

CUIN 3300: Educational Foundations SPRING 2024

Instructor: Justin Lamar Bryant, PhD
Section # and CRN: P02 25398
Office Location: Wilhelmina Delco Building, Room 223
Office Telephone: 936-261-3402
Email Address: jubryant@pvamu.edu
Undergraduate Office Hours: T TH: 11:30 AM – 12:30 PM; 2:00 PM – 4:00 PM

Schedule a meeting by selecting the following link:

<https://calendly.com/jubryant/30min>

Zoom Meeting Link:

<https://pvpanther.zoom.us/j/96865342133?pwd=YWxsZjdlQkVIWnlzcmlEMjV2SGdwZz09>

Mode of Instruction: Face-to-Face

Course Location: Wilhelmina Delco Building, Room 241

Course Days & Time: T & TH (12:30 PM – 1:50 PM)

Catalogue Description: An examination and study of the structure, culture and organization of the American public school and its curriculum. The course requires field-based experience.

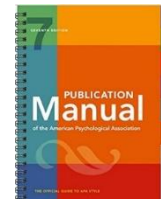
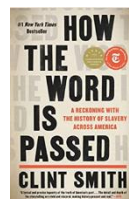
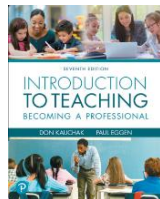
Prerequisites: The student must be formally admitted to the Whitlowe R. Green College of Education's Undergraduate Teacher Education Program with an overall GPA of 2.75 or above.

**Primary Texts:
(required)** Kauchak, D. P., & Eggen, P. D. (2020). *Introduction to teaching: Becoming a professional* (7 ed.). Pearson.
(e-Textbook)

Smith, C. (2021). *How the word is passed: A reckoning with the history of slavery across America*. Hachette UK.

Secondary Texts: American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, D.C.

(Selected Articles)



| CSLOs | Upon successful completion of this course, students will be able to: | Texas Teacher Educator Standards | Core Curriculum Outcome Alignment | CAEP Standards | InTASC Standards | ISTE Standards | Science of Teaching Reading Standards |
|-------|---|--|-----------------------------------|---|---|---------------------------------------|---------------------------------------|
| 1 | Articulate the various challenges that they may confront as teachers, including society's expectations. | Standard 6-Professional Practices and Responsibilities | Communication | Standard 1.1-Candidate Knowledge, Skills, and Dispositions. | Standard #9-Professional Learning and Ethical Practice Standard #10-Leadership and Collaboration | Standards 1-3: Learner Leader Citizen | Domain I-Reading Pedagogy (J) |
| 2 | Articulate and apply characteristics of excellent teachers and effective teaching. | Standard 6-Professional Practices and Responsibilities | Critical Thinking | Standard 1.1-Candidate Knowledge, Skills, and Dispositions. | Standard #9-Professional Learning and Ethical Practice Standard #10-Leadership and Collaboration | Standards 1-3: Learner Leader Citizen | Domain I-Reading Pedagogy (J) |
| 3 | Articulate ethical and legal issues in American education, including the Professional Code of Ethics, legal rights as teachers, and the legal rights of students and parents. | Standard 6-Professional Practices and Responsibilities | Critical Thinking, Communication | Standard 1.1-Candidate Knowledge, Skills, and Dispositions. | Standard #9-Professional Learning and Ethical Practice Standard #10-Leadership and Collaboration | Standards 1-3: Learner Leader Citizen | Domain I-Reading Pedagogy (J) |

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| 4 | Teacher candidates participate in an international or domestic (Texas) field-based experience and then explain how the cultural values of students from diverse backgrounds influence students' behaviors and cognitive development in the learning environment. | Standard 6- Professional Practices and Responsibilities | Critical Thinking, Communication | Standard 1.1- Candidate Knowledge, Skills, and Dispositions. | Standard #9- Professional Learning and Ethical Practice Standard #10- Leadership and Collaboration | Standards 1-3: Learner Leader Citizen | Domain I- Reading Pedagogy (J) |
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Texas Commissioner’s Rules Concerning Educator Standards

The following are descriptions of the Texas Educator Standards that are pertinent to this course:

Standard 6-Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.

Core Curriculum Student Outcomes

The following are descriptions of the Core Curriculum Student Outcomes that are pertinent to this course:

Communication. To include effective development, interpretation and expression of ideas through written, oral, and visual communication.

