



SYLLABUS

CUIN 4813 Spring Semester, 2016

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Section # and CRN: P01 CRN 20091
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Office Hours: Monday 8:00 a.m.-11:00 a.m.; 3:30 p.m.-5:00 p.m., Tuesday 10:30 a.m.-12:00 a.m., 5:00 p.m.-7:00p.m., Wednesday 1:00 pm -1:55 p.m., Thursday By Appointment, Only Saturday 9:00 a.m-10:00 a.m.; 2:00 p.m.-3:00 p.m.

Mode of Instruction: Face-to-Face Instructional Method, Clinical Teaching in a Classroom

Course Location: Delco Bldg., Room 240
Class Days & Times: Thursday 1:30 p.m.-4:30 p.m.
Catalog Description: Student Teaching Secondary - All Level. (3-0) Credit 3 semester hours. Supervised practicum experiences in a field setting devoted to secondary education. Required of students seeking All-Level certification. <http://www.catalog.pvamu.edu>

Prerequisites: Admission to Student Teaching

Required Texts: TExES Preparation Material for EC-12 PPR and Content
http://www.texas.ets.org/texas/prepMaterials/#Preparation_Manual_Downloads
 Membership to Texas Classroom Teachers Association <https://www.tcta.org/>

Recommended Text: *iREAD BOOK*
 Lee, H. (2015). *Go set a watchman*. New York: HarperCollins Publishers.
ISBN 978-0-06-240985-0

Student Learning Outcomes:

Upon successful completion of this course, students will be able to:	Program Learning Outcome # Alignment	Core Curriculum Outcome Alignment

1	<p>demonstrate an understanding of the State Educator Standards for Interdisciplinary Studies and the Texas Essential Knowledge and Skills (TEKS). Texas Education Agency http://www.tea.texas.gov</p>	<p>PL01. PLO2. PLO3.</p>	<p>Critical Thinking Skills</p> <p>Personal Responsibility</p> <p>Communication Skills</p> <p>Empirical and Quantitative Skills</p>
2	<p>demonstrate an understanding of competencies for the <i>TEXES</i> Examinations of Educator Standards (TEXES) Preparation Resources Visit the website of Texas State Board of Educator Certification (SBEC) for the Preparation Manual - <u>Mathematics 4-8 (115)</u> or <u>Physical Education EC-12 (158)</u> or <u>Social Studies 4-8 (118)</u>, or <u>English Language Arts and Reading 4-8 (117)</u>, or <u>Music EC-12 (177)</u>, or <u>Core Subjects 4-8 (211)</u> and <u>Pedagogy and Professional Responsibilities (PPR) EC-12 (160)</u> http://tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/</p>	<p>PLO1. PLO2. PLO3.</p>	<p>Critical Thinking Skills</p> <p>Personal Responsibility</p> <p>Communication Skills</p> <p>Empirical and Quantitative Skills</p>
3	<p>demonstrate an understanding of contextual factors, learning goals, assessment and analysis of student learning, planning a lesson with some differentiation for diverse learners, reflection and performing a self-evaluation on lesson taught by developing a teacher work sample.</p>	<p>PLO1. PLO2. PLO3.</p>	<p>Personal Responsibility</p> <p>Communication Skills</p> <p>Critical Thinking Skills</p> <p>Empirical and Quantitative Skills</p>
4	<p>develop a collection of teaching strategies for addressing assigned grade and/or subject TEKS in a range of teaching contexts such as large group setting, small group setting and individual learning experiences under the guidance of a certified teacher (s).</p>	<p>PLO1. PLO2. PLO3.</p>	<p>Personal Responsibility</p> <p>Empirical and Quantitative</p>

