



PRAIRIE VIEW
A&M UNIVERSITY

SYLLABUS

SPED 4312 Practicum
Spring Semester, 2024

General Course Information

Information Item	Information
Instructor:	Dr. Kay Norman
Section # and CRN:	24025
Office Location:	CUIN Department Delco Rm 316
Office Phone:	936-261-3409
Email Address:	kfnorman2@gmail.com
Office Hours:	By appointment
Mode of Instruction:	Face to face, Lecture, field activities
Course Location:	Face-to-face Meeting: Wilhelmina Delco Bldg 327
Class Days & Times:	M/W5-7:50
Catalog Description:	<p>Practicum (3.0) Credit 3 semester hours. Field-based experiences involving exceptional learners in classroom activities. Activities include 15 clock hours of classroom observation, concepts and skills associated with referrals of classroom problems, tests, and evaluation procedures. http://www.catalog.pvamu.edu</p>
Prerequisites:	SPED 3300
Co-requisites:	SPED 4311
Required Text(s):	The Law and Special Education, 5th Edition Mitch Yell ISBN-13:9780135178348
Recommended Text(s):	Gibb, G. S., and Dyches, T. T. (2007). Guide to Writing Quality Individualized Education Programs (2nd ed.). Upper Saddle River, NJ: Pearson. ISBN-10: 0205495451 • ISBN-13: 9780205495450

Student Learning Outcomes: [Relate to Initial Preparation Standards set by Council for Exceptional Children (CEC)]

	Upon successful completion of this course, students will be able to:	Student Learning Outcome # Alignment	Core Curriculum Outcome Alignment
1	<p>demonstrate an understanding of informal and formal testing using modifications/accommodations</p> <hr/> <p>4.0 Beginning special education professionals use multiple methods of assessment data sources in making educational decisions.</p> <hr/> <p>www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards</p>	<p>SL01. SL02. SL03 SL04 SL05.</p>	<p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Aware of Diverse Cultures</p> <p>Utilize Technology</p> <p>Differentiated Instructional Strategies</p>
2	<p>demonstrate an understanding of competencies for the <i>TEXES</i> Preparation Manual FieldTest161, Special Education EC-12 tea.texas.gov/Texas Educators/Preparation and Continuing Education/Approved Educator Standards/</p>	<p>SL01. SL02. SL03 SL04 SL05.</p>	<p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Aware of Diverse Cultures</p> <p>Utilize Technology</p> <p>Differentiated Instructional Strategies</p>

3	<p>understand that in addition to the physical arrangement, “classroom climate” includes the establishment and modeling of a “climate of respect” for all learners, as well as the establishment of an “emotionally safe” classroom</p>	<p>SL01. SL02. SL03</p>	<p>Communication Skills</p>
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	environment.	SL04 SL05.	Critical Thinking Skills Aware of Diverse Cultures Utilize Technology Differentiated Instructional Strategies
	2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well being, positive social interactions, and self-determination.		
	www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards		
4	promote students' academic performance in all content areas by facilitating their achievement via Present Level of Academic Achievement, Functional Performance (PLAAFP), goals/objectives and accommodations/modifications in a variety of settings and situations (ex: general education, resource, self-contained and/or monitoring).	SL01. SL02. SL03 SL04 SL05.	Communication Skills Critical Thinking
	Initial Preparation Standard 3: Curricular Content Knowledge 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards		Skills Aware of Diverse Cultures Utilize Technology Differentiated Instructional Strategies

5	demonstrate an understanding and use of technology in the classroom setting including assistive technology.		SL01. SL02. SL03 SL04 SL05.	Communication Skills Critical Thinking Skills Aware of Diverse Cultures Utilize Technology
	Initial Preparation Standard 5: Instructional Planning and Strategies			
	5.0 Beginning special education professionals select, adapt, and use a repertoire evidence-based instructional strategies to advance learning of individuals' exceptionalities.			
	<i>Key Elements</i>			
5.1	Beginning special education professionals consider individual abilities, the learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals' exceptionalities.			

