compliant by the start of their junior year. Each student must take the TSI before the start of their freshmen year. To continue in the program, each student must pass all sections of the TSI. The TSI assessment is comprised of 3 sections of which students must demonstrate college readiness. Each section has its own target to demonstrate mastery, math section at a 350, Reading at 351, writing at 340 and writing essay a 4, or writing essay alone of a 5. Early College H. S. teachers will hold TSI workshops throughout the school year to help students achieve the mastery score. Students may attempt the test at any given time, but it is highly recommended, they first receive tutoring in the areas they need help in before taking the TSI again.
LATE/MAKE UP WORK

ACADEMIC ACHIEVEMENT

GRADING/PROGRESS REPORTS TO PARENTS EIA (LOCAL)

PROGRESS REPORTING
The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE (LOCAL)

GUIDELINES FOR GRADING
The District shall adopt a grading policy, including provisions for the assignment of grades on class assignments and examinations, before each school year. The District grading policy: 1. Must require a classroom teacher to assign a grade that reflects the student’s relative mastery of an assignment; 2. May not require a classroom teacher to assign a minimum grade for an assignment without regard to the student’s quality of work; 3. May allow a student a reasonable opportunity to make up or redo a class assignment or examination for which the student received a failing grade. EIA (Legal)

PARENT CONNECTION
LISD Parent Portal
https://skyward10.iscorp.com/scripts/wsisa.dll/WService=wsedularedotx/fwemnu01.w

TAMIU Student/Parent Portal
http://www.tamiu.edu/elearning/

REPORT CARDS
Report cards are issued every nine weeks. The school holds either a report card day or report card night when parents have the chance to pick up their child’s report card and talk to teachers. At the end of the first three weeks of a grading period, parents will be given written notice if the student’s performance in any course is below the expected level of achievement (70). College course grades are reported at midterm and at the end of each semester. TAMIU grades can be viewed on Blackboard site or the TAMIU Uconnect site. Only students have access to this site.
CLASS SYLLABI

Students will receive a syllabus for each of their classes, including their college classes. The student must be familiar with the class requirements, assignments, and assessments. It is important for parents and students to keep due dates for all college class assignments and tests. The student should use a planner to organize assignments.

TUTORIALS

Tutoring is available after school from 4:15 p.m. to 5:15 p.m. and on Saturdays from 8:30 a.m. to 12:30 p.m. Transportation is provided. Students are assigned **MANDATORY TUTORIALS** for the following:

- missing assignments
- incomplete assignments
- failed an assessment
- in danger of failing a high school course
- assistance with their university courses.
- Below 95% attendance

EMERGENCY MEDICAL TREATMENT AND INFORMATION

If a student has a medical emergency at school or at a school-related activity, the emergency contact form with listed emergency names and numbers will be used if parent/guardian cannot be reached. The medical emergency cards must be kept up to date or the school reserves the right to use previously provided written consent form to obtain emergency medical treatment, and information about allergies to medications, foods, insect bites, etc. if no updated form is on file. Please contact school nurse at 273-7704 to keep all emergency information up to date.

VISITORS TO THE SCHOOL

For the safety of all school employees, and to avoid disruption of instructional time, all **visitors must first report to the front office and obtain a visitors pass.** GECHS is equipped with a visitors electronic log system. All visitors must possess a valid and current identification card to be allowed into the building for conferences, meetings or student pick-up during the instructional day. All visitors are expected to demonstrate the highest standards of courtesy and conduct. Disruptive behavior will not be tolerated.
FAQ Page

Are GECHS students required to do Community Service?
Students are required to complete a minimum of 125 hours of community service per year before graduation. The opportunities for community service vary from student to student. It is a commitment of the Garcia Early College High School to strengthen the partnership between the school and the community through community involvement and volunteerism. Student involvement nurtures the goals of citizenship, public relations, collaboration, and real-world experiences for students.

What if a student fails a university course?
If a student fails a university course and that course is a prerequisite to continue with another course, the school will pay the tuition for a second time due to personal/family hardship only. However, if the course is a standalone course, the school will provide the student an alternate course through the high school curriculum that will provide the student the opportunity to receive credit. Students fall on academic probation if they fail 1 college class. They must pass all high school and college classes the next semester or they will be dismissed from Garcia Early College High School. If students fail 2+ college courses in a single semester, they will be dismissed at the end of the current semester.