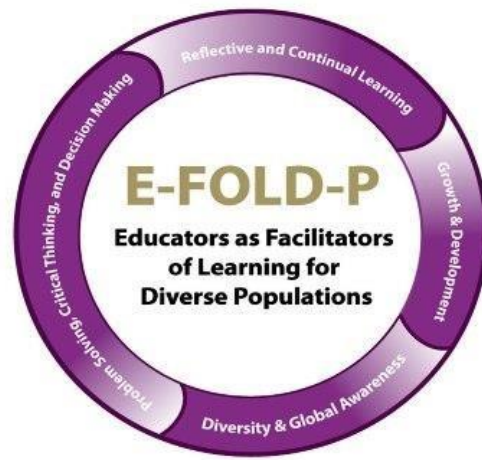
			Skills Social Responsibility Communication Skills Teamwork
5	demonstrate an understanding and use of technology in the classroom setting.	PLO1. PLO2. PLO3.	Personal/Social Responsibility Empirical and Quantitative Skills Communication Skills Teamwork

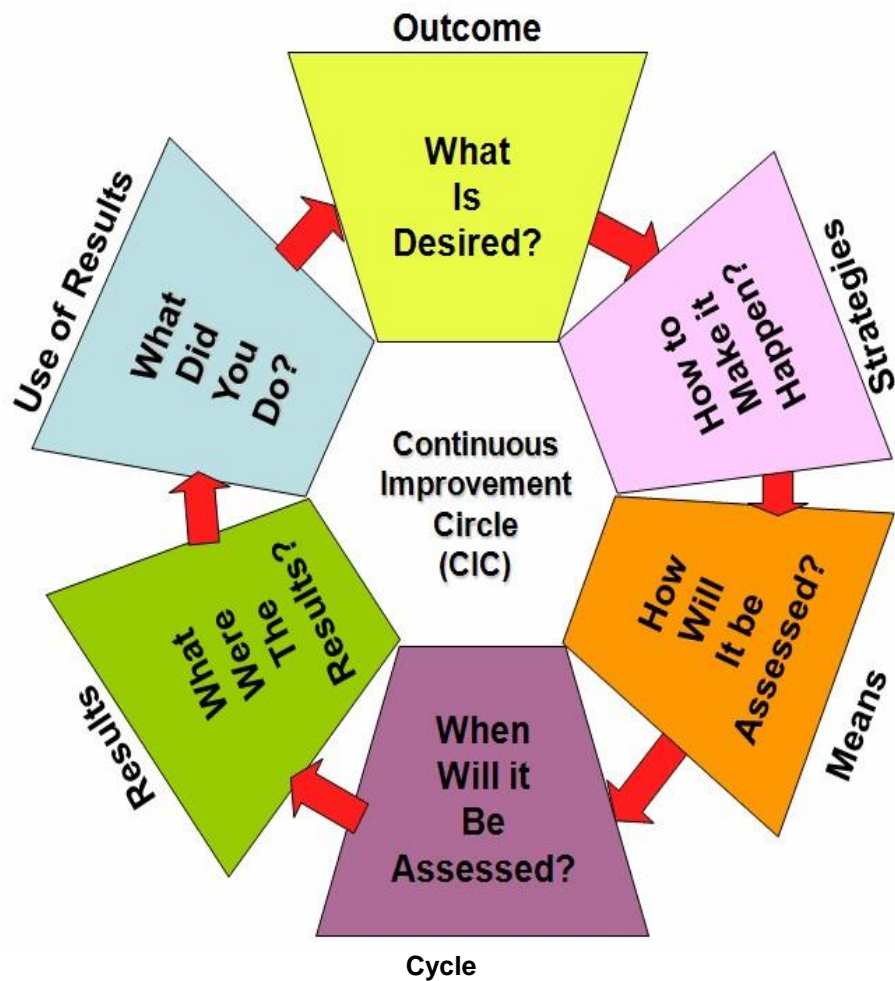
COURSE GOALS: CUIIN 4813 focuses on goals identified in the Whitlowe R. Green College of Education Conceptual Framework:

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 secondary teacher as a problem-solver, critical thinker, and decision maker.
[Educator Standards]
2. Develop the secondary teacher as a reflective and a continual learner utilizing effective teaching practices.
[Educator Standards]
3. Develop the secondary teacher as a facilitator of student growth and development, by precept and example.
[Educator Standards]
4. Develop the secondary teacher who demonstrates an understanding and appreciation of human diversity and global awareness.
[Educator Standards]





Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

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 (*TEXES*).