Critical Thinking. To include creative thinking, innovation, inquiry and analysis, evaluation and synthesis of information.

Empirical and Quantitative Skills. To include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions.

Council for the Accreditation of Educator Preparation (CAEP) Standards that are pertinent to this course:

Standard #1.1 Candidate Knowledge, Skills, and Professional Dispositions. Candidates demonstrate an understanding of the ten (10) InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning, content, instructional practice, and professional responsibility.

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards that are pertinent to this course:

Standard #9-Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on other (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10- Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

International Society for Technology in Education (ISTE) Standards that are pertinent to this course:

Standard 1-Learner: To be effective educators, each teacher must also know how to be a learner.

That means teachers have to learn from and with others in their field to utilize the full potential of technology in the classroom.

It also means setting professional goals, pursuing interests in learning networks, and staying up-to-date with research in education.

As learning sciences advance, teachers must advance as well. That way, students constantly get the best education possible for them, and teachers can rest assured knowing they're preparing their students for a highly-advanced world.

Standard 2-Leader: Teachers are leaders, and nowhere is this more appropriate than in the classroom.

To be ISTE compliant, teachers must continually search for opportunities to improve themselves and their classrooms.

They share a vision for the class with their students, and they actively shape that vision as the class continues.

They play to that vision with technology, encouraging their students to use technology to join in the learning process.

Digital content, educational devices, and cutting-edge learning theory are all crucial to a teacher acting as an ISTE-compliant leader.

Most importantly, these teachers are pacesetters for their colleagues, taking the helm on identifying, evaluating, and adopting new technology to improve students' learning.

Standard 3-Citizen: A good ISTE teacher is also a great citizen.

Chiefly that means teachers regularly inspire students to act responsibly as they participate in the world — especially the digital world.

Part of that requires teachers to help students build and learn empathy, empowering them to put themselves in others' shoes even online.

That promotes community-building among learners, especially as they become more curious of the digital world and learn digital literacy.

This ISTE standard also requires teachers to teach safe, legal, and ethical use of digital tools. That includes the basics of intellectual property and the rights that go along with it.

Last, teachers help students responsibly manage their personal data to keep it as safe as possible.

Overall, this requirement means teachers act as a role model that demonstrates responsible, intelligent use of digital resources.

Texas Educator Certification Examination Program

Field 293: The Science of Teaching Reading

DOMAIN I—READING PEDAGOGY Competency 001 (Foundations of the Science of Teaching Reading): Understand foundational concepts, principles, and best practices related to the science of teaching reading.

J. Demonstrate knowledge of the importance of using an assets-based approach when acquiring, analyzing, and using background information about students (e.g., familial, cultural, educational, socioeconomic, linguistic, and developmental characteristics) to inform instructional planning and engage all students in reading.

COURSE REQUIREMENTS

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

Exams – written tests designed to measure knowledge of presented course material

Exercises – written assignments designed to supplement and reinforce course material

Projects – web development assignments designed to measure ability to apply presented course material

Class Participation (Dispositions) – daily attendance (includes absences and tardy arrivals to class) and participation in class discussions (includes professional dress)

Grading Matrix

| | Assessments | Assignment Value | Total |
|---|---|---------------------------|-------------|
| Pearson, Packback & Classroom Activities (70%) | Attendance (<i>Student Disposition</i>) (Face-to-face and Online Class Sessions) | 100 points per assignment | 10% |
| | Pearson, Packback & Other Class Activities | 100 points per assignment | 20% |
| | A Reflective and Critical Analysis Paper of Teacher Candidates' Educational Philosophy | 100 points per assignment | 20% |
| | Quarter Examination I | 100 points per assignment | 05% |
| | Quarter Examination II | 100 points per assignment | 05% |
| | Quarter Examination III | 100 points per assignment | 05% |
| | Quarter Examination IV | 100 points per assignment | 05% |
| Pre-Service Observations (10%) | Classroom /Field /Video Observations (For video observations, only choose classroom videos from the list provided by the instructor) | 100 points per assignment | 10% |
| B-GLOBAL Activities (20%) | B-Global Final Project | 100 points per assignment | 20% |
| TEXES Preparation (05%) | T-Cert Program Completion | 100 points per assignment | 01% |
| | Certification Review Sessions (In-person) & Certify Teacher Proctored Tests | 100 points per assignment | 01% |
| | 240 Tutoring (Certify Teachers) Weekly Reports & Presentations | 100 points per assignment | 02% |
| | Content Area Test Component | 100 points per assignment | 01% |
| | Total: | | 105% |

