EDLD 6475 – Education & Sociocultural Change
University of Texas of the Permian Basin
Summer B 2020

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Location: You can access Technical Support on button left of the course menu or the 24/7 Help Desk at 1-866-437-0867.

Academic assistants may be used within this course. The academic assistant is responsible to the instructor and will be assigned specific tasks.

Course Objectives

The purpose of this course is the study of social issues and their relationship to instruction and policy formation including globalization, technological advancements, funding changes, cultural diversity and ethical decision-making. The course will examine how superintendents can better understand the sociocultural context influencing and shaping district and campus policies and cultures. A practicum or practical application, a Professional Improvement Project (PIP) will be built into the course. We will work together to explore the multicontextual issues impacting today's Superintendent and key educational leaders and the ethical challenges that abound in the profession.

Organization and time management is critical to the success of any administrator, but especially for the superintendent. As you begin this course, read the entire syllabus and all of the modules. Review all materials and begin to plan the semester.

Required Textbooks

Shapiro, H. and Purpel, D. (2004). *Critical social issues in American education: Democracy and meaning in a globalizing world.* Routledge, ISBN 978-0-8058-4452-8.

This is a web-based course. Make every attempt to check your e-mail the announcements section at least weekly.

Competencies and Enabling Objectives:

DOMAIN I - Leadership of the Educational Community

Competency 1

The superintendent knows how to act with integrity, fairness, and in an ethical manner in order to promote the success of all students

The superintendent knows how to:

- Serve as an advocate for all children
- Model and promote the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors
- Implement policies and procedures that promote district personnel compliance with *The Code of Ethics and Standards Practices for Texas Educators*, see the following website for details, http://info.sos.state.tx.us/pub/plsql/readtac$ext.ViewTAC?tac_view=4&ti=19&pt=7&ch=247&rl=Y
- Apply laws, policies, and procedures in a fair and reasonable manner
- Interact with district staff and students in a professional manner

Competency 2

The superintendent knows how to shape district culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the educational community.

The superintendent knows how to:

- Establish and support a district culture that promotes learning, high expectations, and academic rigor for self, students, and staff.
- Facilitate the development and implementation of a shared vision that focuses on teaching and learning and ensures the success of all students.
- Implement strategies for involving all stakeholders in planning processes and for facilitating planning between constituencies.
- Use formal and informal techniques to monitor and assess district/school climate for effective, responsive decision making.
- Institute procedures for monitoring the accomplishment of district goals and objectives to achieve the district's vision.
- Facilitate the development, use, and allocation of all available resources, including human resources, to support implementation of the district's vision and goals.
- Recognize and celebrate contributions of staff and community toward realization of the district's vision;
- Maintain awareness of emerging issues and trends affecting public education and communicate their significance to the local educational community.
- Promote multicultural awareness, gender sensitivity, and the appreciation of diversity in the educational community.

Educational Leadership Constituents Council (ELCC) Standards
Standard 1:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a district vision of learning supported by the school community.

Standard 2:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Standard 3:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Standard 4:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Standard 5:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Standard 6:
Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Standard 7:
Internship.
The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided.

Vision

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

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, 2006, 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 and 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 (DP):
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:
    1. to strive for social justice, equality, and equity for all learners
    2. to continue the process of self-growth, narrowing the student achievement gap in
    our nation
    3. to empower all learners as citizens in a global society

Assignments

Module Assignments (5) 200 points each
The Professor will assign suggested and required readings for each module that will cover elaborations of course objectives, textbook material and links to related information on the Web. After you have completed the suggested and required readings, you should then log into "Assignment Tool" and complete the required assignments for each module.

Module Discussions (10) 20 points each
Students should log into "Discussions Tool" to review these module discussion questions and post responses. Students will post their response, as well as replying to the posts of other students. Discussion posts must be made by the due date to receive full credit.