5.2	Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.		Differentiated Instructional Strategies
5.3	Beginning special education professionals are familiar with augmentative alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.		
<p>www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards</p> <p>ISTE (International Society of Technology in Education) Standards</p> <p>Learner 1a -Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</p> <p>Citizen 3b- Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p>			

COURSE GOALS: SPED 4312 focus on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P MODEL), is fundamental to learning content in all areas and in teaching a diverse population. It is designed to these outcomes: 1. Develop the special education teacher as a problem-solver, critical thinker, and decision maker. [Texas Educator Standards and Special-Educator-Professional-Preparation-Standards]

2. Develop the reading teacher as a reflective and a continual learner utilizing effective teaching practices. [Texas Educator Standards and Special-Educator-Professional-Preparation-Standards]

3. Develop the reading teacher as a facilitator of student growth and development, by precept and example. [Texas Educator Standards and Special-Educator-Professional-Preparation-Standards]

4. Develop the reading teacher who demonstrates an understanding and appreciation of human diversity and global awareness. [Texas Educator Standards and Special-Educator-Professional-Preparation-Standards]]

Course Requirements

The evaluation methods for the course will be cumulative and summative:

Cumulative Evaluations will take place periodically either announced or unannounced to determine the degree and extent of proficiency of the content and extent of learning outcomes of the course and expected knowledge on the Texas Examinations of Educator Standards (TEExES).

Summative Evaluation will be made on a scheduled and announced date at the end of the course. The summative evaluation is to determine the gross learning over the full content of the course and the expected content of the Texas Examinations of Educator Standards (TEExES).

Practice examinations materials are used to strengthen the teaching of standards and competencies in the course and the expected content of the Texas Examinations of Educator Standards (TEExES).

Ethics, Professional Development and Leadership will include modeling of class attendance, membership in professional organizations, professional decorum, and development of professional leadership characteristics.

Review of the ethics policies of Prairie View A&M University, The Texas A&M University System, and the State of Texas to demonstrate understanding ethics policies.

Course GradeRequirement	Description	Total
1) Oral and Written Presentation of PLAAFP, Goals and Objectives	PLAAFP, Goals/Objectives	25%
2) Identification, Assessment, and Evaluation	Written Paper	15%
3) Administer a Curriculum Based Assessment(CBA)	Classroom Setting	5%
4) Review of Observations (15 clock hours)	Oral and Written Review of three classroom observations	15%
5) Ethics, Professional Development and Leadership	Class Attendance, ObservationAttendance, LeadershipCharacteristics, Guide to theARD Process, ProceduralSafeguards	15%
6) Scheduled TExES Practice Reviews with instructor or certification depart.	No Credit Given for TExES , only support	0%
7. <i>Disciplining Students with Disabilities</i>	Use an FBA to develop a BIP	10%
8. Summary of Performs	Develop a summary of performance	15%
Total: 100		
Grading Criteria and Conversion:		
A = 90-100 B = 80 - 89 C = 70 - 79 D = 60 - 69 F = 0 - 59		
Detailed Description ofMajor Assignments:		
Assignment Title GradeRequirement <u>Assignment 1</u> ORAL AND WRITTEN PRESENTATION -Research	Desc ription ORAL AND WRITTEN PRESENTATION—Research A. Choose a subject area	
	B, Identify one of the Educator Standards and Texas Essential Knowledge and Skills(TEKS).	

Assignment Title

Grade Requirement

Assignment 1

ORAL AND WRITTEN

PRESENTATION - Research

ORAL AND WRITTEN PRESENTATION—Research

- A. Choose a subject area
- B. Identify one of the Educator Standards and Texas Essential Knowledge and Skills (TEKS).
- C. Research, develop and write a PLAAFP, goal and objectives
- D. Demonstrate possible strategies, interventions, accommodations/modifications used to enhance the learning of students with disabilities
- E. Present PLAAFP, goal and objectives in a mock ARD meeting.

Assignment 2: Identification, Assessment, and Evaluation: Write a two-three page description of the identification, assessment and evaluation process of students with a disability.

Assignment 3 Review and Administer a Curriculum Based Assessment (CBA) or a Curriculum Based Measurement (CBM) - Research Administered a CBA/CBM

- A. Choose an assessment after introduction of assessments
- B. Administer CBA or CBM
- C. Orally present results of the CBA or CBM

Assignment 4: Observation in A School
OBSERVATIONS OF STUDENTS WITH SPECIAL
NEEDS IN A SCHOOL SETTING, VIDEO

- B. Review Video relating to individuals with special needs
- C. Write a review of a video you watched and note the specific details

- A. Observe Teaching in a classroom setting
(video and/or a classroom)

Assignment 5: *Disciplining Students with Disabilities:* Using a case study, review the FBA of a student. Develop a Behavior Intervention Plan for the student.