Grade Determination:

- A = 90% - 100%
- B = 80% - 89%
- C = 70% - 79%
- D = 60% - 69%
- D = 60% - 69%
- F = 00% - 59%

If a student has stopped attending the course (i.e. “stopped out”) at any point after the first day of class but did not officially withdraw from the course and has missed assignments and exams and performed below the grade level of a D, a grade of FN (failed; non-attendance) will be assigned for the final course grade to ensure compliance with the federal Title IV financial aid regulations. In contrast, if the student has completed all assignments and exams, but performed below the grade level of a D, a grade of F will be assigned for the final course grade.

Each assignment must be typed and adhered to the APA 7th Edition Manual

Late Assignments will not be accepted.

DETAILED DESCRIPTION OF MAJOR ASSIGNMENTS

| ASSIGNMENT | POINTS | DUE DATES | OTHER SPECIFICATIONS |
|---|---------------|--|---|
| Attendance (Disposition) and Pearson & Packback Activities | 10% Total | These sessions will be conducted throughout the course of the semester. | These activities and discussions will be conducted online throughout the semester. These sessions count as attendance . You must attend the online Zoom sessions on time and remain physically present throughout the entire session (no blank screen or uploaded photo permitted/you will be counted as absent). You must participate appropriately as to not distract other students from learning, and appropriate dress/attire (professional dress). You must be stationary, sitting at a table or desk for instruction. If the session is an online activity only, you must respond to questions or activity posed by the professor in the format discussed in the first-class session. |
| A Reflective and Critical Analysis Paper of Teacher Candidates' Educational Philosophy | 20% Total | Fall Semester November Spring Semester April Paper Due Date: TBD Presentation Due Date: TBD | This activity requires teacher candidates to reflect and critically analyze their teaching philosophy, considering contemporary teacher standards in education. |

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| B-Global (Cultural Competence) Classroom Lesson and Presentation | 20% Total | Fall Semester November Spring Semester April Paper Due Date: TBD Presentation Due Date: TBD | Teacher candidates are tasked with developing and enacting an asset-based pedagogical lesson from a global perspective. This involves crafting a lesson plan that stems from a critical analysis of their teaching philosophy. Furthermore, candidates are expected to evaluate current teacher standards and incorporate relevant knowledge and skill indicators from their certification into the lesson. |
| Quarter Examinations | Quarter Examinations 20% Total | Examination Dates TBD | The quarter examinations will cover specified chapters in the course textbook, all power point notes, and any other materials that the instructor disseminates to the class. |
| Classroom/Field-based Observations (Video Observations) | 10% Total | Pre-Service Observation Documentation | You must use the documentation packet provided by your instructor to document your field-based observations, either in-person or virtually. Your instructor will explain the documentation packet in its entirety in class. You will choose your school for in-person observations or select your videos from a provided list by the instructor. |
| T-Cert Program Completion | 01% Total | Fall Semester August Spring Semester January | T-CERT Modules – Complete all modules that correspond to your content area certification. If your content area is not available, then you must complete the ESL Module. Submit the following documents to receive credit for this assignment: (1) the “My Modules” page – which will show all modules completed; and (2) the T-Cert Certificate of Completion. Students must earn a score of 80% or more for each module quiz to receive credit. |
| Certification Review Sessions & Certify Teacher Proctored Tests | 01% Total | Review Session Dates: TBD | Students will submit an attendance log verifying their participation in the department’s Certification Review Sessions. Students can access this form in Canvas. Additionally, each |