Article Critiques (5) 40 points each
Students will locate and critique articles germane to sociocultural change topics. Articles must be obtained from peer-reviewed, referred journals and/or resources. After you have completed reviewing the article, you should then log into "Assignment Tool" and complete the required assignment.

PIP Internship Project (1) 600 points
Each candidate will identify a major change initiative, based on a needs assessment that needs to take place in their school district. In collaboration with their superintendent, each candidate must delineate a detailed plan of how this change will take place. This change must have a comprehensive impact on the stakeholders in the district, and include a detailed plan regarding how to shepherd the change. All stakeholders' involvement must be delineated from the students all the way to the school board. Examples of such change initiatives include, but are not limited to: funding formula changes, technology innovations, and changes from TAKS to STAR testing.

Assignments and other graded projects:

There is a grade sheet listing all assignments for the course that you can access through the electronic Student Gradebook. Be sure to keep a copy of each of your assignments, discussions and article critiques.

A =	1860 - 2000
B =	1680 – 1859
C =	1500 - 1679

Grades will be assessed on the quality of the following:

- Overall Presentation
- Writing
  - Clarity of content
  - Word usage
  - Thought
  - Grammar
- Evidence of problem solving skills

Communication Plan: The professor will respond to all email inquiries within 48 hours. Be sure to use the email tab on the course homepage. The professor will check the discussion board at least twice a week. In addition to posting any important information on the announcements page, the professor will also email the information to the students.

In case of emergencies, you may contact the professor at 432-770-2642 or leave a message with the UTPB School of Education at 432-552-2120.

Discussion Area: I will check this area every week and will post the answers for both discussion assignments and commonly asked questions in this area for the benefit of all the students in the class.

Feedback on Assignments: Assignments will be graded within two weeks of submission, individual feedback or general feedback will be provided.

Video Web Conferences: Using **Collaborate** software within Canvas, your professor will have regular scheduled plus as needed additional TBA video web conferences.

These video web conferences are an integral part of our course. While these sessions are optional, the sessions are for the benefit of the student to interact with the professor and other students. Attendance and participation, while optional, will earn the student 10 "bonus" points for each session attended. All sessions will be recorded for later review and discussions. The Video Web Conferences, regular scheduled dates, will be posted in advance within the course calendar.

Course Structure

1. **Submit *Student Information Sheet*:**

   Every student in this course is expected to complete the **Student Information Sheet** at the beginning of the semester. The **Student Information Sheet** is located in Module 1.

2. **Course Content Structure:**

   The course is divided into 10 Modules.

   Modules cover:
   a. 2 to 4 textbook chapters and lectures for each Module,
   b. Online discussion topics,
   c. Five assignments throughout the course,
   d. Five article critiques throughout the course, and
   e. One final project at the completion of the course.

You should read the textbook section first, and then review the online lecture. The lectures will be summaries, elaborations of the textbook material, and links to related information on the Web. After you have completed reviewing the lecture, you should then log into "Discussion Board" and post answers to the discussion question (specific to the module) posted by the instructor. You must also read other students' posts and respond to two other students' responses. Discussion posts must be made by the date on the schedule to receive full credit. You should also complete any assignments for that Module.

Module 1 – Preparing Students for A World That Does Not Yet Exist

- The candidate will review the syllabus, complete the Student Information Sheet, and make introductions on the Discussion Board
- The candidate will be introduced to basic demographic data regarding the current sociocultural trends that impact our public schools and influence the way in which they are structured and operate.
- The candidate will address the broad question of how to best help students to ready themselves for a world and a future that is constantly recreating itself.

Module 2 – Social Justice and Democracy in Public Schools

- The candidate will begin to analyze issues regarding social justice and democracy and their impact on public schools.
- The candidate will respond and dialogue with classmates regarding the content presented in Chapters 1 and 2 using the Discussion Board forum.
- The candidate will locate and critique an article germane to a sociocultural change topic; articles must be obtained from peer-reviewed, referred journals and/or resources.

