

Teaching Science, Social Studies & Math in Spanish EDBI 6324.783 Fall I 2019



Basic Information

Name of the Instructor: Yuliana Kenfield, Ph.D.

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- Office hours
 - Mondays 2:30-4:30 p.m
 - Wednesday 2:00-4:00 p.m.
 - Thursday: 1:00- 3:00 p.m
 - Or by appointment

Course Credits: 3 hours

Location: This course is a completely online course and is conducted in Canvas

Conceptual Framework of the School of Education of UT Permian Basin:

Vision Statement

The vision of the School of Education is a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices.

Mission Statement

The mission of the School of Education is to prepare pre-service and professional educators who are proactive in nurturing the life-long development of all learners. This mission will be accomplished by:

- Facilitating the acquisition of necessary knowledge, skills, and dispositions;
- Cultivating the value of diversity
- Encouraging collaborative inquiry, innovation, and research;
- Promoting collegiality and service in schools and communities;
- Integrating technology into practice;
- Providing opportunities for professional growth; and
- Influencing educational practices and policies at the local, state, and national level.

Learning Outcomes for Teacher Candidates and Other School-Based Professionals:

The faculty expects that candidates will:

- Demonstrate content knowledge in their respective content-area
- Use appropriate processes and teaching practices
- Apply knowledge about child and adolescent development
- Incorporate knowledge of diversity in planning and delivering instruction
- Incorporate technology in planning and delivering instruction
- Plan for and assess students' learning
- Create an appropriate learning environment
- Communicate and collaborate with all stakeholders
- Engage in professional growth

Candidate Proficiencies

To achieve the learning outcomes, candidates must demonstrate that they “are gaining the knowledge, skills, and dispositions necessary to have a positive impact on P-12 student learning” (NCATE, 2000, p. 9). The following is a list of the specific knowledge, skills, and dispositions that the faculty has determined are important for each candidate to possess and exhibit.

KNOWLEDGE (K):

Our candidates will exhibit knowledge about & understand the impact on teaching and student learning of:

1. theoretical perspectives of the profession
2. the content, processes, and practices appropriate for their students
3. child and adolescent development
4. diversity
5. technology
6. planning and assessment
7. the learning environment and classroom management
8. collaboration
9. legal and ethical issues related to education

SKILLS (S):

Our candidates will be able to:

1. select appropriate content for use in lesson planning and delivery
2. apply best practices to promote learning in all students
3. use knowledge of child and adolescent development to direct their teaching
4. select from an array of techniques to meet the needs of diverse learners
5. integrate the use of technology into the learning environment
6. use appropriate assessments to measure students' developmental progress
7. develop an appropriate learning environment
8. apply classroom management techniques
9. communicate with all members of the educational community (students, families, other educators, administration, community members)
10. reflect on their professional performance in order to improve their professional effectiveness
11. employ ethical and legal standards in education.

DISPOSITIONS (D):

Our candidates will demonstrate a/an:

1. respect for themselves and a positive regard for others
2. passionate nature about learning
3. belief in the value of a learner-centered instruction
4. dedication to providing a safe and supportive learning environment
5. acknowledgement of and respect for the fact people are shaped by their cultures
6. commitment to clear and accurate communication
7. professional and ethical attitude
8. desire to keep current on educational research and practice.

Diversity Proficiencies:

1. Instill the awareness of diversity for implementing inclusive instruction
2. Incorporate the diverse nature of learning and teaching as exemplified in the global community.
3. Model critical global thinking through coursework
4. Conceptualize diversity experiences from a variety of perspectives:
 - a) to strive for social justice, equality, and equity for all learners
 - b) to continue the process of self-growth, narrowing the student achievement gap in our nation
 - c) to empower all learners as citizens in a global society

Course Description

Course Prerequisites: Admission to UTPB; admission to graduate studies; in addition to the College of Education requirements, students seeking teacher certification in Texas and in bilingual education as a part of the Master of Arts in Education/Bilingual/ESL must demonstrate proficiency in Spanish by passing the Texas Bilingual Target Language Proficiency Test (BTLPT). If you are certified in bilingual education in Texas, this requirement is waived.

Course Catalog Description: This course provides a critical analysis of materials in Spanish available for teaching science, social studies and math; a survey of strategies for teaching science, social studies and math to Spanish speakers.