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| | | | semester, the Office of Student Services and Certification in the Whitlowe R. Green College of Education will provide teacher candidates with the dates for students to take their proctored Certify Teacher Examination. Students usually will have a minimum of four testing opportunities throughout the semester. |
| 240 Tutoring (Certify Teacher) Weekly Reports & Presentations | 02% Total | These sessions will be conducted throughout the course of the semester. | <p>Students must adhere to their study plan determined by their certification area and read the instructional materials and complete the associated activities in both 240 Tutoring and Certify Teacher and then submit their report to Canvas.</p> <p>Students will also submit and present a weekly presentation highlighting the content that students are studying from 240 Tutoring. The lesson should be a topic that students had encountered the greatest difficulty when studying.</p> |
| Content Area Test Component | 01% Total | <p>Fall Semester December</p> <p>Spring Semester TBD</p> | <p>This section has been created to ensure that you as the teacher candidate, are ready to complete the state certification for your specific content area. You must successfully complete the following:</p> <p>Documentation of completion of 240 Tutoring pretest/ modules/ post-test (to be monitored by CUIIN 3003 instructors)</p> <p>Documentation of Successful completion of the Certify Teacher exam individual competencies in random mode (to be completed online on testing dates and times as designated by the Office of Certification). You must make a score of 290 overall (90% in each competency in Certify Teacher) to be successful.</p> |

Specified assignments will be submitted to a **Turnitin Link** on Canvas for plagiarism detection. Twenty percent (15%) or more plagiarism detection is considered significant. Any detection of plagiarism through the **Turnitin Link** or by the professor of record could result in an “F” for this course.

Examination Policy

Examinations must be taken as scheduled by the instructor. Makeup examinations will NOT be allowed except under documented, extreme emergencies (See Student Handbook). Exams that are administered online may require monitoring software. Please make sure that your technology meets the requirements to use the monitoring prior to the examination date.

Attendance Policy for CUIN 3300:

Prairie View A&M University requires regular class attendance. Excessive absences will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student’s course grade being reduced or an assignment of a grade of “F”. Absences are accumulated beginning with the first day of class.

Attendance is included in the final overall grade. For the purposes of this course, three (3) absences will result in the lowering of the student’s grade by one letter, and four (4) absences may constitute an automatic grade of “F” for the course. When the student has reached three (3) excused absences, it is up to the discretion of the professor as to whether or not subsequent absences will result in further grade deductions.

Tardies

Habitual tardies will be counted as absences. The first three tardies will count as an absence, at the point that there is a fourth tardy will indicate that a conference with the professor of record is needed to determine whether or not it would be expedient to continue in this class.

Online Activities

Participation in Online Activities are counted as being present or absent on those days. On days that an online activity is scheduled, you must successfully complete all of the activities during the timeframe specified on the schedule to be counted as present for class.

Other Specific Attendance Policies for This Course Include the Following:

Students are required to attend all class meetings.

In order for an absence to be taken into consideration for being a valid “excused” absence, you must bring appropriate documentation to the instructor when you return from your absence. Appropriate documentation includes official doctor’s excuses (for reasons of illness), court documents, etc.

Email Etiquette:

When communicating with instructors, staff, or peers via email, participants should follow proper email etiquette. This includes using a professional tone, clear and concise language, and a descriptive subject line. Participants should address the recipient by their proper title and name, and always proofread their emails before sending to avoid misunderstandings.

Video Conference Etiquette:

During online video conference sessions, participants should adhere to the following etiquette guidelines:

1. Join the video conference on time and be prepared for the session.
2. Keep microphones muted when not speaking to minimize background noise.
3. Use the video feature unless excused by the instructor to foster a sense of presence and engagement.
4. Be visible in your camera, showing your shoulders to your face.
5. Dress appropriately.
6. Respectfully raise hands or use the chat function to ask questions or contribute to discussions.
7. Avoid multitasking or engaging in unrelated activities during the video conference.

Course Passing Requirement:

To successfully pass this course, teacher candidates must earn a minimum grade of B (80% or higher). Achieving this standard ensures that candidates have demonstrated a strong understanding of the course material and have met the required level of proficiency necessary to become effective educators in the subject matter. Candidates are encouraged to strive for excellence and actively engage in all aspects of the course to attain this passing grade.

Procedures to Make-Up Assignments or Submit Late Assignments:

Late assignment submissions may be allowed under certain circumstances, such as illness or unforeseen emergencies. To submit a late assignment, participants must contact the instructor as soon as possible and provide a valid reason for the delay. The instructor will evaluate each case individually and may deduct a grade penalty for late submissions.

Grading Policy and Time to Receive Graded Assignments from Instructor:

The grading policy for will be communicated at the beginning of each course and will include information on grading criteria, the grading scale, and the weightage of each assessment. The instructor will strive to provide timely feedback on assignments, and participants can typically expect to receive graded assignments within one week of submission.

