Instructor: Beverly Roberts  
Section # and CRN: 26049 - SPED 4123 - P01

Office Location: Wilhelmina Fitzgerald Delco Building, Room 232  
Office Phone: 936-261-3407  
Email Address: baroberts@pvamu.edu

Office Hours:  
Tuesday 11:00 a.m. - 12:00 p.m.  
Wednesday 11:00 a.m. - 2:00 p.m.; Lab 4:00 p.m. – 7:00 p.m.  
Thursday 11:00 a.m. -12:00 p.m.; 3:00 p.m. – 4:15 p.m.  
Friday 9:00 a.m. – 1:00 p.m.  
Saturday 2:00 p.m. – 4:00 p.m.

Mode of Instruction: Face-to-Face Instructional Method

Course Location: Delco Bldg., Room 241
Class Days & Times: Monday and Wednesday 2:00 p.m.-3:20 p.m.

Catalog Description: 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

Prerequisites: SPED 3003 through SPED 4033. SPED 4123 must be taken concurrently with SPED 4113.

Required Texts:  

Recommended Text: Preparation Manual- Field Test 161, Special Education EC-12

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

<table>
<thead>
<tr>
<th>Program Learning Outcome #</th>
<th>Core Curriculum Outcome Alignment</th>
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<tbody>
<tr>
<td><strong>Upon successful completion of this course, students will be able to:</strong></td>
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<td>demonstrate an understanding of informal and formal testing using modifications/accommodations</td>
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<tr>
<td>1</td>
<td>Initial Preparation Standard 4: Assessment</td>
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<td>2</td>
<td>demonstrate an understanding of competencies for the TExES Preparation Manual-FieldTest161,SpecialEducationEC-12</td>
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<td>tea.texas.gov/Texas_Educators/Preparation_and_Continuing_Education/Approved_Educator_Standards/</td>
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<tr>
<td>3</td>
<td>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 environment.</td>
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<td></td>
<td>Initial Preparation Standard 2: Learning Environments</td>
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<tr>
<td></td>
<td>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.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards">www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards</a></td>
</tr>
<tr>
<td>4</td>
<td>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).</td>
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<tr>
<td></td>
<td>Initial Preparation Standard 3: Curricular Content Knowledge</td>
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<td></td>
<td>3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards">www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards</a></td>
</tr>
</tbody>
</table>
demonstrate an understanding and use of technology in the classroom setting including assistive technology.

**Initial Preparation Standard 5: Instructional Planning and Strategies**

| 5.0 | Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. |

**Key Elements**

| 5.1 | Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. |
| 5.2 | Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. |
| 5.3 | Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. |

www.cec.sped.org/Standards/Special-Educator-Professional-Preparation-Standards

**COURSE GOALS:** SPED 4123 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 (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.

<table>
<thead>
<tr>
<th>Course Grade Requirement</th>
<th>Value</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Oral and Written Presentation of PLAAFP Goals and Objectives</td>
<td>PLAAFP, Goals/Objectives</td>
<td>15%</td>
</tr>
<tr>
<td>2) Mid-Term Evaluation</td>
<td>Mid-Term Examination</td>
<td>15%</td>
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<tr>
<td>3) Design a Classroom and discuss video of a classroom observation</td>
<td>Classroom Setting</td>
<td>20%</td>
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<tr>
<td>4) Formal Evaluation</td>
<td>Final Examination</td>
<td>30%</td>
</tr>
<tr>
<td>5) Ethics, Professional Development and Leadership</td>
<td>Class Attendance, Observation Attendance, Leadership Characteristics, etc.</td>
<td>10%</td>
</tr>
<tr>
<td>6) Scheduled TExES Practice Examinations &amp; Reviews</td>
<td>No Credit Given for TExES</td>
<td>0%</td>
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<tr>
<td>7) Use of Technology</td>
<td>Demonstrate the Use of Tech</td>
<td>10%</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Assignment Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>Assignment 1 ORAL AND WRITTEN PRESENTATION—Research</td>
<td>A. Choose a subject area</td>
</tr>
</tbody>
</table>
PRESENTATION - Research 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: DESIGN A CLASSROOM SETTING - Research

DESIGN A CLASSROOM SETTING

A. Choose a classroom setting (ex. self-contained, resource, behavior unit, general education/inclusion support)
B. Identify one of the Educator Standards, Texas Essential Knowledge and Skills (TEKS).
C. Research and create a model classroom of your chose
D. Orally present a lesson demonstrating utilizing areas in your classroom

Assignment 3: TECHNOLOGY IN THE CLASSROOM SETTING

A. Select and discuss technology (ex) assistive technology
B. Identify and discuss one Educator Standard and one Texas Essential Knowledge and Skills (TEKS).

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

A. Observe Teaching in a classroom setting (video and/or a classroom)
B. Review Video relating to individuals with special needs
C. Write a review of a video you watched and note the specific details

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.
6. Submit all assignments, papers, and projects on the scheduled due date(s) and during the regular scheduled class time.
7. 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**

<table>
<thead>
<tr>
<th>Week One:</th>
<th>Topic</th>
<th>Description</th>
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<tbody>
<tr>
<td></td>
<td>W</td>
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**Assignments:**
- Discuss requirements of SPED 4123 including Observations and Textbook
- Discuss the writing of goals/objectives for a student enrolled in the special ed. program.