Assignment 6: Summary of Performs: One of your student's is about to graduate high school. Develop a Summary of Performance (SOP) for the student.

Course Procedures or Additional Instructor Policies

Expectations of the Candidate:

1. Read and adhere to the University Class Attendance Policy (1998).
2. Be on time for class on campus and on your assigned school campus and remain in class for the full class time and on assigned campus the total work day.
3. Participate and make meaningful contributions to class discussions.
4. Present high-quality assigned individually and/or group oral and written report(s) in the course. 5. Unless a candidate has a documented written statement granting an excused absence, late or past due assignments will **not** be accepted.
7. Submit **all** assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled class time.
8. Submit quality reports for all assignments. Be sure to document data and keep a copy for your file.

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9. Keep a duplicate of all written work submitted including evaluation reports completed by cooperative teacher and the supervising teacher. Be sure to document data; keep a copy for your file.
10. Complete all professional reading and writing assignments according to directions provided by the instructor of the course. Be sure to document data; keep a copy for your file.

**Semester Calendar
TENTATIVE SCHEDULE**

Date	Class topics and readings	Task(s)/Assignments
<p>Week 1 Topic Description Sp. Education</p>	<p>Introduction</p> <p><i>(TExES 161)</i>. Pre-Test</p> <p>Read and discuss Chapter 1 of the textbook</p> <p>Discuss the Response to Intervention Model (RtI)</p> <p>Discuss Curriculum Based Assessment (CBA) and, Curriculum Based Measurement (CBM).</p> <p>Practice developing a Present Level of Academic and Achievement Functional Performance (PLAAFP)</p> <p>Strategies for Intervention and Instruction for a Student with Learning Disabilities M</p> <p>Chapters 1-3</p> <ol style="list-style-type: none"> 1. Introduction to the American Legal System 2. Legal Research 3. The History of the Law and Children with Disabilities 	<p>Submit Syllabus</p> <p>Acknowledgement Statement And Cheating and Plagiarism Pages</p> <p>Oral and Written Presentation of PLAAFP Goals and Objectives</p>
<p>Week 2 Description Sp. Education</p>	<p>Review for <i>Texas Examinations of Educator Standards (TExES 161)</i>.</p> <p>Read and discuss Chapter 2 of the textbook</p> <p>Observation in a public school setting</p> <p>Practice developing a PLAAFP for a student</p> <p>Review the Procedural Safeguard Booklet</p> <p>Chapters 4-6</p> <ol style="list-style-type: none"> 4. The Individuals with Disabilities Education Act 5. Section 504 of the Rehabilitation Act of 1973 6. The Americans with Disabilities Act 	<p><u>Assignment 4: Field Observation 1</u></p>

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<p>Week 3</p>	<p>Chapters 7-9 7. The Elementary and Secondary Education Act 8. Free Appropriate Public Education 9. Identification, Assessment, and Evaluation</p>	<p><u>Assignment 4: Field Observation 2.</u></p> <p><u>Assignment 3</u> Review and Administer a Curriculum Based Assessment (CBA) or a Curriculum Based Measurement (CBM))</p>
<p>Week 4</p>	<p>Chapters 10-13 10. The Individualized Education Program 11. Least Restrictive Environment 12. Procedural Safeguards</p> <p>Cooperative Learning Activities and Review How to Assist Students Develop Appropriate Social Skills M</p>	<p><u>Assignment 4: Fieldwork 3</u></p>

<p>Week 5</p>	<p>Review for <i>Texas Examinations of Educator Standards (TExES)</i>. Practice Writing goals/objectives for students enrolled in special education programs Review and discuss Chapter 5 of the textbook Discuss accommodations/modifications Practice writing goals/objectives for an IEP meeting. Discuss observations.</p> <p>Review and discuss Chapter 6 Practice writing goals/objectives for an IEP meeting Administer a CBA or CBM</p>	
<p>Week 6</p>	<p>Chapters 13-14</p> <p>13. Disciplining Students with Disabilities 14. Additional Issues: Bullying, Charter Schools, Response to Intervention, Educational Records, and Liability for Student Injury</p>	<p>Assignment 5: <i>Disciplining Students with Disabilities. BIP</i></p>