STATEMENT OF SYLLABUS FLEXIBILITY

The instructor reserves the right to modify and update the course syllabus as necessary during the duration of the course. Changes may include adjustments to the schedule, assignments, assessments, or any other aspects of the syllabus. Any modifications will be communicated to the students in a timely manner to ensure clarity and continuity in the learning process. Students are encouraged to check for updates regularly and adhere to the most recent version of the syllabus. The instructor's aim is to enhance the learning experience and adapt to the needs of the class while maintaining the integrity and objectives of the course.

SEMESTER CALENDAR OF TOPICS, EVENTS AND READING ASSIGNMENTS
(This schedule is subject to change at the discretion of the professor of record.)

| Module (Course Week) | TOPIC DESCRIPTION | ASSIGNMENTS | ASSIGNMENTS DUE |
|--|--|---|---|
| 1 Mon.-Sun. _/_ - _/_ | Course Overview & Expectations | Overview of Syllabus and all related activities. Continuation of Overview of Syllabus and related activities. | Sign and Submit Syllabus Contract Complete and Submit T- Cert Modules Documentation and T-Cert Certificate of Completion |
| 2 Mon.-Sun. _/_ - _/_ | Do I Want to Be a Teacher? | Lecture and related class activities. <i>Complete and Submit Documentation of <u>First</u> Seven- and-a-Half (7.5) Hours of Virtual Field-based Observations to Submission Link in Canvas.</i> (In-class & Homework Activity) | Read Chapter 1 Complete and submit Pearson activities and quizzes. 240 Tutoring Diagnostic Score Submission |
| 3 Mon.-Sun. _/_ - _/_ | Changes in American Society: Their Influence on Our Students Prologue & CH. 1 Monticello Plantation | Lecture and related class activities. <i>Complete and Submit Documentation of <u>Second</u> Seven- and-a-Half (7.5) Hours of Virtual Field-based Observations to Submission Link in Canvas.</i> (In-class & Homework Activity) | Read Chapter 2 Complete and submit Pearson activities and quizzes. Submit 240 Tutoring & Certify Teacher Weekly Student Progress Report |
| 4 Mon.-Sun. _/_ - _/_ | Student Diversity: Culture, Language, Gender, and Exceptionalities CH. 2 The Whitney Plantation | Lecture and related class activities. <i>Complete and Submit Documentation of <u>First</u> Seven- and-a-Half (7.5) Hours of In- person Field-based Observations to Submission Link in Canvas.</i> CUIN 3300 Quarter I Examination (Kausek & Eggen) [Chapter 1-3] (In-class & Homework Activity) | Read Chapter 3 Complete and submit Pearson activities and quizzes. Submit 240 Tutoring & Certify Teacher Weekly Student Progress Report |

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| <p>5</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Education in the United States: Its Historical Roots</p> <p>CH. 3. Angola Prison</p> | <p>Lecture and related class activities.</p> <p><i>Complete and Submit Documentation of <u>Second Seven-and-a-Half (7.5) Hours of In-person Field-based Observations to Submission Link in Canvas.</u></i></p> | <p>Review Chapter 4</p> <p>Submit 240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>6</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Educational Philosophy and Your Teaching</p> <p>CH 4. Blanford Cemetery</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 5</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>Submit 240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>7</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Governance and Finance: Regulating and Funding Schools</p> <p>CH 5. Galveston Island</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 6</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>Submit 240 Tutoring & Certify Teacher Weekly Student Progress Report.</p> |
| <p>8</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>School Law: Ethical and Legal Influences on Teaching</p> <p>CH 6. New York City</p> <p>Midterm Exam Week</p> | <p>Lecture and related class activities.</p> <p>CUIN 3300 Quarter II Examination (Kausek & Eggen): [Chapters 4-7]</p> <p>Hispanic Heritage Month Facts (See Canvas for Details)</p> | <p>Read Chapter 7</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>9</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Choosing the Right School</p> <p>CH. 7 Goree Island & Epilogue</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 8</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |

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| <p>10</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>The School Curriculum in an Era of Standards</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapters 9</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>11*</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>N/A</p> | <p>Zap Week</p> <p>Final Paper</p> | <p>No Chapter Readings</p> <p>A Reflective and Critical Analysis Paper of Teacher Candidates' Educational Philosophy</p> <p>Paper</p> <p>Due Date: TBD</p> |
| <p>12</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Classroom Management: Creating Productive Learning Environments</p> <p>B-Global</p> | <p>Lecture and related class activities.</p> <p>CUIN 3300 Quarter III Examination (Kausek & Eggen): [Chapters 8-10]</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 10</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>13</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Becoming an Effective Teacher: Reaching All Students</p> <p>B-Global</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 11</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |

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| <p>14</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Educational Reform and You</p> <p>B-Global</p> | <p>Lecture and related class activities.</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 12</p> <p>Complete and submit Pearson activities and quizzes.</p> <p>240 Tutoring & Certify Teacher Weekly Student Progress Report</p> |
| <p>15</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Developing as a Professional</p> <p>B-Global</p> | <p>B-Global Presentations</p> <p>(In-class & Homework Activity)</p> | <p>Read Chapter 13</p> <p><i>B-Global Presentation</i> Due Date: TBD</p> |
| <p>16</p> <p>Mon.-Sun.</p> <p>__/__/__ - __/__/__</p> | <p>Final Exam Week</p> | <p>Final Examination Week <i>(To Be Determined by the University)</i></p> <p>CUIN 3300 Quarter IV Examination (Kausek & Eggen): [Chapters 11-13]</p> | <p><i>Complete and Submit the 240 Tutoring (Summative) Practice Test Scores</i></p> |

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. [Library Website](#) Phone: 936-261-1500

Academic Advising Services

Academic Advising Services offers students various services that contribute to student success and lead toward graduation. We assist students with understanding university policies and procedures that affect academic progress. We support the early alert program to help students connect 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 within Academic Advising Services are available to all students. We are located across campus. Find your advisor's location by academic major on the [advising website](#). 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 and virtually in online sessions. Other support services available for students include Supplemental Instruction, Study Breaks, Academic Success Workshops, and Algebra Study Jam. Location: J. B. Coleman Library, Rm. 307; Phone: 936-261-1561; Email: pvtutoring@pvamu.edu; [University Tutoring Website](#)

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; [Writing Center Website](#), [Grammarly Registration](#)

Panther Navigate

Panther Navigate is a proactive system of communication and collaboration between faculty, academic advisors, and students that is designed to support student success by promptly identifying issues and allowing for intervention. Panther Navigate helps students by providing a central location to schedule advising appointments, view campus resources, and request assistance. Students who recognize that they have a problem that negatively affects their academic performance or ability to continue school may self-refer an academic early alert. To do so, students will log in to Canvas and click on Student Alerts on the

left sidebar within a course. Students also have the option to download the Navigate Student app. Phone: 936-261-5902; [Panther Navigate Website](#)

Student Counseling Services

The Student Counseling Services 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; [Health & Counseling Center Website](#)

Office of Testing Services

The Office of Testing Services serves to facilitate and protect the administration of educational and professional exams to aid students, faculty, staff, and the community in their academic and career goals. We provide proctoring services for individuals who need to take exams for distance or correspondence courses for another institution, exams for independent study courses, or make-up exams. In order for a proctored exam to be administered by our office, the instructor of the course must first submit the online PVAMU Testing Services – Test Proctoring Form (this form can only be completed by the instructor) to the Office of Testing Services 72 hours prior to the first exam being administered. Once the Test Proctoring Form has been submitted, the instructor will inform their testers so they can then register for an appointment with our office on one of the selected proctored exam test dates within the testing window for the exam and pay the applicable fees. To access the OTS – Test Proctoring Form, to schedule a proctored exam appointment, or to find more information about our proctoring services, please visit the [OTS – Proctoring Service website](#). Location: Wilhelmina Delco, 3rd Floor, Rm. 305; Phone: 936-261-3627; Email: aetesting@pvamu.edu; [Testing Website](#)

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; [Disability Services Website](#)

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 classes in the traditional manner. CIITS supports student learning through online, hybrid, web-assist, and 2-way video course delivery. For more details and contact information, visit [CIITS Student Website](#). Phone: 936-261-3283 or email: ciits@pvamu.edu.

Veteran Affairs

Veteran 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; [Veteran Affairs Website](#)

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; [Student Engagement Website](#)

Center for Careers & Professional Development

This center supports students through professional development, career readiness, and placement and employment assistance. The center 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 center website for information regarding services provided. Location: Anderson Hall, 2nd floor; Phone: 936-261-3570; [Center for Careers & Professional Development Website](#)

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.