Overview of the course: Design to prepare educators for careers in teaching diverse language learners, including second language learners from Spanish speaking homes. Issues in translanguaging, dual language and cognitive development within the alternation of two languages will be presented. This option allows the students to develop breadth in understanding how individuals think and reason while learning one or more languages; helping candidates formulate lesson plans, including writing objectives, employing teaching strategies, selecting classroom materials, and designing assessment for English learners at all levels targeting specific techniques for teaching listening, speaking, reading and writing in the content areas of science, social studies and math to ESL learners. Candidates learn to assess learner demands and understand the roles played by instructors of second language learners.

A task focused curriculum and instruction is emphasized as well as theory and practice in how they relate to these components. This option may lead to teacher certification in the field of bilingual and/or ESL education, reading specialist, and/or master reading teacher.

Purpose: To have an understanding of the process of first and second language acquisition and its development and application of this knowledge in bilingual content area classrooms.

Pedagogical Goals: (Note: National Council Accreditation Teacher Education [NCATE] proficiencies are noted as they correlate with each objective).

1. To gain an in-depth understanding of the process of acquiring a second language and the best methodology to use with English Language Learners (NCATE Competencies: K1, 2, 3, 4, 5, 6; S 1, 2, 3, 4, 9; D 1, 2, 3, 4, 5, 6, 7, 8; DP1, 2, 3, 4 a, b, c).
2. To gain an understanding of strategies and techniques for students who are Second Language Learners (NCATE Competencies K 1, 2, 3, 4, 5; S 1, 2, 3, 4, 5, 7; D 2, 4, 5, 6, 7, 8; DP 1, 2).
3. To gain an awareness of current trends in Bilingual instruction (NCATE Competencies: K 1, 2, 4, 6, 9; S 1, 2, 4, 6, 9, 10, 11; D 1, 5, 6, 7, 8; DP 1, 3, 4 b).
4. To demonstrate the ability to use Bilingual methodology, strategies, techniques and activities in the general education/setting. (NCATE Competencies: K 2, 7, S 1, 3, 4, D 4, 5, DP 1, 2, 4 a, b, c).
5. To gain knowledge of the research and programs available for English Language Learners (NCATE Competencies: K 2, 6, 7, S 1,2,3,4, D 4, 5 DP 1, 2, 3, 4, a, b, c).

Pedagogical Objectives: Upon successful completion of this course collaborative readings, assignments and research, the participant will be able to:

1. Identify the legal and policy implications of the demographic changes for teacher qualifications & curriculum standards. (K 1, 2, 3, 4, 5, 6; S 1, 2, 3, 4, 9; D 1, 2, 3, 4, 5, 6, 7, 8; DP 1, 2, 4a, b, c).
2. Identify, develop and apply the different methodologies and effective strategies to use when working with bilingual students in the general education-classroom settings. (K 2, 6, 7; S 1, 2, 3, 4; D 4, 5; DP 1, 2, 3, 4a, b, c).
3. Recognize second language learners' characteristics/styles and apply effective appropriate strategies and assessments to promote and facilitate successful learning. (K 1, 2, 3, 4, 5, 6, 9; S 1, 2, 3, 4, 5, 6, 7, 9, 10, 11; D 1, 2, 4, 5, 6, 7, 8; DP 1, 2, 3, 4b).
4. Recognize the sociocultural, historical, and policy background of language contact and language attitudes.
5. Recognize theoretical models and principles and their implementation in the classroom.
6. Juxtapose current scholarly research with classroom practices and applies them to effective teaching. K 1, 2, 3, 4, 5, 6, 9; S 1, 2, 3, 4, 5, 6, 7, 9, 10, 11; D 1, 2, 4, 5, 6, 7, 8; DP 1, 2, 3, 4b).