Module 3 – Lack of Progress in Public Schools and Why

- The candidate will further explore social justice and democracy issues in our public schools especially with regard to the lack of progress made.
- The candidate will identify the one area in which they perceive there to be the largest lack of progress made and expound on their beliefs using the Discussion Board forum.
- The candidate will locate and critique an article germane to a sociocultural change topic; articles must be obtained from peer-reviewed, referred journals and/or resources.

Module 4 – Consumerism and the Corporate Culture in Public Schools

- The candidate will explore topics regarding consumerism and the corporate culture in our schools, and the impact on public education in general.
- The candidate will examine personal beliefs regarding the aspect of public schools that should not be for sale, in addition to addressing the points at which we are morally responsible to protect our children from consumerism.
- The candidate will locate and critique an article germane to a sociocultural change topic; articles must be obtained from peer-reviewed, referred journals and/or resources.

Module 5 – Marginalization of ELL Students in Public Schools

- The candidate will examine how schools can marginalize certain students in the public schools, especially second-language students.
- The candidate will examine the extent that administrators' attitudes influence the marginalization of ELL students and what can and should be done in order to ensure success of these students in the Discussion Board forum.
- The candidate will locate and critique an article germane to a sociocultural change topic; articles must be obtained from peer-reviewed, referred journals and/or resources.

Module 6 – Marginality in Public Schools and Achievement Gaps

- The candidate will continue to examine issues of marginality in the public schools, especially with regard to achievement gaps.
- The candidate will debate the best ways to address achievement gaps in their personal opinion and comment on the ideas and thoughts of others using the Discussion Board forum.
- The students will be asked to examine their personal integrity and morals by addressing the dilemma of when it is appropriate to lie in the scope of their job performance.

Module 7 –Perspectives on NCLB and Reading First

- The candidate will examine additional moral and spiritual perspectives on education by thoroughly examining the impact of NCLB and Reading First and the impact they have on district operations.
- The candidate will engage with classmates and offer feedback regarding the reading program used in their district and districts of their classmates using the Discussion Board forum.
- The candidate will identify and justify the reading program used in their school district using the six guiding questions referenced in the text.

Module 8 - Moral and Spiritual Perspectives on Education

- The candidate will examine moral and spiritual perspectives on education with regard to the moral development of the students in our schools.
- The candidate will dialogue with classmates regarding the topic of how to restructure education in an effort to make students capable for the care of others, aware of the spiritual and ethical dimensions of being, ecologically sensitive, intellectually alive, self-determining, and creative.
- The candidate will review various codes of ethics and produce a document outlining their own personal/professional ethics.

Module 9 – Globalization in the Field of Education

- The candidate will identify the impacting elements of globalization in the field of education especially with regard to job market in the United States and the need for a holistic education as opposed to a mechanistic education.
- The candidate will identify and prioritize the one aspect of American society deemed in need of change and why that particular area if changed could so greatly impact American public schools.

- The candidate will locate and critique an article germane to a sociocultural change topic; articles must be obtained from peer-reviewed, referred journals and/or resources.

Module 10 – Further Globalization and Lessons Learned From 9/11 Tragedy

- The candidate will further examine globalization and the impact on public school education, focusing on the ethic of care and the moral lessons learned from the September 11th tragedy.
- The candidate will engage in a discourse discerning the most effective and impacting ways to teach public school students about the events of 9/11 using the Discussion Board forum.
- The candidate will compose a final reflective paper in an effort to conceptualize the most important aspects of this particular course, including their personal reactions and thoughts.

Note: All graded module activities are due on the due date listed below.