What is a three-peat fee and who pays for it?
Repeated Course Fee (Non-Refundable) (Effective Fall 2007): SB1, General appropriations Act, 79th Legislature, Regular Session, III-251, §49, limits formula funding for a course for which a student would generate formula funding for a third time. GECHS does not pay for three-peats. Students attempting a course for the third time will be financially responsible to pay all fees. The school can assist the student in registering and provide the student the discounted rate given to the school.

What if I want to advance in my course work, who pays for additional classes outside of the dual credit classes provided through the school?
The school provides students with the opportunity to enroll in courses that will count as “dual credit” courses for high school graduation requirements and are part of the core academic courses that students must satisfy towards their degree program. If a student wishes to advance in certain courses that are not part of the dual credit course work, or not part of the GECHS approved crosswalk, the student is financially responsible for those courses. The school can assist the student in registering and provide the student the discounted rate given to the school.
Who pays for a course that I already took, but I want to improve my grade (GPA)?
If a student has taken a course and has passed the course, then the student is financially responsible for retaking the course in an effort to improve his/her grade (GPA).

What will happen if a student fails a high school course?
Students will be placed on academic probation if they fail 2 high school classes in a single semester. They must pass all high school and college classes the next semester or they could be dismissed from Garcia Early College High School. If a student fails a high school class that is required for high school graduation, they must work with the counselor for credit recovery. If students refuse to comply with credit recovery, they will be dismissed at the end of the current semester.

What is disciplinary probation?
Students will be placed on disciplinary probation if they have two or more level I discipline referrals during a semester or a one Level II offense. Any Level III offenses will be deemed automatic dismissal from Garcia Early College High School. Students may be placed on disciplinary probation for serious attendance problems. If students continue to have attendance or discipline issues during the probationary period, they will return to their designated high school the following semester.

What happens if I am placed in Academic Probation at TAMIU?
If a student is placed in academic probation at TAMIU, he or she will be placed on academic probation at GECHS. Student will immediately be provided prescriptive interventions to help him or her with their university classes to achieve acceptable academic standing by the end of the next semester. In case the student is placed in Academic Suspension from TAMIU at end of semester of intense interventions, the student shall be dismissed from GECHS.
The Board shall establish an attendance committee or as many committees as necessary for efficient implementation of Education Code 25.092.

The Superintendent or designee shall make the specific appointments in accordance with legal requirements.

A student and the student’s parent or guardian shall be given written notice prior to and at such time when a student’s attendance in any class drops below 90 percent of the days the class is offered.

When a student’s attendance drops below 90 percent but remains at least at 75 percent of the days the class is offered, the student may earn credit for the class or a final grade by completing a plan approved by the principal. This plan must provide for the student to meet the instructional requirements of the class as determined by the principal.

If the student fails to successfully complete the plan, or when a student’s attendance drops below 75 percent of the days the class is offered, the student, parent, or representative may request award of credit or a final grade by submitting a written petition to the appropriate attendance committee.

Petitions for credit or a final grade may be filed at any time the student receives notice but, in any event, no later than 30 days after the last day of classes.

The attendance committee shall review the student’s entire attendance record and the reasons for absences and shall determine whether to award credit or a final grade. The committee may also, whether a petition is filed or not, review the records of all students whose attendance drops below 90 percent of the days the class is offered.

Students who have lost credit or have not received a final grade because of excessive absences may regain credit or be awarded a final grade by fulfilling the requirements established by the attendance committee.

When a student’s absence for personal illness exceeds three consecutive days, the principal or attendance committee may require that the student present a statement from a physician or health clinic verifying the illness or condition that caused the student’s extended absence from school as a condition of classifying the absence as one for which there are extenuating circumstances.