Learning Outcomes:

1. The student will research and explore language assessments for second languages learners in different content areas creating different ways to assess;
2. The student will write lesson plans for English language learners addressing the different content areas of Science, Math and Social Studies;
3. The student will gain an understanding of the development of literacy and biliteracy and apply them in the different content areas;
4. The student will gain an understanding of language assessment instruments.
5. The student will produce sentences in the native language using academic vocabulary from STEM areas and Social Studies
6. The student will demonstrate knowledge of the theories on language development through the school years

Course Structure:

The course is divided into 4 modules. Each module requires you to read research articles, watch videos and relate to the readings and videos. The main focus in each module reading is academic language acquisition, content and application. **Please refer to the course calendar for specific due dates on readings, assignments and group activities**

Module 1: [Teaching Math in Bilingual Settings]

- Become familiar with the course content and navigating the course to ease any tensions you may have. Read the syllabus & become familiar with its content as a quiz will be given. Ask questions & post in the FAQ; clarify concerns by posting on the discussion board. Others may have the same question **[syllabus quiz: See Course Calendar]**.
- Post an introduction of yourself in the discussion page.
- Study assigned vocabulary
- Complete assigned readings & view videos
- Read and study module one lecture
- Submit discussion board and journal entries before module ends
- Take Quizzes [syllabus and quiz one over vocabulary assignment]

Module 2: [Teaching Science in Bilingual Settings]

- Complete assigned readings
- View videos
- Study assigned vocabulary
- Read and study module two lecture
- Complete discussion board and journal entries before module ends
- Take Quiz 2 over vocabulary assignment

Module 3: [Teaching Social Studies in Bilingual Settings]

- Complete assigned readings
- Study assigned vocabulary
- Read and study module three lecture
- View videos
- Complete discussion board and journal entries before module ends
- Take Quiz 3 over vocabulary assignment

Module 4: [Planning instruction, transfer and transition to English]

- Read assigned readings
- View videos
- Study Assigned vocabulary
- Submit transfer & transition assignment
- Submit unit planning assignment
- Take Quiz 4 over assigned vocabulary

Method of instruction: Canvas lectures, group discussions, research, audio, reading and group work, vocabulary quizzes and journal entries, as well as application through unit planning and transition & transfer planning.

General Topics: Second Language Acquisitions, Theories, Methods, ESL Strategies, Education, Culture, Academic Vocabulary, Science, Social Studies, Math Content, Community and Developmentally appropriate curriculum.

Target Audience: The intended target audience is public/private school teachers, administrators in all levels of instruction who are concern with aspects of first and second language acquisition learning and teaching.

Required for any specific major/minor: Bilingual supplement, early childhood supplement.

TABLE 1: Alignment of Course evaluation with NCATE (National Council for the Accreditation of Teacher Educators) Professional Standards, Proficiencies, and Competencies

Course assignments and evaluation	NCATE Professional Standards	Diversity Proficiencies	TEXES Competencies	Knowledge related to:	Skills related to:	Dispositions related to:
Syllabus Quiz & vocabulary Quizzes	Standards 1, 2	3, 4 b)	Domain I, Domain III	K 2, 4, 6,	S 1, 6, 10,	D 2, 3, 8
Journal Entries	3, 4,	2, 3, 4 b) and c)	Domain I	K 2, 4, 6, 8	S 2, 4, 9, 10	D 5, 6, 7, 8
Bilingual Content Unit Plans: Math, Science & Social Studies	1, 2, 3,4, 5	1, 2, 3, 4 c)	Domain I , III,	1, 4, 5, 6, 8, 9	1, 2, 4, 5, 9, 10, 11	1, 2, 5, 7, 8
Discussions	1, 2, 3, 4,5	1, 2, 3, 4 a) b) and c)	Domain I, III, IV	1, 4, 5, 6, 8, 9	1, 2, 4, 5, 9, 10, 11	1, 2, 5, 7, 8
Project: Transfer and Transition to English	1, 4, 5,	1, 2, 3, 4 a) b) c)	Domain I, II, III, IV	1, 2, 4, 5, 8, 9	1, 2, 3, 4, 5, 6, 9, 10, 11	1, 2, 3, 4, 5, 7, 8,

NCATE PROFESSIONAL STANDARDS data have been updated with the latest edition available at http://www.ncate.org/documents/standards/unit_stnds_2006.pdf

Materials

Required Materials: No textbook is required. The required readings and videos are provided within the module. It is expected that students read all the assigned readings, since there is no textbook.