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 (*TEXES*).

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 (*TEXES*).

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.

Method of Determining Final Course Grade

Course Grade Requirement	Value	Total
1) Presentation of a Lesson	Present a Thematic Lesson with Peers Addressing TEKS on Assigned Grade Level	15%
2) Teacher Work Samples	Areas of Teacher Work Samples	25%
3) Scheduled <i>TEExES</i> Practice Examinations & Reviews	No credit given for <i>TEExES</i>	0%
4) Formal on site Evaluations	Four of Seven Highest Score Evaluations completed by Cooperative teacher, University Supervisor and/or the Supervising Teacher	40%
5) Ethics, Professional Development and Leadership	Class Attendance, Attendance at Clinical Site, Leadership Characteristics, etc.	20%
Total:		100

Grading Criteria and Conversion:

A =	90-100
B =	80 - 89
C =	70 - 79
D =	60 - 69
F =	0 - 59

Detailed Description of Major Assignments:

Assignment Title

Grade Requirement

Description

Assignment 1:

ORAL AND WRITTEN PRESENTATION - Research

ORAL AND WRITTEN PRESENTATION—Research

- A. Choose a Subject Area for a Thematic Unit
- B. Identify one of the Educator Standards, *Standard for Reading Professionals*, Texas Essential Knowledge and Skills (TEKS).
- C. Research, Develop and Write a Lesson Plan
- D. Demonstrate Possible Strategies, Interventions, accommodations/modifications used to enhance the learning of students with/without disabilities
- E. Reflect in writing (no more than one page) Your Views - Working on a Team.

Assignment 2:

WRITTEN PRESENTATION - Research

DEVELOP a TEACHER WORK SAMPLE – Research

- A. Critically analyze the Learning Goals
- B. Critically analyze the Demographic
- C. Critically analyze Assessment of Student Learning
- D. Developed a Lesson Plan With Some Differentiation for Diverse Learning

- E. Discuss Your Reflection and Self-Evaluation
- F. Present Work Sample with/USB Flash Drive to Instruction

Assignment 3:
iREAD Book Review
 Project

iREAD BOOK REVIEW PROJECT

- A. Select and read the book entitled *Go Set A Watchman* (Lee, 2015).
- B. Identify and discuss one Educator Standard and one Texas Essential Knowledge and Skills (TEKS).

Assignment 4:
Student Teaching

STUDENT TEACHING IN A SCHOOL SETTING

- A. Observe and Practice Teaching - Supervised by a Cooperative Teacher
- B. Follow the Public School Attendance Policy (follow the school district holidays, not the university)

Course Procedures or Additional Instructor Policies

Taskstream

Taskstream is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments is **REQUIRED** to be submitted as an "artifact," an item of coursework that serves as evidence that course objectives are met. More information will be provided during the semester, but for general information, you can visit Taskstream via the link in eCourses.

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.
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 professor of the course. Be sure to document data; keep a copy for your file.

Semester Calendar

(All student teachers will report to their assigned campus Mondays – Fridays. All Report to class on campus – Delco Bldg., Room #240 - Tuesdays 1:30 p.m. – 4:30 p. m.)