If a student has established a questionable pattern of absences, the principal or attendance committee may require that a student present a physician’s or clinic’s statement of illness after a single
Laredo I. S.D Policies

ATTENDANCE
ATTENDANCE FOR CREDIT

The attendance committee shall adhere to the following guidelines to determine attendance for award of credit or a final grade:

1. All absences shall be considered in determining whether a student has attended the required percentage of days. If makeup work is completed satisfactorily, excused absences that are allowed under compulsory attendance requirements shall be considered days of attendance for this purpose. [See FEA(LEGAL) at EXCUSED ABSENCES FOR COMPULSORY ATTENDANCE DETERMINATIONS]

2. A transfer or migrant student incurs absences only after his or her enrollment in the District.

3. In reaching consensus regarding a student’s absences, the committee shall attempt to ensure that its decision is in the best interest of the student. The Superintendent or designee shall develop administrative regulations addressing the committee’s documentation of the decision.

4. The committee shall consider the acceptability and authenticity of documented reasons for the student’s absences.

5. The committee shall consider whether the absences were for reasons out of the student’s or parent’s control.

6. The committee shall consider whether or not the student has completed assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.

7. The student or parent shall be given an opportunity to present any information to the committee about the absences and to discuss ways to earn or regain credit or be awarded a final grade.

The committee may impose any of the following conditions for students with excessive absences to regain credit or be awarded a final grade:

1. Completing additional assignments, as specified by the committee or teacher.

2. Attending tutorial sessions as scheduled, which may include Saturday classes or before- and after-school programs.

DATE ISSUED: 11/15/2013
UPDATE 98
FEC(LOCAL)-A
Laredo ISD
2/4/9001

ATTENDANCE FOR CREDIT

(LOCAL)

AT END OF SEMESTER:

FEC

3. Maintaining the attendance standards for the rest of the semester.
4. Taking an examination to earn credit. [See EHDB]
5. Attending a flexible school day program.
6. Attending summer school.

In all cases, the student must also earn a passing grade in order to receive credit.

APPEAL PROCESS

A parent or student may appeal the decision of the attendance committee in accordance with FNG(LOCAL) beginning at Level Three.
Laredo I.S.D Policies

ACADEMIC ACHIEVEMENT

RELATION TO ESSENTIAL KNOWLEDGE AND SKILLS
The District shall establish instructional objectives that relate to the essential knowledge and skills for grade-level subjects or courses. These objectives shall address the skills needed for successful performance in the next grade or next course in a sequence of courses.

Assignments, tests, projects, classroom activities, and other instructional activities shall be designed so that each student's performance indicates the level of mastery of the designated District objectives.

GUIDELINES FOR GRADING
The Superintendent or designee shall ensure that each campus or instructional level develops guidelines for teachers to follow in determining grades for students. These guidelines shall ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Guidelines for grading shall be clearly communicated to students and parents.

The District shall permit a student who meets the criteria detailed in the grading guidelines a reasonable opportunity to redo an assignment or retake a test for which the student received a failing grade.

PROGRESS REPORTING
The District shall issue grade reports/report cards every six weeks on a form approved by the Superintendent or designee. Performance shall be measured in accordance with this policy and the standards established in EIE.

INTERIM REPORTS
Interim progress reports shall be issued in accordance with law for a student who demonstrates consistent unsatisfactory performance. Other interim reports shall be issued as established by campus grading guidelines. Supplemental progress reports may be issued at the teacher's discretion.

CONFERENCES
In addition to conferences scheduled on the campus calendar, conferences may be requested by a teacher or parent as needed. Conferences shall be requested at three-week intervals for students who demonstrate consistent unsatisfactory performance.

ACADEMIC DISHONESTY
A student found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties in accordance with the Student Code of Conduct. Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.
STUDENT WELFARE
FREEDOM FROM BULLYING

Note: This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

BULLYING PROHIBITED

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

DEFINITION

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property; or

2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and

2. Interferes with a student’s education or substantially disrupts the operation of a school.

EXAMPLES

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

RETRIALATION

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

EXAMPLES

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
Laredo I. S.D Policies

FALSE CLAIM
A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

TIMELY REPORTING
Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

REPORTING PROCEDURES
To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.

STUDENT REPORT
Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.

EMPLOYEE REPORT
A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.

REPORT FORMAT
The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.

INVESTIGATION OF REPORT
The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.

CONCLUDING THE INVESTIGATION
Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.

The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.

NOTICE TO PARENTS
If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

DATE ISSUED: 3/2/2012
UPDATE 93
FFI(LOCAL)-A
STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

DISTRICT ACTION
BULLYING
If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District’s Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

DISCIPLINE
A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

CORRECTIVE ACTION
Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District’s policy against bullying.