Supplemental/Optional readings/books:

Richard-Amato, P.A., Making It Happen: From Interactive to Participatory Language Teaching-Theory and Practice, Pearson Education, Inc. 2003. ISBN 0-13-060193-4.

Gonzalez, V., Yawkey, T., Minaya-Rowe, L., English-As-A-Second-Language (ESL) Teaching and Learning: Pre-K-12 Classroom Applications for Students' Academic Achievement and Development, Pearson Education, Inc. 2006. ISBN 0-205-39251-2.

Reference Text (Not Required but Helpful):

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, DC: Author

Additional resources: **Websites/Links:**

<http://www.eric.ed.gov> <http://www.ncela.gwu.edu/oela/>
<http://www.nabe.org> <http://www.tea.state.tx.us>
<http://www.census.gov> <http://www.sdkrashen.com/>
<http://www.iteachilearn.com/cummins>

Computer Skills and Other Requirements:

Welcome to your on-line course. By reading thoroughly and navigating the course, it should assist you in making this a successful semester. Some essentials needed to keep in mind as you get started are:

- Basic computer literacy skills are necessary; a must. If you do not have them, you will find yourself learning those as you go along in the course course, however, navigating in advance and constant engagement will give you the practice and comfort that will help you start out successfully.
- Recognizing that there is a difference between online learning and the traditional face-to-face classroom learning. In your online course, you will not see the Professor, nor will you see the students. Reminders of assignments due will not be given to you as in traditional classroom settings; you have to engage with the content and read postings to track your assignment due dates and course expectation. Assignment due dates will be posted on the course calendar and in the assignment print out sheet located above your calendar for your convenience. It will be your responsibility to check and make sure you have those dates and keep up with them.
- The myth that online learning is easier than learning in the traditional classroom is false. It will require diligence and commitment of your time to be successful. Organization and planning are skills needed.
- There will be little time allotted for reviewing the layout of the course and getting familiar with the location of its content (syllabus, assignments, lectures, readings etc.). Take time to navigate the course and ask questions to have a successful beginning. **A quiz over the syllabus will be given** the first week of class.
- Most communication in this online course will be through Course E-mail and FAQ Discussion Board (Frequently Ask Questions) venues.

- Course E-Mail - allows students enrolled to ask personal questions related to their grades, personal problems, etc....
- FAQ Board – allows students enrolled and the professor to ask general **questions related to course** assignments, readings, etc....these questions should be posted here and anyone who knows the answer may respond; others may have the same question and this speeds up the response time.
- Be a weekly active participant in all online discussions; this will be closely monitored for feedback and ongoing questions. It will be your responsibility to keep up with the course readings and assignments. A class schedule is provided to help you better organize your time and pre-plan for major projects.
- I will read and monitor discussions weekly and if needed, I will guide discussions and/or add to postings. Assignments on the other hand will be graded within 7 to 10 days (not including holidays).
- Communication will be ongoing. It is your responsibility to keep in touch with your professor.
- I will check the course e-mail daily, with the exception of week-ends and/or holidays and respond within 48 hours. Telephone messages will be checked during office hours to address any questions and/or concerns. I will be available as well during office hours and/or by appointment to meet with students.

	Event	Date
in this	Classes begin	August 26
	Last day to add a course	August 28
and	Last day to drop without record	September 3
	Last day to drop* a course or withdraw	September 27
lots	Last regular Class Day	October 18

Please keep mind that is a highly engaging intense course with of reading involved.

Organization of your time is crucial; the course will move forward very quickly.

Important Dates:

Course Activities:

Assignments: 1, 2, 3, and 4

1. **Project: Journal Entries:** (3 entries worth 75 points each). Each student will prepare a journal entry for Modules 1,2, and 3. The journal entry will reflect the student's knowledge, application and evaluation of the reading and video assignments. In order to assess students, this assignment is being used in lieu of a quiz. The student should carefully address the questions in the module and should incorporate knowledge of

assigned readings, videos and module lectures. If desired, the student may add outside resources. May be done in English or Spanish