TIME PERIOD	MODULE	DUE DATE
June 29 – July 5	Start Here Authentication Module 1 Module 2	July 5
July 6 - 12	Module 3 Module 4	July 12
July 13 - 19	Module 5 Module 6	July 19
July 20 – 26	Module 7 Module 8	July 26
July 27 – August 2	Module 9 Module 10	August 2
PIP Project		
Summary Presentation		August 9
District Change Initiative and Final Reflection Paper		August 13

3. **Grading and Feedback:**

All the course activities will be graded at least two weeks after the set due date. You can check your grades by going to **GradeBook.** If there is any discrepancy in the grade, you should contact me immediately. I will provide individual feedback or a general feedback in the performance of the course activity.

4. **Cheating/Plagiarism/Academic Dishonesty:**

Scholastic 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 on the course activity that could cause failure in the class and/or suspension or dismissal from the college.

5. **Discussion Board Participation:**

Discussion Board will primarily be used for discussing course content related topics and issues. There will be ten discussion topics for the semester. Each discussion topic is worth 20 points.

In addition to the course content related topics in discussion tool there will be few general topics: Getting to Know Each Other, Technical problems/issues, General Questions related to the course content, etc. The posts under these topics will not be graded.

For each graded discussion question, first, you must respond to the question directly and second, you must read the other students posts and reply to at least two other students' responses. You must ensure that the responses to the questions are meaningful, reflective, refer to personal experience and support your course readings. Avoid postings that are limited to 'I agree' or 'great idea', etc. If you agree (or disagree) with a posting then say why you agree by supporting your statement with concepts from the readings or by bringing in a related example or experience.

You are expected to read all messages. You are responsible for reading all of the messages that are posted in the online discussion. Not reading messages is the equivalent of sleeping in class.

Use a person's name in the body of your message when you reply to their message. It helps to keep all of us oriented. It helps us maintain a clearer sense of who is speaking and who is being spoken to. As we begin to associate names with tone and ideas, we come to know each other better.

Change the subject line when you introduce a new topic. The value of this tip will become apparent as the number of messages grows.

6. **Submission of Course Assessment Activities:**

All the course assessment activities will be submitted via **Assignment Tool**. Keep in mind the following standards/practices for submission of assignments:

a. All course assessment activity files that will be submitted to the instructor should be in Word 2007

b. Be sure to put your name at the top of each page header

c. Always keep a copy of all the work you submit so that you won't need to re-do it if it should get lost in cyberspace.

7. **Make-Up/Late Submission Policy:**

All course activities must be submitted before or on set due dates and times. If the student is unable to abide by the due dates and times, it is her/his responsibility to contact the instructor immediately. There will be a 10% deduction for each day of late submission of the assignment.

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

8. **Accommodation for Students with Disabilities:**

Americans with Disabilities Act: Students with disabilities that are admitted to The University of Texas of the Permian Basin may request reasonable accommodations and classroom modifications as addressed under Section 504/ADA regulations. Students needing assistance because of a disability must contact the Director, Programs Assisting Student Study (PASS) Office, 552-2630, no later than 30 days prior to the start of the semester.
The definition of a disability for purposes of ADA is that she or he (1) has a physical or mental impairment that substantively limits a major life activity, (2) has a record of such an impairment or, (3) is regarded as having such an impairment.
Students who have **provided all documentation** and are eligible for services will be advised of their rights regarding academic accommodations and responsibilities. The University is not obligated to pay for diagnosis or evaluations nor is it obligated to pay for personal services or auxiliary aids.

If you need accommodations because of a disability, if you have emergency medical information to share with the instructor, or if you need special arrangements in the case the building must be evacuated, please inform the instructor immediately. It is best to contact the instructor after class or during his/her office hours.

1. **Course Incomplete/Withdrawal/Grade Appeal:**

All students are required to complete the course within the semester they are signed up. Incomplete grades for the course are rarely given and will only be granted if the student has complete at least half 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.