TRANSFERS
The principal or designee shall refer to FDB for transfer provisions.

COUNSELING
The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

IMPROPER CONDUCT
If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

CONFIDENTIALITY
To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

APPEAL
A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

RECORDS RETENTION
Retention of records shall be in accordance with CPC(LOCAL).

ACCESS TO POLICY AND PROCEDURES
This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District’s Web site, to the extent practicable, and shall be readily available at each campus and the District’s administrative offices.

DATE ISSUED: 3/2/2012
ADOPTED:
3 of 3
UPDATE 93
FFI(LOCAL)-A
Learning Communities
For 11th graders

Learning Communities are small groups of students and faculty who together create a “community of learners.”

When you take two or three courses together along with the same group of students, you make friends more quickly, establish study groups, and develop close relationships with faculty and the TAMIU community - and that translates into academic success.

These courses will be part of your degree plan because they are part of your core requirements.

Freshman Seminars

Learning in Global Context I and II are freshman seminars designed to enhance the opportunity for success of first-year students. Most sections are part of learning communities which build an academic network that increases student learning and helps students build positive relationships with their faculty and peers.

UNIV 1101 - Learning in a Global Context I
UNIV 1402 - Learning in a Global Context II
Student Learning Outcomes for First-Year Students

After the first year, they will

- Be able to use the environment and resources of the university to support their academic and personal growth (Understanding Society and Culture).
- Increase their self-knowledge through reflective activities in order to clarify or refine their personal values and life goals (Values and Ethics).
- Improve specific attitudes and behaviors that lead to academic success through their freshman seminar and learning community experience (Integration and Application of Knowledge).
- Improve their ability to communicate ideas in speaking and writing through clear, coherent, appropriately organized prose that fits the intended audience, occasion, and purpose (Receptive and Expressive Communication Skills).
- Improve their research and information literacy skills through library instruction and academic assignments (Receptive and Expressive Communication Skills).
- Improve their critical thinking skills through academic reading and writing (Critical Thinking).
- Explore and communicate an understanding of the interdependence of global, national, state, and local issues through academic and social opportunities for oral and written expression (Understanding Society and Culture).
- Recognize and understand the contributions of individuals from different ethnic and cultural backgrounds through academic and student life experiences (Understanding Society and Culture).

TAMIU has committed to internationalizing its curriculum.
The University Learning Center (ULC)

Location: Billy F. Cowart Hall 205
Hours: Mon-Thu 8:00-7:00 Fri 8:00-3:00
Phone: (956) 326-2723

The University Learning Center (ULC) provides all TAMIU students with academic support in an environment specifically designed to enhance learning. The staff at the ULC is comprised of graduate and undergraduate individuals, carefully selected and trained to assist students with their academic needs in order to reinforce the classroom experience. The ULC provides one-on-one tutoring, group tutoring, Supplemental Instruction, review sessions, workshops and other academic services as needed or requested.

Advising and Mentoring Center

The Advising and Mentoring Center (AMC) works with the Freshman, Sophomore, Student-Athlete, and Incoming Transfer Student populations to ensure a smooth transition and adjustment throughout their academic programs. Our focus is to provide students with individualized academic support and tools for success through various advising and mentoring endeavors. AMC provides the following services to students: Personalized Academic Advising; Freshman and Sophomore One-on-One Mentoring to ensure that each student’s needs are being met throughout the semester regardless of the area of need; Referral to On-Campus Resources; Registration Assistance; Retention Monitoring for Freshman and Sophomore Students; Early Alert Referral Program; Advising for the Bachelors of Arts in Multidisciplinary Studies; Academic Improvement Plans for At-Risk Students; and outreach events such as facilitating On-Campus Events and participation in the Sophomore Leadership Program, as well as Incoming Transfer Student Orientation.

Our office is located in the Zaffirini Student Success Center, room 222.
The primary mission of the Writing Center at Texas A&M International University (TAMIU) is to support the instructional goals of the faculty by providing free individual and small-group tutoring sessions, peer review sessions, and writing workshops to TAMIU students.