Week 7 March 1-3	Review for <i>Texas Examinations of Educator Standards (TExES)</i> . Present PLAAFP, goals/objectives in a Mock ARD meeting. Review the Guide to the ARD Process Booklet	<u>Assignment 6:</u> Summary of Performs:
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Week 8 March 8-10	Student Presentations: <ol style="list-style-type: none"> 1. SOP 2. BIP 3. CBM 	

Student Support and Success

John B. Coleman Library

The John B. Coleman Library's mission is to enhance the scholarly pursuit of knowledge, to foster intellectual curiosity, and to promote life-long learning and research through our innovative services, resources, and cultural programs, which support the Prairie View A&M University's global mission of teaching, service, and research. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty. Website: <https://www.pvamu.edu/library/>; Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students a variety of services that contributes to student success and leads towards graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students get connected to success early in the semester. We help refer students to the appropriate academic support services when they are unsure of the best resource for their needs. Faculty advisors support some students in their respective colleges. Your faculty advisor can be identified in PantherTracks. Advisors with Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major at www.pvamu.edu/advising. Phone: 936-261-5911

The University Tutoring Center

The University Tutoring Center (UTC) offers free tutoring and academic support to all registered PVAMU students. The mission of the UTC is to help provide a solid academic foundation that enables students to become confident, capable, independent learners. Competent and caring staff and peer tutors guide students in identifying, acquiring, and enhancing the knowledge, skills, and attitudes needed to reach their desired goals. Tutoring and academic support are offered face to-face in the UTC, in virtual face-to-face sessions (<https://www.pvamu.edu/student-success/sass/university-tutoring-center/>), and through online sessions (<https://www.pvamu.edu/pvplace/>). Other support services available for students include Supplemental Instruction, Study Break, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; Website: <https://www.pvamu.edu/student-success/sass/university-tutoring-center/>

Writing Center

The Writing Center provides well-trained peer tutors to assist students with writing assignments at any stage of the writing process. Tutors help students with various writing tasks from understanding assignments, brainstorming, drafting, revising, editing, researching, and integrating sources. Students have free access to Grammarly online writing assistance. Grammarly is an automated proofreading and plagiarism detection tool. Students must register for Grammarly by using their student email address. In addition, students have access to face-to-face and virtual tutoring services either asynchronously via email or synchronously via Zoom. Location: J. B. Coleman Library, Rm. 209; Phone: 936-261-3724; Website: <https://www.pvamu.edu/student-success/writing-center/>; Grammarly Registration: <https://www.grammarly.com/enterprise/signup>

Academic Early Alert

Academic Early Alert is a proactive system of communication and collaboration between faculty, academic advisors, and PVAMU students that is designed to support student success by promptly identifying issues and allowing for intervention. Academic Early Alerts help students by providing a central location to schedule advising appointments, view advisor contact information, and request assistance. Students who recognize that they have a problem that is negatively affecting their academic performance or ability to continue school may self-refer an Academic Early Alert. To do so, students will log in to PV Place and click on Academic Early Alert on the left sidebar. Phone: 936-261-5902; Website: <https://www.pvamu.edu/student-success/early-alert/>

Student Counseling Services

The Student Counseling Services unit offers a range of services and programs to assist students in maximizing their potential for success: short-term individual, couples, and group counseling, as well as crisis intervention, outreach, consultation, and referral services. The staff is licensed by the State of Texas and assists students who are dealing with academic skills concerns, situational crises, adjustment problems, and emotional difficulties. Information shared with the staff is treated confidentially and in accordance with Texas State Law. Location: Hobart Taylor, 2nd floor; Phone: 936-261-3564; Website: <https://www.pvamu.edu/healthservices/student-counseling-services/>

Office of Testing Services

Testing Services serves to create opportunities by offering a suite of exams that aid in the students' academic and professional success. Currently, we administer entrance (HESI A2), college readiness (TSI assessment), Prior Learning (CLEP, DSST), and proctored exams. Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; Website: www.pvamu.edu/testing

Office of Diagnostic Testing and Disability Services

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, contact the Office of Disability Services. As a federally-mandated educational support unit, the Office of Disability Services serves as the repository for confidential disability files for faculty, staff, and students. For persons with a disability, the Office develops individualized ADA letters of request for accommodations. Other services include learning style inventories, awareness workshops, accessibility pathways, webinars, computer laboratory with adapted hard and software, adapted furniture, proctoring non-standardized test administrations, ASL interpreters, ALDs, digital recorders, Livescribe, and a comprehensive referral network across campus and the broader community. Location: Hobart Taylor, Rm. 1D128; Phone: 936-261-3583; Website: <https://www.pvamu.edu/disabilityservices/>