Week One: In-Services on Campus For Student Teachers
T, W, TH

Assignments:

Discuss the following topics: Course Syllabus, University Class Attendance Policy, Assigned School Attendance Expectation, Discuss Teacher Code of Ethics, Review Student Teacher Handbook, Working with Parents, Working with the Cooperative Teacher, Managing Behaviors, Sign Affirmative of Oath, and TExES Educator Standards
 Presentation: Texas Teacher Certification – Teacher Certification Staff
 Presentation: Expectations of School Visits – Supervising Teacher

Week Two: Core Curriculum: Critical Thinking Skills, Communication Skills,

Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Plan *iREAD* book review project.
Research and Develop a Section of the Teacher Work Sample

Week THREE: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Critically Discuss Texas Essential Knowledge and Skills (TEKS) for assigned interdisciplinary
area.
Research and Develop a Section of the Teacher Work Sample
Attend to Invited Guest Speaker (Interviewing & Resume)

Week Four: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Present oral presentation and written summary of the *iREAD* book review project
Research and Develop a Section of the Teacher Work Sample
Participate in a Discussion About Technologies in the Classroom Setting

Week FIVE: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Present oral presentation and written summary of the *iREAD* book review
projects
Attending to a Presentation by an Invited Guest Speaker (Principals'
Expectations)
Research and Develop a Section of the Teacher Work Sample

Week SIX: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Team Oral Presentation of a Thematic Lesson
Research and Develop a Section of the Teacher Work Sample

Week Seven: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:

Review for *Texas Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research

Team Oral Presentation of a Thematic Lesson
Research and Develop a Section of the Teacher Work Sample

Week Eight: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:
Review for Texas *Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Oral Team Presentations of a Thematic Lesson
Research and Develop a Section of the Teacher Work Sample

Week Nine: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:
Review for Texas *Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Discuss Assessments for Learners
Research and Develop a Section of the Teacher Work Sample

Week Ten: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments: Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Participate in the University Teacher Job Fair & Panel Discussion with Local School District
Principals and Recruiters from School Districts Human Resource Departments on March 29.
Present Work Sample with/USB Flash Drive to Instruction

Week Eleven: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments:
Review for Texas *Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Participate in a Discussion on Managing Inappropriate Behaviors in the School Setting

Week Twelve: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments: Review for Texas *Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Discuss Accommodations/Modifications for Students With Disabilities
Discuss Technologies utilize in the Classroom Setting

Week Thirteen: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Assignments: Review for Texas *Examinations of Educator Standards (TExES)*.
Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Critically Analyze two Texas Essential Knowledge and Skills (TEKS) for assigned
interdisciplinary area.

Week Fourteen: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Review for Texas *Examinations of Educator Standards (TExES)*.

Assignments: Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Critically Analyze two Texas Essential Knowledge and Skills (TEKS) for assigned interdisciplinary area.
Discuss Assessments for Learners

Week Fifteen: Core Curriculum: Critical Thinking Skills, Communication Skills,
Daily Teamwork, Empirical and Quantitative Skills, Personal Responsibility, and Social Responsibility

Review for Texas *Examinations of Educator Standards (TExES)*.

Assignments: Participate in Clinical Teacher Practice Daily Utilizing Scientifically Based Research
Final Reflection of the Student Teaching Experience

Student Support and Success

John B. Coleman Library

The library and its partners have as their mission to provide resources and instructional material in support of the evolving curriculum, as a partner in Prairie View A&M University's mission of teaching, research, and service and to support the University's core values of access and quality, diversity, leadership, relevance, and social responsibility through emphasis on ten key areas of service. It maintains library collections and access both on campus, online, and through local agreements to further the educational goals of students and faculty.
<https://www.pvamu.edu/library/> Phone: 936-261-1500

The Learning Curve (Center for Academic Support)

The Learning Curve offers Tutoring via peer tutoring. The services include workshops (i.e., Save My Semester, Recalculate Your Route), seminars (i.e., Tools You Can Use: TI-84), group review sessions (i.e., College Algebra Topic Reviews, GRE Preparation), group study opportunities (i.e., TSIA, HESI, Study Break, Exam Cram), and test taking strategies (How to take Notes, Study Buddy, 5 Day Study Guide). The Learning Curve is a nationally certified tutoring program through the National Tutoring Association. The peer tutors are trained and certified by the coordinator each semester. Location: J.B. Coleman Library Rm. 207F. Phone: 936-261-1561