**Week Two:** Planning for Teaching

<table>
<thead>
<tr>
<th>M, W</th>
<th>Description</th>
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</table>

**Assignments:**
- Review for *Texas Examinations of Educator Standards (TExES 161).*
- Pre-Test
- Read and discuss Chapter 1 of the textbook
- Discuss the Response to Intervention Model (RtI)
- Plan *iREAD* book review project.
- Practice developing a Present Level of Academic and Achievement Functional Performance (PLAAFP)

**Week THREE:** Strategies for Intervention and Instruction for a Student with Learning Disabilities

<table>
<thead>
<tr>
<th>M, W</th>
<th>Description</th>
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**Assignments:**
- Review for *Texas Examinations of Educator Standards (TExES 161).*
- Read and discuss Chapter 2 of the textbook
- Observation in a public school setting
- Practice developing a PLAAFP for a student

**Week Four:** Responding to Interventions

<table>
<thead>
<tr>
<th>M, W</th>
<th>Description</th>
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**Assignments:**
- Review for *Texas Examinations of Educator Standards (TExES 161).*
- Read and discuss Chapter 3 of the textbook
- Participate in a discussion about technologies in the classroom setting including assistive technology
- Components of an Individual Education Meeting (IEP)
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic Description</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five</td>
<td>Cooperative Learning Activities and Review How to Assist Students Develop Appropriate Social Skills</td>
<td>Review for Texas Examinations of Educator Standards (TExES). Read and discuss Chapter 4 of the textbook Develop a PLAAFP.</td>
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<tr>
<td>Assignment</td>
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<tr>
<td>Sp. Education</td>
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<td>Week Six</td>
<td>Working with General Education Teacher and Family of a Student with Academics and/or Behavior Concerns Responsibility</td>
<td>Review for Texas Examinations of Educator Standards (TExES). 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</td>
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<tr>
<td>Assignment</td>
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<tr>
<td>Sp. Education</td>
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<td>Week Seven</td>
<td>Promoting Language Development – Students with Disabilities</td>
<td>Review for Texas Examinations of Educator Standards (TExES). Special presentation on receptive language, expressive language and pragmatic skills Discuss language interventions Review and discuss Chapter 6 Practice writing goals/objectives for an IEP meeting</td>
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<tr>
<td>Assignment</td>
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<tr>
<td>Sp. Education</td>
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<tr>
<td>Week Eight</td>
<td>Promoting Language Development – Students with Disabilities</td>
<td>Review for Texas Examinations of Educator Standards (TExES). Observation in a public school setting Discuss and review Chapter 7 Discuss language development Practice writing goals/objectives for an IEP meeting Take the Representative Test for Content</td>
</tr>
<tr>
<td>Assignment</td>
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<tr>
<td>Week Nine:</td>
<td>Formal/informal Assessments for Reading Fluency and Reading Comprehension</td>
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<tr>
<td>Topic</td>
<td>M, W</td>
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<tr>
<td>Description</td>
<td>Sp. Education</td>
<td></td>
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<tr>
<td>Assignments:</td>
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<td></td>
</tr>
<tr>
<td>Review for Texas Examinations of Educator Standards (TExES).</td>
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<tr>
<td>Research Curriculum Based Assessments (CBA) for reading</td>
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<tr>
<td>Administer a CBA</td>
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<tr>
<td>Read and discuss Chapter 8</td>
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</tbody>
</table>

| Week Ten: | Writing Strategies for Student Success |
| Topic | M |
| Description | Sp. Education |
| Assignments: |  |
| Review for Texas Examinations of Educator Standards (TExES). |
| Present PLAAFP, goals/objectives in a Mock ARD meeting |
| T (Special Assignment) |

| Week Eleven: | Planning Instruction for a Student Enrolled in a Special Education Program |
| Topic | M, W |
| Description | Sp. Education |
| Assignments: |  |
| Review for Texas Examinations of Educator Standards (TExES). |
| Discuss Writing Strategies |
| Discuss Linguistically Diverse |
| Review and discuss Chapter 9 |

| Week Twelve: | Techniques Use to Assist Students with Disabilities to be Successful in the Academics |
| Topic | M,W |
Description

Sp. Education

Assignments:  Review for Texas Examinations of Educator Standards (TExES).
                   Present and discuss observations in schools
                   Discuss Accommodations/Modifications for Students With Disabilities
                   Read and discuss Chapters 10

Week Thirteen:  Techniques Use to Assist Students with Disabilities to be Successful in the Academics
Topic M, W
Description
Sp. Education

Assignments:  Review for Texas Examinations of Educator Standards (TExES).
                   Discuss Technologies utilize in the classroom setting
                   Review for Texas Examinations of Educator Standards (TExES).
                   Present and discuss observations in schools
                   Discuss math strategies for math reasoning skills and math computation
                   Discuss Accommodations/Modifications for Students with Disabilities
                   Read and discuss Chapter 11

Week Fourteen:  Review Assessments for Learners
Topic M, W
Description
Sp. Education

Assignments:  Demonstrate accommodations used on the STAAR test Texas Essential Knowledge and Skills (TEKS) for assigned interdisciplinary area.
                   Review assessments
                   Review for the final examination

Week Fifteen:  Administer Final Examination (Formal)
Topic (Multiple Choices, Short Answer)
Description
Sp. Education

Assignment:  Final Examination

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: OwensFranklin 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](http://www.education.txstate.edu/ci/resources/internship.html)
- [www.tea.state.tx.us/publications](http://www.tea.state.tx.us/publications)
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