2. **Discussion Board Assignments:** (3 discussions worth 100 points each). The discussion board assignments will be done as a group. A project will be assigned and the groups will work together to complete their project. The project will be posted as a group. Within 3 days following the due date, each individual student will comment on the work of at least two other groups, using the criteria provided in the module. (Group work will be for 75 points, comments will be for 25 points) The discussion boards will be done in Spanish.
3. **Transfer and Transition Project** (1 project worth 175 points). Each student will submit a transition & transfer unit designed to help students *transfer* knowledge to English within a bilingual setting and/or to *transition* to an all English classroom. This work will be done in Spanish and English during module 4. (Note that you will choose one subject and it will be the subject area *NOT* covered in the integrated unit.
4. **Integrated Unit Project** (1 project worth 200 points) Working in groups or individually (your choice), students will create a 5 day integrated unit of instruction, incorporating at least two content areas (Math, Science and Social Studies), with activities fully developed for instruction. Each individual student will produce five activities related to the project. This project will be completed at the end of the course in module 4. This project will be completed entirely in Spanish. (Note that you will choose two subjects to integrate and it will *NOT* be the subject covered in the transfer and transition project, so if you are doing an integrated science and social studies unit, you will need to do the transfer project on math).
5. **Quizzes** (4 quizzes, worth 25 points each) Each module will have one vocabulary quiz. The vocabulary you are to study is provided in the module. From the list provided, you will be given ten words to use in an educational context. All quizzes are essays. You will be given one question over a topic related to the module. You will be asked to perform a writing task in Spanish that is typical of what is required of a bilingual teacher. You may not use any outside materials during the quizzes. Online student authentication will be required of you (see below)

Online Student Authentication

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least **two methods** of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by:

- Proctored exams using an approved photo ID*.
- Presentation of approved photo ID* through a web cam and video recorded proctoring during assessment
- Synchronous or asynchronous video activities using an approved photo ID*.

*Approved photo identifications are: passports, government issued identification, driver's licenses, military ID from DoD, UTPB ID

Course Assessment:

<u>Assignment</u>	<u>Points</u>	<u>Total Points</u>
Discussion Board (3)	100 each	300
Journal Entry (3)	75 each	225
Quizzes (4)	25 each	100
Transfer & Transition Project (1)		175
<u>Integrated Unit (1)</u>		<u>200</u>
Total Regular Points		1000

Extra Credit		
Self-Introduction		20
<u>Syllabus Quiz</u>		<u>20</u>
Total Extra Credit		40

<i>Total possible with Extra Credit</i>		<i>1040</i>

Grading Scale

920-1000=A

840-919 =B

760-839=C

Below 760=F

Student e-mail:

All UTPB students are provided with email accounts through the university server. Every student must use the university email for student-instructor interaction.

PLEASE NOTE: If you choose **not** to use university email, using instead a *yahoo* or *hotmail* email account, there is no guarantee that your e-mail will be delivered to my inbox. You may not use an account that does not have your first and last name in it.

Policies & Procedures:

1. Discussion Board Participation - primarily for discussing course related topics and issues. Some include course work activities. Best practices are:

- a. Read all message postings in online discussion.
- b. Respond to the question directly
- c. Reply to minimum of two other student posts.
- d. Use a person's name in the body of your message when you reply to their message.
- e. Avoid postings that are limited to 'I agree' or 'great idea', etc...if you agree (or disagree) state why by supporting your statement with concepts from your readings.
- f. Ensure responses to questions are meaningful, reflective.
- g. Support statements with concepts from course readings; refer to personal experience or examples.
- h. Follow Rules of Behavior.

2. Netiquette: <http://www.albion.com/netiquette/corerules.html>

Rules of the Behavior: Discussion areas are public to every student in this class (including your instructor) who will see what you write. Please pay attention to the language you use and adhere to the following guidelines:

1. Do not post anything too personal;
2. Do not use language that is inappropriate for a classroom setting or prejudicial in regard to gender, race, or ethnicity;
3. Do not all caps in the postings (it is considered shouting), unless you are emphasizing
4. Be courteous and respectful to other people on the list
5. Do not overuse acronyms like you would use in text messaging. Some of the list participants may not be familiar with acronyms.
6. If the posting is going to be long, use line breaks and paragraphs

7. Fill in the Subject Line
8. Write your full name at the end of the posting
9. Be careful with sarcasm and subtle humor; one person's joke is another person's insult.
10. Fill in the Subject Line
11. Adhere to the same standards of behavior online that you follow in real life.
12. Be forgiving of other's people's mistakes
13. Share expert knowledge
14. 14)Make yourself look good

NOTE: If you do not adhere to the guidelines for any posting, you will lose the points and the instructor reserves the right to remove your posting and to deny you any further posting privileges.

