

**Texas A & M University – Corpus Christi - College of Education
Classroom Management EC-6; 4-8; 8-12 and All Level
EDUC 4311.003**

Location: To Be Determined

Thursday

On-line

Professor: Dr. Mark Hughes

Fall, 2019

Office—ECDC, Office 219K

Office Hours: By appointment or phone

Contact Dr. Hughes through:

- 1. Phone: (361) 779-4873 8:30 AM to 11:00 PM**
- 2. Text: (361)-779-4873 8:00 AM to 11:30 PM**
- 3. E-mail: mark.hughes@tamucc.edu**

I. COURSE DESCRIPTION

EDCI 4311/12/13/14 Classroom Management

A study of classroom organization and management as related to basic principles of human development and learning. Preventative discipline techniques utilizing both group and individual processes are emphasized. This course is to be taken concurrently with student teaching. Prerequisite: EDCI 4605/6/7/8 and teacher education department approval

The four variations of the Classroom Management course are based upon the distinctive levels of teacher certification in the State of Texas. Each of these courses require field experiences and assignments in their respective levels of teacher certification. Every section of the Classroom Management course may include a mix of pre-service teachers seeking any level of teacher certification. However, the student teaching assignments required will match the pre-service teacher's level of teacher certification.

II. Rationale

Beginning teachers must have some basic skills in classroom organization and management to survive and thrive in the classroom. Development of these skills is dependent on an understanding the principles of human growth and development and an understanding of management theories and practices that work for successful teachers.

III. State Standards for Teachers

19 TAC Chapter 149. Commissioner's Rules Concerning Educator Standards

§149.1001. Teacher Standards.

- (a) Purpose. The standards identified in this section are performance standards to be used to inform the training, appraisal, and professional development of teachers.
- (b) Standards.
 - (1) Standard 1--Instructional Planning and Delivery. Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today's learners.
 - (A) Teachers design clear, well organized, sequential lessons that build on students' prior knowledge.
 - (i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.
 - (ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.
 - (iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.
 - (B) Teachers design developmentally appropriate, standards-driven lessons that reflect evidence-based best practices.
 - (i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.
 - (ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.
 - (iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.
 - (C) Teachers design lessons to meet the needs of diverse learners, adapting methods when appropriate.
 - (i) Teachers differentiate instruction, aligning methods and techniques to diverse student needs, including acceleration, remediation, and implementation of individual education plans.
 - (ii) Teachers plan student groupings, including pairings and individualized and small-group instruction, to facilitate student learning.
 - (iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.
 - (D) Teachers communicate clearly and accurately and engage students in a manner that encourages students' persistence and best efforts.
 - (i) Teachers ensure that the learning environment features a high degree of student engagement by facilitating discussion and student-centered activities as well as leading direct instruction.
 - (ii) Teachers validate each student's comments and questions, utilizing them to advance learning for all students.
 - (iii) Teachers encourage all students to overcome obstacles and remain persistent in the face of challenges, providing them with support in achieving their goals.

- (E) Teachers promote complex, higher-order thinking, leading class discussions and activities that provide opportunities for deeper learning.
 - (i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.
 - (ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
 - (iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.
- (F) Teachers consistently check for understanding, give immediate feedback, and make lesson adjustments as necessary.
 - (i) Teachers monitor and assess student progress to ensure that their lessons meet students' needs.
 - (ii) Teachers provide immediate feedback to students in order to reinforce their learning and ensure that they understand key concepts.
 - (iii) Teachers adjust content delivery in response to student progress through the use of developmentally appropriate strategies that maximize student engagement.
- (2) Standard 2--Knowledge of Students and Student Learning. Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student's educational and developmental backgrounds and focusing on each student's needs.
 - (A) Teachers demonstrate the belief that all students have the potential to achieve at high levels and support all students in their pursuit of social-emotional learning and academic success.
 - (i) Teachers purposefully utilize learners' individual strengths as a basis for academic and social-emotional growth.
 - (ii) Teachers create a community of learners in an inclusive environment that views differences in learning and background as educational assets.
 - (iii) Teachers accept responsibility for the growth of all of their students, persisting in their efforts to ensure high levels of growth on the part of each learner.
 - (B) Teachers acquire, analyze, and use background information (familial, cultural, educational, linguistic, and developmental characteristics) to engage students in learning.
 - (i) Teachers connect learning, content, and expectations to students' prior knowledge, life experiences, and interests in meaningful contexts.
 - (ii) Teachers understand the unique qualities of students with exceptional needs, including disabilities and giftedness, and know how to effectively address these needs through instructional strategies and resources.
 - (iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.
 - (C) Teachers facilitate each student's learning by employing evidence-based practices and concepts related to learning and social-emotional development.
 - (i) Teachers understand how learning occurs and how learners develop, construct meaning, and acquire knowledge and skills.
 - (ii) Teachers identify readiness for learning and understand how development in one area may affect students' performance in other areas.
 - (iii) Teachers apply evidence-based strategies to address individual student learning needs and differences, adjust their instruction, and support the learning needs of each student.
- (3) Standard 3--Content Knowledge and Expertise. Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the

- quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.
- (A) Teachers understand the major concepts, key themes, multiple perspectives, assumptions, processes of inquiry, structure, and real-world applications of their grade-level and subject-area content.
 - (i) Teachers have expertise in how their content vertically and horizontally aligns with the grade-level/subject-area continuum, leading to an integrated curriculum across grade levels and content areas.
 - (ii) Teachers identify gaps in students' knowledge of subject matter and communicate with their leaders and colleagues to ensure that these gaps are adequately addressed across grade levels and subject areas.
 - (iii) Teachers keep current with developments, new content, new approaches, and changing methods of instructional delivery within their discipline.
 - (B) Teachers design and execute quality lessons that are consistent with the concepts of their specific discipline, are aligned to state standards, and demonstrate their content expertise.
 - (i) Teachers organize curriculum to facilitate student understanding of the subject matter.
 - (ii) Teachers understand, actively anticipate, and adapt instruction to address common misunderstandings and preconceptions.
 - (iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.
 - (C) Teachers demonstrate content-specific pedagogy that meets the needs of diverse learners, utilizing engaging instructional materials to connect prior content knowledge to new learning.
 - (i) Teachers teach both the key content knowledge and the key skills of the discipline.
 - (ii) Teachers make appropriate and authentic connections across disciplines, subjects, and students' real-world experiences.
- (4) Standard 4--Learning Environment. Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.
- (A) Teachers create a mutually respectful, collaborative, and safe community of learners by using knowledge of students' development and backgrounds.
 - (i) Teachers embrace students' backgrounds and experiences as an asset in their learning environment.
 - (ii) Teachers maintain and facilitate respectful, supportive, positive, and productive interactions with and among students.
 - (iii) Teachers establish and sustain learning environments that are developmentally appropriate and respond to students' needs, strengths, and personal experiences.
 - (B) Teachers organize their classrooms in a safe and accessible manner that maximizes learning.
 - (i) Teachers arrange the physical environment to maximize student learning and to ensure that all students have access to resources.
 - (ii) Teachers create a physical classroom set-up that is flexible and accommodates the different learning needs of students.
 - (C) Teachers establish, implement, and communicate consistent routines for effective classroom management, including clear expectations for student behavior.
 - (i) Teachers implement behavior management systems to maintain an environment where all students can learn effectively.
 - (ii) Teachers maintain a strong culture of individual and group accountability for class expectations.
 - (iii) Teachers cultivate student ownership in developing classroom culture and norms.

- (D) Teachers lead and maintain classrooms where students are actively engaged in learning as indicated by their level of motivation and on-task behavior.
 - (i) Teachers maintain a culture that is based on high expectations for student performance and encourages students to be self-motivated, taking responsibility for their own learning.
 - (ii) Teachers maximize instructional time, including managing transitions.
 - (iii) Teachers manage and facilitate groupings in order to maximize student collaboration, participation, and achievement.
- (5) Standard 5--Data-Driven Practice. Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.
- (A) Teachers implement both formal and informal methods of measuring student progress.
 - (i) Teachers gauge student progress and ensure student mastery of content knowledge and skills by providing assessments aligned to instructional objectives and outcomes that are accurate measures of student learning.
 - (ii) Teachers vary methods of assessing learning to accommodate students' learning needs, linguistic differences, and/or varying levels of background knowledge.
- (B) Teachers set individual and group learning goals for students by using preliminary data and communicate these goals with students and families to ensure mutual understanding of expectations.
 - (i) Teachers develop learning plans and set academic as well as social-emotional learning goals for each student in response to previous outcomes from formal and informal assessments.
 - (ii) Teachers involve all students in self-assessment, goal setting, and monitoring progress.
- (C) Teachers regularly collect, review, and analyze data to monitor student progress.
 - (i) Teachers analyze and review data in a timely, thorough, accurate, and appropriate manner, both individually and with colleagues, to monitor student learning.
 - (ii) Teachers combine results from different measures to develop a holistic picture of students' strengths and learning needs.
- (D) Teachers utilize the data they collect and analyze to inform their instructional strategies and adjust short- and long-term plans accordingly.
 - (i) Teachers design instruction, change strategies, and differentiate their teaching practices to improve student learning based on assessment outcomes.
 - (ii) Teachers regularly compare their curriculum scope and sequence with student data to ensure they are on track and make adjustments as needed.
- (6) Standard 6--Professional Practices and Responsibilities. Teachers consistently hold themselves to a high standard for individual development, pursue leadership opportunities, collaborate with other educational professionals, communicate regularly with stakeholders, maintain professional relationships, comply with all campus and school district policies, and conduct themselves ethically and with integrity.
- (A) Teachers reflect on their teaching practice to improve their instructional effectiveness and engage in continuous professional learning to gain knowledge and skills and refine professional judgment.
 - (i) Teachers reflect on their own strengths and professional learning needs, using this information to develop action plans for improvement.
 - (ii) Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.
 - (iii) Teachers engage in relevant, targeted professional learning opportunities that align with their professional growth goals and their students' academic and social-emotional needs.