Writing tutors are specially trained students and paraprofessionals who have demonstrated excellence in working with others on the continued development of their written communication skills.

In order to develop more confident and competent writers, tutors provide guidance in developing, revising, and editing students’ papers. Tutors listen and respond to students’ works in progress, ask questions, and point out particular areas to focus on for improvement. Since the goal of tutoring is to develop increasingly independent writers, tutors will not correct errors or rewrite students’ work; instead, during the course of a tutoring session, they will focus on one or two types of improvement strategies students may employ to produce more effective written work.

Tutoring sessions generally last from twenty minutes to one hour, depending on the needs of each student. Students may drop in or make prior arrangements for an appointment. Faculty members may arrange standing appointments for those students who demonstrate particular needs in developing their written or oral English skills.

The Writing Center also provides support for literary and writing-oriented organizations, clubs, and departments at Texas A&M International University, as well as outreach services to foster the continued growth of literacy activities within the local community.

**Appointments must be made 24 hours in advance.**
(956) 326-2883 or 326-2884

To set an appointment with a writing tutor, send an email to:
[writingcenter@tamiu.edu](mailto:writingcenter@tamiu.edu)
Testing Center

5201 University Boulevard
Senator Judith Zaffirini Student Success Center 201
Laredo, Texas 78041-1900

Mon - Thur 8:00 AM - 6:00 PM
Fri 8:00 AM - 12:00 PM
Office: (956) 326-2131
Fax: (956) 326-2881

Director, Alejandro A. Martinez, Jr. - 956-326-2888
Associate Director, Blanca Ramos - 956-326-3190
Data & Information Specialist, Kaleena Hernandez - 956-326-3191
Clerk, Jose L. Sanchez - 956-326-2131

Questions?
Email: thetestingcenter@tamiu.edu
CLASSROOM CONDUCT

Students and faculty share responsibility for maintaining an appropriate learning environment. Faculty have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.

Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times and failure to do so may result in disciplinary action.

COURSE INFORMATION

The term “course” shall be understood to mean a definite unit of work in a subject and may continue through two semesters. Credit allowed for each course is written out in full immediately following the title of the course. Example: HIST 3301, Mexico. Three semester hours. The first digit of the course number is the course level. The second digit is the number of semester credit hours (SCH).
Grading Policies

Grades are recorded from “A” to “F”, inclusive and available via the web to each student at the end of each semester. However, the faculty has the autonomy to change the grading policy in order to meet the course objectives. Hence, students are to use their respective course syllabi for any changes in grading policy. Numerical values corresponding to these letters are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100, excellent</td>
</tr>
<tr>
<td>B</td>
<td>80-89, good</td>
</tr>
<tr>
<td>C</td>
<td>70-79, average</td>
</tr>
<tr>
<td>D</td>
<td>60-69, passing (not a passing grade for certain courses)</td>
</tr>
<tr>
<td>F</td>
<td>Below 60, failure</td>
</tr>
<tr>
<td>S/CR/P</td>
<td>Satisfactory/credit/pass</td>
</tr>
<tr>
<td>U/NC</td>
<td>Unsatisfactory (no credit)</td>
</tr>
<tr>
<td>IP</td>
<td>In Progress</td>
</tr>
<tr>
<td>W</td>
<td>Dropped or withdrawn</td>
</tr>
<tr>
<td>I</td>
<td>Incomplete</td>
</tr>
</tbody>
</table>

W, Dropped/Withdrawn: Given when a student has officially dropped or withdrawn from the University by the deadline in the official University calendar, regardless of student’s standing in class.

I, Incomplete: Given to a student who is passing but has not completed a term paper, examination, or other required work. Students electing to complete unfinished work in the course must sign an incomplete contract along with the instructor specifying assignments to be completed and the due date. Failure to sign contract, and have on file in the Office of the University Registrar, will result in the “I” being converted to an “F.”

A student may not register for a course for which he/she has a current grade of “I”.

Standards for good standing are based on an institutional 2.0 GPA.

The grade point average for a semester is computed by dividing the total grade points earned by the number of semester hours of courses with "A", "B", "C", "D", and "F" grades.

The cumulative, or overall, grade point average is computed by dividing the total grade points earned by the number of hours of "A", "B", "C", "D", and "F". Effective fall 2007, only hours earned from Texas A&M International University will be included.