Center for Instructional Innovation and Technology Services (CIITS)

Distance Learning, also referred to as Distance Education, is the employment of alternative instructional delivery methods to extend programs and services to persons unable to attend college in the traditional manner. The Center for Instructional Innovation and Technology Services (CIITS) supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit: <https://www.pvamu.edu/dlearning/distance-learning-2-2/students-2/>; Phone: 936-261-3283

Veteran Affairs

Veterans Services works with student veterans, current military and military dependents to support their transition to the college environment and continued persistence to graduation. The Office coordinates and certifies benefits for both the G.I. Bill and the Texas Hazlewood Act. Location: Evans Hall, Rm. 102; Phone: 936-261-3563; Website: <https://www.pvamu.edu/sa/departments/veteranaffairs/>

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the co-curricular needs of students. The Office implements inclusive and accessible programs and services that enhance student development through exposure to and participation in diverse and relevant social, cultural, intellectual, recreational, community service, leadership development, and campus governance. Location: Memorial Student Center, Rm. 221;

Phone: 936-261-1340; Website: <https://www.pvamu.edu/studentengagement/>

Career Services

Career Services supports students through professional development, career readiness, and placement and employment assistance. The Office provides one-on-one career coaching, interview preparation, resume and letter writing, and career exploration workshops and seminars. Services are provided for students at the Northwest Houston Center and College of Nursing in the Medical Center twice a month or on a requested basis. Distance Learning students are encouraged to visit the Career Services website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-

261-3570; Website: <https://www.pvamu.edu/careerservices/>

University Rules and Procedures

Academic Misconduct

Academic dishonesty is defined as any form of cheating or dishonesty that has the effect or intent of interfering with any academic exercise or fair evaluation of a student's performance. The college faculty can provide additional information, particularly related to a specific course, laboratory, or assignment.

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with the *University Administrative Guidelines on Academic Integrity*, which can be found on the [Academic Integrity webpage](#). Students who engage in academic misconduct are subject to university disciplinary procedures. As listed in the *University Administrative Guidelines on Academic Integrity*, the University Online Catalog, and the Student Code of Conduct, the following are examples of prohibited conduct. This list is not designed to be all-inclusive or exhaustive. In addition to academic sanctions, any student found to have committed academic misconduct that is also a violation of criminal law may also be subject to disciplinary review and action by the Office of Student Conduct (as outlined in the Student Code of Conduct).

Forms of Academic Dishonesty:

1. **Cheating**: Deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not learned, giving or receiving aid unauthorized by the instructor on assignments or examinations. Examples: unauthorized use of notes for a test; using a "cheat sheet" on a quiz or exam; any alteration made on a graded test or exam which is then resubmitted to the teacher;
2. **Plagiarism**: Careless or deliberate use of the work or the ideas of another; representation of another's work, words, ideas, or data as your own without permission or appropriate acknowledgment. Examples: copying another's paper or answers, failure to identify information or essays from the internet and submitting or representing it as your own; submitting an assignment which has been partially or wholly done by another and claiming it as yours; not properly acknowledging a source which has been summarized or paraphrased in your work; failure to acknowledge the use of another's words with quotation marks;
3. **Collusion**: When more than one student or person contributes to a piece of work that is submitted as the work of an individual;

4. **Conspiracy:** Agreeing with one or more persons to commit an act of academic/scholastic dishonesty; and
5. **Multiple Submission:** Submission of work from one course to satisfy a requirement in another course without explicit permission. Example: using a paper prepared and graded for credit in one course to fulfill a requirement and receive credit in a different course.

Nonacademic Misconduct

The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. The Office of Student Conduct will adjudicate such incidents under nonacademic procedures.