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS)

The Center for the Oversight and Management of Personalized Academic Student Success (COMPASS) is designed to help Prairie View students in their second year and beyond navigate towards graduation by providing the following services: Academic Advisement, Targeted Tutorials for Personalized Learning, Campus Wide Referrals, and Academic & Social Workshops. Location: J.B. Coleman Library Rm. 306. Phone: 936-2611040

Writing Center

The Writing Center provides student consultants on all aspects of the writing process and a variety of writing assignments. Writing Center consultations assist students in such areas as prewriting, brainstorming, audience awareness, organization, research, and citation. Students taking on-line courses or courses at the Northwest Houston Center or College of Nursing may consult remotely or by email. Location: Hilliard Hall Rm. 121. Phone: 936-261-3724.

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 provides assistance to 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: Owens-Franklin Health Center Rm. 226. Phone: 936-261-3564

Testing

The Department of Testing administers College Board CLEP examinations, the HESI A2 for pre-nursing majors, LSAT for law school applicants and MPRE for second-year law students, the Experiential Learning Portfolio option, the Texas Success Initiative (TSI) Assessment, which determines college readiness in the state, and exam proctoring, among other service such as SAT and ACT for high school students. Location: Delco Rm. 141. Phone: 936-261-4286

Office of Diagnostic Testing and 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 of non-standardized test administrations, ASL interpreters, ALDs, digital recorders, livescribe, Kurtzweil, and a comprehensive referral network across campus and the broader community. Location: Evans Hall Rm. 317. Phone: 936-261-3585

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. 323. Phone: 936-261-3563

Office for Student Engagement

The Office for Student Engagement delivers comprehensive programs and services designed to meet the cocurricular 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

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: Evans Hall Rm. 217. Phone: 936-261-3570

University Rules and Procedures

Disability Statement (Also See Student Handbook):

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, please contact Disability Services, in Evans Hall, Room 317, or call 936-261-3585/3.

Academic Misconduct (See Student Handbook):

You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

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 mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.
3. Fabrication: use of invented information or falsified research.
4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic Misconduct (See Student Handbook)

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. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual Misconduct (See Student Handbook):

Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Title IX Statement

Prairie View A&M University (PVAMU) 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 sex- or gender-based discrimination, including sexual harassment, sexual assault or attempted sexual assault, we encourage you to report it. While you may talk to a faculty member about an incident of misconduct, the faculty member must report the basic facts of your experience to Ms. Alexia Taylor, PVAMU's Title IX Coordinator. 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 Title IX Coordinator is designated to handle inquiries regarding non-discrimination policies and can assist you with understanding your options and connect you with on- and off-campus resources. The Title IX Coordinator can be reached by phone at 936-261-2123 or in Suite 013 in the A.I. Thomas Administration Building.

Class Attendance Policy (See Catalog for Full Attendance Policy)

Prairie View A&M University requires regular class attendance. Attending all classes supports 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 internet.

Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

Student Academic Appeals Process

Authority and responsibility for assigning grades to students rests 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 Undergraduate 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 7; Mac with OS X; 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, Internet Explorer or Firefox

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

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

- Sending and receiving email
- A working knowledge of the Internet
- Proficiency in Microsoft Word (or a program convertible to Word) □ Proficiency in the Acrobat PDF Reader □ Basic knowledge of Windows or Mac O.S.

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 discussions boards. Foul or abusive language will not be tolerated.

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 Office of Distance Learning at 936-261-3283

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 take place in a seminar fashion. This will be accomplished by the use of the discussion board. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application 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, it/they should be copied and pasted to the discussion board.

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-online-resources-educators

www.4teachers.org
www.literacytoday@reading.org
www.interventioncentral.com
www.rti4success.org/resources/tools-charts
www.istation.com