**Grade Point Average**
The grade point average accumulated on the permanent record of a student at Texas A&M International University (TAMIU) will be based on course hours and grade points earned by a student on work taken only at this university. Transfer work will be accepted for fulfilling degree and graduation requirements only.

**Academic Probation**
Students will be placed on Academic Probation at the conclusion of any long semester (Fall or Spring) when their institutional cumulative grade point average at Texas A&M International University falls below 2.0. Such students are encouraged to participate to the fullest in academic support programs and to seek academic advising. Students who have been placed on Academic Probation will be allowed to enroll for one additional one semester in an attempt to achieve the required institutional cumulative grade point average of 2.0 or better.

**Academic Suspension**
Students who have been placed on Academic Probation, and fail to achieve the minimum institutional cumulative grade point average during the next long semester will be placed on Academic Suspension. Students on Academic Suspension will be required to sit out one long semester and may re-enroll after such absence under Academic Probation. Prior to enrolling, the returning student must meet with an academic advisor to develop an academic improvement plan. The advisor will then meet with the student throughout the semester to monitor the student's progress in meeting established goals and determine appropriate subsequent actions.

The student may appeal the Academic Suspension to the Dean of the College/School, or the Dean's designate, in which he/she is pursuing a degree by submitting a petition for academic reinstatement and a student self-assessment. If the petition is approved, the student will be permitted to enroll on Academic Probation. Prior to enrolling, the returning student must meet with the dean to develop an academic improvement plan. The dean or designate will meet with the student throughout the semester to monitor the student's progress in meeting established goals and determine appropriate subsequent actions.
As a member in an academic community, students at Texas A&M International University are expected to exhibit a high level of honesty and integrity in their pursuit of higher education, be mature, self-directed and able to manage their own affairs. Students who are unwilling to abide by these basic expectations will find themselves facing academic and/or disciplinary sanctions.

VIOLATIONS OF ACADEMIC HONESTY

Academic dishonesty is any act (or attempt) which gives an unfair academic advantage to the student. Academic dishonesty includes, but is not limited to:

Plagiarism -- Plagiarism is the act of passing off some other person’s ideas, words or works as one’s own. It includes, but is not limited to, the appropriation, buying, receiving as a “gift”, or obtaining by any other means another’s work for the submission as one’s own academic work.

Cheating -- Cheating is an act of deception in which a student misrepresents that he/she has mastered information related to an academic exercise. Examples include:

Copying, without the professor’s authorization, from another student’s test, lab report, computer file, data listing, logs, or any other type of report or academic exercise.

Using unauthorized materials during a test.

Using, buying, selling, stealing, transporting, soliciting, copying or possessing (in whole or in part), the contents of an unadministered test, a required assignment or a past test which has, by the professor, not been allowed to be kept by their students.

Taking a test for someone or permitting someone to take a test for you. This also includes attending class for someone else or allowing someone to attend class for you.

Collusion -- Collusion is unauthorized collaboration with another person or persons during a test or in the preparation of any type of written work in an academic exercise/setting.
## TERMS YOU SHOULD KNOW