Sexual Misconduct

Sexual harassment of students and employees at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating the university's sexual harassment policy will be subject to disciplinary action. In accordance with the Texas A&M University System guidelines, your instructor is obligated to report to the Office of Title IX Compliance (titleixteam@pvamu.edu) any instance of sexual misconduct involving a student, which includes sexual assault, stalking, dating violence, domestic violence, and sexual harassment, about which the instructor becomes aware during this course through writing, discussion, or personal disclosure. The faculty and staff of PVAMU actively strive to provide a learning, working, and living environment that promotes respect that is free from sexual misconduct, discrimination, and all forms of violence. If students, faculty, or staff would like assistance or have questions, they may contact the Title IX Coordinator at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at www.pvamu.edu/titleix, including confidential resources available on campus.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related conditions, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Disability Services or the Dean of Students' Office for additional information and to request accommodations.

Non-Discrimination Statement

Prairie View A&M University does not discriminate on the basis of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, or gender identity in its programs and activities. The University is committed to supporting students and complying with The Texas A&M University System non-discrimination policy. It seeks to establish an environment that is free of bias, discrimination, and harassment. If you experience an incident of discrimination or harassment, we encourage you to report it. If you would like to speak with someone who may be able to afford you privacy or confidentiality, there are individuals who can meet with you. The Director of Equal Opportunity & Diversity has been designated to handle inquiries regarding the non-discrimination policies and can be reached at Harrington Science Building, Suite 109 or by phone at 936-261-1744 or 1792.

Class Attendance Policy (See the University Online Catalog for Full Attendance Policy) Prairie View A&M

University requires regular class attendance. Attending all classes supports the full academic development of each learner, whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video and/or the internet. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in the assignment of a grade of "F." Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Students are allowed no more than three excused absences. Four absences will result in a grade drop. **More than four absences will result in an F for this course.**

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rest with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the University Online Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.

Technical Considerations

Minimum Recommended Hardware and Software:

- Intel PC or Laptop with Windows 10 or later version; Mac with OS High Sierra*
- Smartphone or iPad/Tablet with Wi-Fi*
- High-speed Internet access
- 8 GB Memory
- Hard drive with 320 GB storage space
- 15" monitor, 800x600, color or 16 bit
- Sound card w/speakers
- Microphone and recording software
- Keyboard & mouse
- Most current version of Google Chrome, Safari, or Firefox

Note: Be sure to enable Java & pop-ups in the Web browser preferences

* Smartphones, Google Chrome books, and Android tablets may not be supported. iPads are the only tablets supported.

Participants should have a basic proficiency of the following computer skills:

- Sending and receiving email
- A working knowledge of the Internet
- Microsoft Word (or a program convertible to Word)
- Acrobat PDF Reader
- Windows or Mac OS
- Video conferencing software

Netiquette (online etiquette)

Students are expected to participate in all discussions and virtual classroom chats as directed. Students are to be respectful and courteous to others on discussion boards. Foul or abusive language will not be tolerated. Do not use ALL CAPS for communicating to others AS IT CAN BE INTERPRETED AS YELLING. Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you." Limit and possibly avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post, and the message might be taken seriously or sound offensive.

Video Conferencing Etiquette

When using Zoom, WebEx, or other video conferencing tools, confirm the visible area is tidy, clear of background clutter, inappropriate or offensive posters, and other distractions. Ensure you dress appropriately and avoid using high traffic or noisy areas. Stay muted when you are not speaking and avoid eating/drinking during the session. Before the class session begins, test audio, video, and lighting to alleviate technology issues.

Technical Support

Students should go to <https://mypassword.pvamu.edu/> if they have password issues. The page will provide instructions for resetting passwords and contact information if login issues persist. For other technical questions regarding eCourses, call the Center for Instructional Innovation and Technology Services at 936-261-3283 or email ciits@pvamu.edu.

Communication Expectations and Standards

Emails or discussion postings will receive a response from the instructor, usually in less than 48 hours. Urgent emails should be marked as such. Check regularly for responses.

Discussion Requirement

Online courses often require minimal to no face-to-face meetings. However, conversations about the readings, lectures, materials, and other aspects of the course can occur in a seminar fashion. The use of the discussion board will accomplish this. The instructor will determine the exact use of discussion boards.

It is strongly suggested that students type their discussion postings in a word processing application such as Word and save it to their PC or a removable drive before posting to the discussion board. This is important for two reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, copy and paste to the discussion board.

COVID-19 Campus Safety Measures [NOTE: Delete this section when the COVID-19 pandemic is over]

To promote public safety and protect students, faculty, and staff during the coronavirus pandemic, PVAMU has adopted policies and practices to limit virus transmission.