3. Make-Up/Late Submission Policy:

All course activities must be submitted before or on set due dates. If the student is unable to abide by the due dates, it is her/his responsibility to contact the instructor immediately; there is no guarantee that make-up work will be allowed. There may be a 10% deduction for each day of late submission of assignment. *There is no penalty for early submission. However, note that the instructor may not grade early submissions until after the due dates.

NOTE: The due dates and times for the activities will adhere to the Central Time Zone.

4. Cheating/Plagiarism/Academic Dishonesty:

Academic Dishonesty/Plagiarism/Cheating: The academic community regards academic dishonesty as an extremely serious matter, with serious consequences. Any effort to gain an advantage not given to all students is dishonest whether or not the effort is successful. Any suspicion of academic dishonesty will be reported and investigated. A student who engages in scholastic dishonesty that includes, but is not limited to cheating, plagiarism, and collusion will receive an "F" for the course.

All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. For complete information on UTPB student conduct and discipline procedures consult the university's handbook at: <http://ss.utpb.edu/dean-of-students/scholastic-dishonesty/>

Academic dishonesty includes, but is not limited to cheating, plagiarism, collusion, falsifying academic records, misrepresenting facts, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student such as, but not limited to, submission of essentially the same written assignment for two courses without the prior permission of the instructor, or the attempt to commit such acts.

Plagiarism includes, but is not limited to the appropriation of, buying, receiving as a gift, or obtaining by any means material that is attributable in whole or in part to another source, including words, ideas,

illustrations, structure, computer code, other expression and media, and presenting that material as one's own academic work being offered for credit.

NOTE: Students found plagiarizing or cheating will receive a zero for the course and/or suspension or dismissal from the university.

5. Attendance and Class Participation:

Regular and active participation is an essential, unmistakably important aspect of this online course. The expectation of the instructor is that students will log on a minimum of three to four times every seven days. It is critical that you read all of the lecture and assignment materials as well as all of the public discussion materials. Your full participation on a weekly basis is not only a requirement; it is essential to your success in an online course. All students are expected to do the work assigned, notify the instructor

Sample Syllabus

when emergencies arise, and work with the instructor to ensure communication about special circumstances is clear.

6. Tracking:

The learning management system has a tracking feature. Statistics are collected that quantifies how often and when students are active in the course and provides information as to when the student has accessed different pages of the course. This feature quantifies how often students access different tools, pages, features, links, discussions, etc. in your course.

7. Absenteeism:

All the course activities have set dates to be completed and submitted. After the due dates the activities will not be available for the students. Not logging into an online course is considered absenteeism.

Contact the instructor immediately in case of emergency medical situations; only with valid documented excuse. If I am going to be out because of ill health, attending a conference, etc you will be notified through email or course announcement.

8. Course Incomplete/Withdrawal/Grade Appeal:

All students are required to complete the course within the semester for which they are registered. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least 75% of the course with a grade of 'C' or better AND provides a valid, documented excuse for not being able to complete the course on time and has contacted prior to the scheduled last class to request an extension. The student will sign a contract that includes the incomplete course activities and the new due dates.

Find information and dates regarding drops and withdrawals at <http://www.utpb.edu/services/academic-affairs/office-of-the-registrar/adds-drops>

For grade appeal process go to <http://www.utpb.edu/campus-life/dean-ofstudents/grievances>

9. Accommodation for Students with Disabilities:

Students with Disabilities: The University of Texas of the Permian Basin in compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act provides "reasonable accommodations" to students with disabilities. Any student with a disability who is requesting an accommodation for this course must provide the instructor with official documentation in the form of a letter from the ADA Officer for Students. Only those students who have officially documented a need for an accommodation will have their request honored. **Adapted from UTSA ADA syllabus statement.**

ADA Officer for Students: Mr. Paul Leverington
Address: Mesa Building 4243 /4901 E. University, Odessa, TX 79762
Voice Telephone: 432-552-4696
Email: ada@utpb.edu Online Student Authentication:

10. Online Student Authentication:

UTPB requires that each student who registers for an online course is the same student who participates in, completes, and receives credit for the course. UTPB's Distance Education Policy requires faculty members to employ at least two methods of verification to ensure student identities. To access online courses students must login to the UTPB learning management system using their unique personal identifying username and secure password. UTPB's Distance Education Policy requires at least one additional student identification method within the course that has been determined and approved by the faculty or academic program. This course satisfies the second method of student authentication by any two of the following:

***Approved photo identifications are:** passports, government issued identification, driver's licenses, and military ID from DOD; dual credit and early college high school students use school district identifications.