PVAMU's General Statement on the Use of Generative AI Tools in the Classroom

Generative Artificial Intelligence (GAI), specifically foundational models that can create writing, computer code, and/or images using minimal human prompting, are increasingly becoming pervasive. Even though ChatGPT is one of the most well-known GAIs currently available, this statement includes any and all past, current, and future generations of GAI software. Prairie View A&M University expects that all work produced for a grade in any course, be it face-to-face or virtual, will be the sole product of a student's endeavors to meet those academic goals. However, should an instructor permit their students to use artificial intelligence as a resource or tool, students must not substitute the substance of their original work with the results of using such GAI tools. This clearly violates the University's Administrative Guidelines on Academic Integrity and its underlying academic values.

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 ability 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, Dr. Zakiya Brown, at 936-261-2144 or titleixteam@pvamu.edu. More information can be found at Title IX Website, including confidential resources available on campus.

Protections and Accommodations for Pregnant and Parenting Students

The U.S. Department of Education's Office for Civil Rights (OCR) enforces, among other statutes, Title IX of the Education Amendments of 1972. Title IX protects people from discrimination based on sex, sexual orientation, and gender identity in education programs or activities that receive federal financial assistance. This protection includes those who may be pregnant and parenting. Title IX states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Students seeking accommodations related to pregnancy or parenting should contact the Office of Title IX for information, resources, and support at titleixteam@pvamu.edu. Additional information and/or support may be provided by the Office of Disability Services or the Office of the Dean of Students.

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. Each faculty member will include the University's attendance policy in each course syllabus.

Makeup Work for Legitimate Absences

Prairie View A&M University recognizes that there are a variety of legitimate circumstances in which students will miss coursework and that accommodations for makeup work will be made. If a student's absence is **excused**, the instructor must either provide the student an opportunity to make up any quiz, exam, or other work contributing to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. Students are encouraged to work with instructors to complete makeup work before known scheduled absences (University-sponsored events, administrative proceedings, etc.). Students are responsible for planning their schedules to avoid excessive conflicts with course requirements.

Absence Verification Process

All non-athletic absences (e.g., Medical, Death/Funeral, Court/Legal-related, etc.) for which a student seeks to obtain a valid excuse must be submitted to the Dean of Students/Office of Student Conduct, with supporting documentation, for review and verification. Please use the [Online Reporting Forms to access/complete/submit the Request for a University Excused Absence](#) form for an excuse. Upon receipt, a staff member will verify the documentation and provide an official university excuse, if applicable. The student is responsible for providing the official university excuse issued by the Office for Student Conduct to the professor(s). Questions should be directed to the Dean of Students via email: deanofstudents@pvamu.edu or phone: (936) 261-3550 or Office for Student Conduct via email: studentconduct@pvamu.edu or phone: (936) 261-3524.

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 Catalina
- Smartphone or iPad/tablet with wi-fi*
- High-speed internet access
- 8 GB memory
- Hard drive with 320 GB storage space
- 15" monitor, 1024 x 768, color
- Speakers (internal or external)
- 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

Some courses may require remote proctoring. At this time only Chromebooks, laptops, and desktops running Windows or Mac work with our proctoring solution, but iPads are not compatible. Most other applications will work with Android or Apple tablets and smartphones.

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 (Zoom)

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 [Password Reset Tool](#) 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

In accordance with the latest guidelines from the PVAMU Health Services, the following measures are in effect until further notice.

- Students who are ill will be asked to adhere to best practices in public health, such as masking, handwashing, and social distancing, to help reduce the spread of illness across campus.
- Mandatory self-reporting will no longer be required by students. Students will be responsible for communicating with their professors regarding COVID, similarly to any other illness.
- There will be no mandatory isolation. Students who are too ill to engage in classroom activities will be responsible for securing the appropriate documentation to support the absence.
- Students who self-isolate will be responsible for communicating with their professors and securing an excuse from Student Conduct.
- All students will have access to [TimelyCare](#), a telehealth platform that provides virtual medical care 24/7 and by appointment in the Student Health Clinic. Students are encouraged to enroll with TimelyCare at the beginning of the semester, at timelycare.com/pvamu.
- Students will have access to COVID testing in the Student Health Clinic by appointment. Testing is for students who are symptomatic ONLY.