- **Self-monitoring** - Students should follow CDC recommendations for self-monitoring. Students who have a fever or exhibit symptoms of COVID-19 should participate in class remotely and should not participate in face-to-face instruction.
- **Face Coverings** - Face coverings (cloth face covering, surgical mask, etc.) are recommended in classrooms, teaching laboratories, common spaces such as lobbies and hallways, public study spaces, libraries, academic resource, and support offices, and outdoor spaces where 6 feet of physical distancing is challenging to maintain reliably.
- **Physical Distancing** - Physical distancing should be maintained between students, instructors, and others in course and course-related activities where possible.
- **Personal Illness and Quarantine** - Students required to quarantine are to participate in courses and course-related activities remotely and must not attend face-to-face course activities. Students should notify their instructors of the quarantine requirement. Students under quarantine are expected to participate in courses and complete graded work unless they have symptoms that are too severe to participate in course activities. Students experiencing personal injury or illness that is too severe for the student to attend class qualify for an excused absence. To receive an excused absence, students must provide appropriate documentation to the Office for Student Conduct, studentconduct@pvamu.edu.

ONLINE RESOURCES FOR TEACHERS

www.education.txstate.edu/ci/resources/internship.html

www.tea.state.tx.us/publications

www.ed.gov www.cec.sped.org

www.teachingheartnet/newteacher

www.scholastic.com/teachers/teaching-resources

www.teacherview.com

www.jumpstart.com www.loc.gov/teachers

www.discoveryeducation.com/teachers

www.epa.gov/students/lesson-plans-teacher-guides-and-onlineresources

educators.4teachers.org www.literacytoday@reading.org

www.interventioncentral.com www.rti4success.org/resources/tools-charts

www.istation.com

<http://framework.esc18.net/display/Webforms/LandingPage.aspx> www.naset.org

Syllabus Contract

RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO COMPLETE YOUR ENROLLMENT IN THIS COURSE.

In order to assure that you have read over this entire document you are required to sign the Statement of Agreement on the final page of the syllabus and return it at the start of second class period. This will be our contract that you have read over the entire syllabus and that you understand what is expected of you in this class.

STATEMENT OF AGREEMENT

I have read the Course Syllabus for **SPED 4312** for the Spring Semester 2022, including the Class Lecture and Event Schedule, and agree to abide by the conditions for the class as spelled out in this document. My signature indicates my personal commitment to meeting the course objectives and succeeding in this educational endeavor.

I understand that:

- The instructor will follow all policies listed in this Syllabus exactly as printed, including how my grade will be calculated.
- End-of-course grade reports are final; however, it is my responsibility to inform the instructor via documentation of any errors in grade calculations prior to the **final class meeting**.
- The instructor reserves the right to make changes to the syllabus at any time during the semester, and that I will be notified promptly via my PVAMU University email of any **significant** changes. ▪ Extra credit **will not be given** to improve my grade.
- I am responsible for keeping track of my grades and asking the instructor, via email, if I am unsure of my current grade standing.
- I am responsible for all course work.
- In accordance with the Syllabus, late assignments are not accepted.
- It is my responsibility to request an appointment with the instructor.
- I will listen to my peer's opinions and respect them, even if they differ from my own. ▪ Time spent in class is valuable. Therefore, if the instructor thinks that I am disruptive in class, or that I have come to class unprepared, as directed by the instructor, I may be asked to leave and will comply. ▪ I understand Prairie View A&M University's Academic Integrity Policy, and I will be in compliance to the rules and procedures therein.
- I am responsible for my own academic integrity and the integrity of my work.
- If I have any questions about academic integrity, including proper crediting of sources or working cooperatively on an assignment, it is my responsibility to inform the instructor.

Printed Name of Teacher Candidate Last 4 digits of SID PVAMU E-mail Address:

Personal Email Address: _____

Phone: (Best contact number): __ 2nd Contact # _____ -

Signature of Teacher Candidate Date

**📁 RECEIVED WITH STUDENT'S SIGNATURE: ___ ENTERED
INTO GRADE BOOK:**

Signature-Student

Student name (Please print neatly) Student ID # Date Signature-Instructor

Instructors name Date

**RETURN THIS PAGE FROM THE SYLLABUS TO THE INSTRUCTOR TO
COMPLETE YOURENROLLMENT IN THIS COURSE.**

**📁 RECEIVED WITH STUDENT'S SIGNATURE:___ ENTERED
INTO GRADE BOOK:**