To Submit your Student Authentication:

Submission 1: A clear image of yourself in

color

1. Well lit, and no shadows on your face or your ID that can obscure your image
2. Must be taken on the day you submit the photo to reflect your current appearance
3. Taken in full-face view directly facing the camera
4. With a neutral facial expression and both eyes open

Submission 2: A picture of your ID (can be a **UTPB ID** or **government issued ID**) with only your name and picture showing (meaning Picture ID card in which the ID number has been covered by taping over any numbers).

This submission of Identification is Non-graded but **mandatory** for on-line classes; **no Id, no grade.** *Any activity submitted will not be graded until ID's are received and reviewed.*

Identifications will be required for the following:

- a. Proctored exams using an approved photo ID*;
- b. Presenting an approved photo ID* through a web cam and video recorded proctoring during assessments (Respondus Monitor);
- c. Field or clinical experiences using an approved photo ID*;
- d. Synchronous or asynchronous video activities using an approved photo ID*

*A secondary method of verification (e.g. face-to-face proctoring at an off-campus site) may be required but usually comes with a fee which would be paid by the student.

For further information on UTPB's Distance Education Policy, please visit (<http://www.utpb.edu/docs/default-source/utpb-docs/academicaffairs/rules-policies-and-procedures/distance-education-policy.pdf>) which provides more information about the University's distance education policies, including rules regarding the protection of online students' privacy (SACSCOC FR 4.8.2).

Hardware/Software Requirements:

Computer: A minimum of 64 MB RAM, 1 G of free disk space, 150 MHz or higher recommended, a monitor capable of at least 800 x 600 resolution

Peripherals: You will need external speakers to be able to listen to audio files.

Software: The course content is presented through Canvas software - All assignments should be submitted in Microsoft Word, 2007 or later.

Anti-virus software is highly recommended for students and instructors. Online courses involve much file sharing, which increases your risk of computer virus infection. Anti-virus software will help protect your computer in case of exposure to a computer virus.

Other software: There will be audio/video files in the course for which you will need [Windows Media Player](#) or [QuickTime](#) or [Real Player](#).

Internet connection: Recommended - Cable modem, DSL, or intranet (T-1); or 56.6 KBPS modem

Note: Corporate or academic security firewalls may block some course content, such as chat or streaming media. Accommodations for access can usually be arranged if you contact your network administrator, though local security policies ultimately dictate what is allowed. 56 K modem or better.

Browser Configuration and settings:

<http://telecampus.utsystem.edu/technicalinformation/browserconfiguration.aspx#download>

Go to the above link to check the browser specifications

To perform a Browser Check go to

<http://telecampus.utsystem.edu/technicalinformation/tools.aspx> and click on **Browser Checker** link.

Unsupported Browsers: America Online (AOL), Prodigy, Juno, MSN, Yahoo and other Internet Service Providers (ISPs), provide their own internal and proprietary web browsers. These browsers may not be compatible with online courses.

E-mail: UTPB is changing email communication with students. Beginning on March 22, 2017 all UTPB correspondence with you, as a student, will be sent to your UTPB email address. **Student Canvas accounts will refer messaging notifications to your UTPB email address.** You are highly encouraged to use your UTPB email when corresponding with UTPB regarding any issue that impacts your educational record

In order to successfully transition to using UTPB email account, students will need to either

1. configure their email app to [connect to Office 365](#) (recommended),
2. regularly check UTPB email account at <https://www.outlook.com/utpb.edu>

A student's failure to do so could result in important notifications going unread. Beginning on March 22, 2017 please be aware to check UTPB email account for Canvas notifications

Preparation for Computer Emergencies:

Computer Crash: Not having a working computer or having a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. Nor will not having access to the internet or computer or course material due to travel be an acceptable excuse for late work. This is an on-line course and it is your responsibility to have access to the internet and a computer **at all times**. No exceptions or considerations for late work or late start to the course will be given. As a student, this becomes your responsibility to have access to the course requirements. Should you lose contact during a quiz or test, you must contact the 1-800 number provided to you on the Canvas website and report the incident. You will be given a case number. Once this has been verified, there is a chance you will be allow to retake the quiz; otherwise there will be no retaking of quizzes or exams. **NOTE:** Identify a second, even a third computer that you can use before the semester begins just in case your computer happens to crash.

Server problems: When the Canvas server needs downtime for maintenance, the Canvas administrator will post an announcements your course informing the time and the date. If the server experiences unforeseen problems your course instructor will send an email.

Complete Loss of Contact If you lose contact with me completely (i.e. you cannot contact me via Canvas or email), you need to call me at my office, (432)-552-2142, and explain the reason you cannot contact me and leave me a way to contact you.

Lost/Corrupt/Disappeared files: You must keep/save a copy of every project/assignment on an external disk or personal computer. In the event of any kind of failure (e.g., Canvas /WebCT server crash or virus infection, students own computer crashes, loss of files in cyberspace, etc) or any contradictions/problems, I may/will request you to resubmit the files. In other words, if you submit a document to me, and I either do not receive it (lost in cyberspace) or it is corrupted when I open it, it is incumbent upon you to resend it to me, corrected, with little or no "downtime" in regard to the timeline for submission.

Student Support Services:

ADA Accommodation/Support	Programs Assisting Student Study (PASS) 432-552-2630
Admissions & Registration & Transcripts	(432)552-2605
Canvas Technical Support	(800) 437-0867
Testing Services and Accommodations	(432)552-2130
Bookstore	432-552-0220
Counseling/Advising	552-2661
Financial Aid and Scholarship	(432)552-2620
UTPB Library	(432) 552-2370 http://library.utpb.edu/dehome.html

End-of-Course Evaluation & Instructor Evaluation:

Every student is expected to complete end-of-course evaluation provided by the College of Education. As we end the semester, the course evaluation will be available to you.

Disclaimer & Rights:

Information contained in this syllabus is to the best of my knowledge considered correct and complete when distributed for use in the beginning of the semester. However, as your instructor, I reserve the right, acting within the policies and procedures of UTPB to make changes in the course content or instructional techniques without notice or obligation. The students will be informed about the changes, if any.

Professor's Commitment: I am committed to the vision of the College of Education to provide..."a community of life-long learners who actively reflect on the impact of their values, attitudes, beliefs, and practices." This means a commitment to the students' development of knowledge and skills that will result in excellence in the classroom setting. It is the goal of the instructor that the required competencies will be developed in a classroom that promotes mutual respect and compassion for all learners. I will expect you to show professionalism in the development of your teaching career, while maximizing your learning. If you are experiencing difficulty, I ask that you communicate with me regarding the problem, so that we may resolve the issue together. Your success is my goal.

The following forms should be submitted to me through the course email by August 29th, 2018

STUDENT INFORMATION FORM

THE FOLLOWING INFORMATION WILL REMAIN CONFIDENTIAL:

NAME: _____ DATE: _____

SEX: Male: _____ Female: _____

Student Id#: _____ who is your advisor? _____

ADDRESS: (LOCAL) (PERMANENT)

_____	_____
_____	_____
_____	_____

Home/cell Phone: _____ E-MAIL ADDRESS: _____

Are you currently teaching? Yes _____ NO _____ if so, what grade level _____

what school? _____

EXPECTED YEAR OF GRADUATION: _____

TRANSFER STUDENT: No _____ Yes _____ (where from?) _____

FIELD OF STUDY: _____ Minor: _____

AVID

To Whom It May Concern:

By printing and signing my name below, I give the faculty of the College of Education and College of Arts and Science of the University of Texas of the Permian Basin permission to use my class work and any digital media as appropriate, although without my name attached, as a part of their *AVID Postsecondary Teacher Preparation Initiative*.

Printed Name

Signature

Date

UID Number

Sample Syllabus