For grade appeal process go to **http://ss.utpb.edu/dean-of-students/student-grievances/**

10. Netiquette:

Anything you type in the discussion area is <u>public</u> – which means that every student in this class (including your instructor) 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 use all caps in the message box unless you are emphasizing (it is considered shouting)
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 a meaningful 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.*

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

Refer to the following links for additional help on netiquette:
http://www.albion.com/netiquette/corerules.html
http://www.dtcc.edu/cs/rfc1855.html

11. 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 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 also an essential aspect of the online course process. All students are expected to do the work assigned,

notify the instructor when emergencies arise, and make up assignments no later than the due dates.

NOTE: For summer classes students are expected to log in everyday.

12. Tracking:

Canvas 9.1 course platforms have a tracking feature. This feature quantifies how often and when students are active in the course and also provides information if the student has accessed different pages of the course.

13. 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. Thus, if you are ill for a prolonged time and cannot complete the activities, you must contact me and update the situation. You are expected to log into the course at least once a week. For summer courses you are required to log in everyday.

If I am going to be out because of ill health, attending a conference, etc. you will be notified through email.

Internships

Each superintendent certification course has field experiences built into the assignments. Please have your superintendent complete the Immediate Supervisors Acceptance Form (you will need Adobe Reader) and submit it via Canvas.

One copy of this form is required to be on file for the program. There is no need to duplicate this form unless you change districts or get a new superintendent.

Technical Requirements

Computer
PC Configuration - A CPU with 1 GHz processor, 256 MB RAM and Windows XP operating system
Mac Configuration – A CPU with 300 MHZ (G3), 256 MB RAM and Mac OS X 10.2 or newer operating system

Peripherals

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

Software

The course content is presented through Microsoft Office 2007, and will use Microsoft Word and PowerPoint. If you have an earlier version of Office, you should be able to

download a plug-in that will allow you to open the newer version Office files (ending in .docx, .xlsx, and .pptx). <u>Follow this link to access the Microsoft Compatibility Pack</u>.

All assignments for the course will be turned in using Word documents. However, what is important is that the screenshots will be oriented toward Microsoft Office in Vista, and therefore, it will be your responsibility to figure out where the pertinent commands are located. If using an alternative version of Office, you can often search in Google to find the appropriate help that you need.

Anti-Virus Software

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 may be audio/video files in the course for which you will need <u>Windows Media Player</u> or <u>QuickTime</u> or <u>Real Player</u>.

Internet connection

Recommended - Cable modem, DSL, or intranet (T-1); or 128 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

Technical Information

24/7 Technical Help   ***Browser Test***   ***Browser Configuration***   ***Download Plug-ins***

Supported Browser

Firefox 3.5 or higher for PC; and Safari 3.X – 4.0 for Mac

<u>Download Firefox</u>   <u>Download Safari</u>

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.

<u>Preparation for Computer Emergencies</u>

Computer Crash

Not having a working computer or a crashed computer during the semester will NOT be considered as an acceptable reason for not completing course activities at a scheduled time. NOTE: Identify a second computer before the semester begins, that you can use when/if your personal computer crashes.

Server problems

When the Canvas server needs downtime for maintenance, the Canvas administrator will post an announcement in 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, 432-552-2169 or on my cell phone at 432-488-7118, 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 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	1-866-321-2988 (toll-free)
Bookstore	(432) 552-0220
Counseling/Advising	(432) 552-2661
Financial Aid and Scholarship	(432) 552-2620
UTPB Library	(432) 552-2370 http://library.utpb.edu/dehome.html

Student Services   http://cas.utpb.edu/academic-advising-center/e-advisor/

Tutoring & Learning Resources:

If you are taking courses through UTPB the following links provide services: Smarthinking Online Tutoring (provides tutoring services), SmarterMeasure (measures learner readiness for online course).

End-of-Course Evaluation & Instructor Evaluation

Every student must complete the end-of-course evaluation provided by UTPB.

Disclaimer & Rights

Information contained in this syllabus was to the best knowledge of the instructor considered correct and complete when distributed for use in the beginning of the semester. However, the instructor reserves 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.