<table>
<thead>
<tr>
<th>Term</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising</td>
<td>Student/Faculty conference regarding academic planning</td>
</tr>
<tr>
<td>Academic Appeal</td>
<td>Process whereby a student can appeal a grade.</td>
</tr>
<tr>
<td>Academic Calendar</td>
<td>List of key events and dates for an academic year (found on the University web site).</td>
</tr>
<tr>
<td>Academic Dean</td>
<td>Chief Academic Officer of an academic college.</td>
</tr>
<tr>
<td>Academic Deficiency</td>
<td>Having fewer grade points than the minimum requirements.</td>
</tr>
<tr>
<td>Add/Drop</td>
<td>Process during the first week of the semester when students can add or drop courses.</td>
</tr>
<tr>
<td>Advanced Level</td>
<td>Junior or senior level (3000 or 4000) courses.</td>
</tr>
<tr>
<td>Assistant Professor</td>
<td>First level in the professional ranks</td>
</tr>
<tr>
<td>Associate Professor</td>
<td>Middle level in the professional ranks</td>
</tr>
<tr>
<td>BA</td>
<td>Bachelor of Arts degree.</td>
</tr>
<tr>
<td>BBA</td>
<td>Bachelor of Business Administration degree.</td>
</tr>
<tr>
<td>BM</td>
<td>Bachelor of Music degree.</td>
</tr>
<tr>
<td>BS</td>
<td>Bachelor of Science degree.</td>
</tr>
<tr>
<td>Classification</td>
<td>Determined by the number of hours completed: 0-29 = Freshman, 30-59 = sophomore, 60-89 = Junior, and 90 plus = Senior.</td>
</tr>
<tr>
<td>Closed Section</td>
<td>Class which is no longer available because the maximum enrollment has been reached.</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>University college which includes the departments of Art, Biological &amp; Earth Sciences, Chemistry, Communication, Computer Science &amp; Information Systems, Criminal Justice, English, History, Honors, Integrated Science, Journalism, Mathematics, Music, Physics, Political Science, Social Work, Sociology, theater, etc.</td>
</tr>
<tr>
<td>College of Business Administration</td>
<td>University college which includes the departments of Accounting, Economics &amp; Finance, General Business, International Business, Marketing, and Management</td>
</tr>
<tr>
<td><strong>College of Education</strong></td>
<td>University college which includes the departments of Counseling, Educational Administration, Elementary Education, Health &amp; Physical Education, Secondary Education, and Special Education.</td>
</tr>
<tr>
<td>-------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Core Curriculum</strong></td>
<td>Forty Two (42) hours of foundation courses taken during the first two years of academic enrollment</td>
</tr>
<tr>
<td><strong>Credit Hour</strong></td>
<td>Value given in a course of study.</td>
</tr>
<tr>
<td><strong>Department Head</strong></td>
<td>Faculty member who heads an academic department.</td>
</tr>
<tr>
<td><strong>Elective</strong></td>
<td>Courses not specified in a particular degree program.</td>
</tr>
<tr>
<td><strong>Final Exam</strong></td>
<td>The last exam given in a class during a semester.</td>
</tr>
<tr>
<td><strong>GPA</strong></td>
<td>Grade point average.</td>
</tr>
<tr>
<td><strong>Grade Points</strong></td>
<td>Each grade is assigned a numerical value: A=4; B=3; C=2; D=1; and F=0.</td>
</tr>
<tr>
<td><strong>Holds/Blocks</strong></td>
<td>Restrictions placed on registration, grades, and diplomas when a student has unsettled business with the University.</td>
</tr>
<tr>
<td><strong>Honors Classes</strong></td>
<td>Courses restricted to students who meet the minimum grade point average requirements.</td>
</tr>
<tr>
<td><strong>Hours attempted</strong></td>
<td>Total credit hours the student has attempted (includes courses passed and failed).</td>
</tr>
<tr>
<td><strong>Hours Passed</strong></td>
<td>The total number of hours completed with a grade of “d” or better.</td>
</tr>
<tr>
<td><strong>International Students</strong></td>
<td>Students from another country attending an American University.</td>
</tr>
<tr>
<td><strong>Instructor</strong></td>
<td>Person who teaches a course.</td>
</tr>
<tr>
<td><strong>Lecture</strong></td>
<td>Lessons delivered orally by the course instructor.</td>
</tr>
<tr>
<td><strong>MWF</strong></td>
<td>Monday, Wednesday, Friday classes.</td>
</tr>
<tr>
<td><strong>Mid-Semester Grades</strong></td>
<td>Grades available online to students at mid-term.</td>
</tr>
<tr>
<td><strong>Mid-Term</strong></td>
<td>Halfway point of the semester.</td>
</tr>
<tr>
<td><strong>Open Sections</strong></td>
<td>Sections of a class that still have space available for students to register.</td>
</tr>
<tr>
<td><strong>Permanent Record</strong></td>
<td>A student’s personal transcript that contains information regarding classes, GPA, and honors.</td>
</tr>
</tbody>
</table>
## TAMIU Information at a glance

<table>
<thead>
<tr>
<th>Definition</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PIN Number</strong></td>
<td>Personal identification number which gives students access to their information.</td>
</tr>
<tr>
<td><strong>Prerequisites</strong></td>
<td>Requirements to enter a particular course.</td>
</tr>
<tr>
<td><strong>Registration</strong></td>
<td>Officially enrolling in class(es) for a term or semester with all tuition and fees paid.</td>
</tr>
<tr>
<td><strong>Scantron</strong></td>
<td>Computer sheets used for objective tests. Requires a No. 2 pencil.</td>
</tr>
<tr>
<td><strong>Section change</strong></td>
<td>Add/drop from one section to another of a particular course.</td>
</tr>
<tr>
<td><strong>Semester</strong></td>
<td>A measurement of times, approximately 18 weeks, two of which make up an academic year.</td>
</tr>
<tr>
<td><strong>School of Nursing</strong></td>
<td>A group of departments at the University designed to give students training in the field of nursing.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
<td>When used in reference for an instructor on your schedule this means a specific instructor has not yet been assigned to teach this course.</td>
</tr>
<tr>
<td><strong>Syllabus</strong></td>
<td>A summary or outline of the expectations of a course.</td>
</tr>
<tr>
<td><strong>TBA</strong></td>
<td>Abbreviation for the term To Be Announced.</td>
</tr>
<tr>
<td><strong>TR</strong></td>
<td>Tuesday and Thursday classes.</td>
</tr>
<tr>
<td><strong>Transcript</strong></td>
<td>The official record of a student’s academic history.</td>
</tr>
<tr>
<td><strong>Upper division Classes</strong></td>
<td>Junior and senior level classes.</td>
</tr>
</tbody>
</table>

*It is the policy of the Laredo Independent School District Garcia ECHS not to discriminate on the basis of race, color, national origin, sex, handicap, religion or age in programs admissions as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and Section 504 of the Rehabilitation Act of 1973, as amended*
## 2018-2019 TAMIU Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FALL 2018</strong></td>
<td></td>
</tr>
<tr>
<td>Aug. 28</td>
<td>Tuesday. First Class Day</td>
</tr>
<tr>
<td>Sept. 3</td>
<td>Monday. Labor Day TAMIU classes meet</td>
</tr>
<tr>
<td>Oct. 15</td>
<td>Monday. Midsemester</td>
</tr>
<tr>
<td>Nov. 21</td>
<td>Wednesday. Reading Day. No Classes.</td>
</tr>
<tr>
<td>Nov 22-24</td>
<td>Thursday/Friday Thanksgiving Holidays</td>
</tr>
<tr>
<td>Dec. 1</td>
<td>Saturday. Last Class Day</td>
</tr>
<tr>
<td>Dec. 4-10</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>Dec. 13</td>
<td>Thursday. Grades Posted, at midnight. End of Fall 2018 Semester</td>
</tr>
<tr>
<td>Dec. 18</td>
<td>Tuesday. Grades posted on U-connect for student’s view</td>
</tr>
<tr>
<td><strong>SPRING 2019</strong></td>
<td></td>
</tr>
<tr>
<td>Jan. 21</td>
<td>Monday. Martin Luther King Holiday; University Closed</td>
</tr>
<tr>
<td>Jan. 22</td>
<td>Tuesday. First Day of Class</td>
</tr>
<tr>
<td>Mar. 9</td>
<td>Saturday. Mid Semester</td>
</tr>
<tr>
<td>Mar. 10</td>
<td>Sunday. Midterm Grades due.</td>
</tr>
<tr>
<td>Apr. 27</td>
<td>Saturday. Last Class Day</td>
</tr>
<tr>
<td>Apr. 29</td>
<td>Monday Reading Day. No Classes. No exams.</td>
</tr>
<tr>
<td>Apr 30-May 6</td>
<td>Final Examination Period</td>
</tr>
<tr>
<td>May 14</td>
<td>Wednesday. Grades posted on U-connect for student’s view</td>
</tr>
<tr>
<td><strong>Summer Semester I 2019</strong></td>
<td></td>
</tr>
<tr>
<td>Jun 3</td>
<td>Monday. First Class Day</td>
</tr>
<tr>
<td>July 3</td>
<td>Wednesday. Last Class Day</td>
</tr>
<tr>
<td>July 5</td>
<td>Friday. Final Examinations. End of Summer Session 1, 2018</td>
</tr>
</tbody>
</table>