- (B) Teachers collaborate with their colleagues, are self-aware in their interpersonal interactions, and are open to constructive feedback from peers and administrators.
 - (i) Teachers seek out feedback from supervisors, coaches, and peers and take advantage of opportunities for job-embedded professional development.
 - (ii) Teachers actively participate in professional learning communities organized to improve instructional practices and student learning.
- (C) Teachers seek out opportunities to lead students, other educators, and community members within and beyond their classrooms.
 - (ii) Teachers seek to lead other adults on campus through professional learning communities, grade- or subject-level team leadership, committee membership, or other opportunities.
- (D) Teachers model ethical and respectful behavior and demonstrate integrity in all situations.
 - (i) Teachers adhere to the educators' code of ethics in §247.2 of this title (relating to Code of Ethics and Standard Practices for Texas Educators), including following policies and procedures at their specific school placement(s).
 - (ii) Teachers communicate consistently, clearly, and respectfully with all members of the campus community, including students, parents and families, colleagues, administrators, and staff.
 - (iii) Teachers serve as advocates for their students, focusing attention on students' needs and concerns and maintaining thorough and accurate student records.

IV. TExES Content Competencies (not applicable)

V. TExES PPR Domains and Competencies

PPR Domains

Domain I. Designing Instruction and Assessment to Promote Student Learning

01 The teacher understands human development processes and applies this knowledge to plan instruction and ongoing assessment that motivate students and are responsive to their developmental characteristics and needs.

002 The teacher understands student diversity and knows how to plan learning experiences and design assessments that are responsive to differences among students and that promote all students' learning.

003 The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

004 The teacher understands learning processes and factors that impact student learning and demonstrates this knowledge by planning effective, engaging instruction and appropriate assessments.

Domain II. Creating a Positive, Productive Classroom Environment

005 The teacher knows how to establish a classroom climate that fosters learning, equity, and excellence and uses this knowledge to create a physical and emotional environment that is safe and productive.

006 The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

Domain III. Implementing Effective, Responsive Instruction and Assessment

007 The teacher understands and applies principles and strategies for communicating effectively in varied teaching and learning contexts.

008 The teacher provides appropriate instruction that actively engages students in the learning process.

009 The teacher incorporates the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.

010 The teacher monitors student performance and achievement: provides students with timely, high-quality feedback; and responds flexibly to promote learning for all students.

Domain IV. Fulfilling Professional Roles and Responsibilities

011 The teacher understands the importance of family involvement in children's education and knows how to interact and communicate with families.

012 The teacher enhances professional knowledge and skills by effectively interacting with other members of the educational community and participating in various types of professional activities.

013 The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

PPR Competencies

Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. (Domain I. Competencies 001-004 Domain III. Competencies 007-010)

Teacher Knowledge: What Teachers Know

Students

1.1k the intellectual, social, physical, and emotional developmental characteristics of students in different age groups;

1.2k the implications of students' developmental characteristics for planning appropriate instruction;

1.3k characteristics and instructional needs of students with varied backgrounds, skills, interests, and learning needs;

1.4k different approaches to learning that students may exhibit and what motivates students to become active, engaged learners;

1.5k cultural and socioeconomic differences and the significance of these differences for instructional planning;

1.6k appropriate strategies for instructing English language learners;

Content and Pedagogy

1.7k the importance of the state content and performance standards as outlined in the Texas Essential Knowledge and Skills (TEKS);

1.8k relevant content of the discipline being taught, including concepts, principle relationships, methods of inquiry, and key issues;

1.9k the significance of the vertical alignment of content, including prerequisite knowledge and skills;

1.10k how lesson content and skills connect with other disciplines and within the discipline; and

1.11k current research on best pedagogical practices.

Selection of Instructional Goals and Objectives

1.12k the importance of developing instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13k the importance of developing instructional goals and objectives that can be assessed;

TS1Aii Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

1.14k the importance of developing instructional goals and objectives that are suitable for students with varied learning needs; and

1.15k the importance of aligning instructional goals with campus and district goals.

Resources

1.16k the use of appropriate materials and resources for preparing instruction, presenting lessons, and assessing learning;

1.17k the importance of knowing when to integrate technology into instruction and assessment; and

1.18k the use of resources beyond the campus to help students meet academic and nonacademic needs.

Designing Coherent Instruction

1.19k the importance of designing instruction that reflects the TEKS;

1.20k features of instruction that maximize students' thinking skills;

1.21k the importance of planning lessons and structuring units so that activities progress in a logical sequence;

1.22k how materials, technology, and other resources may be used to support instructional goals and objectives and engage students in meaningful learning;

1.23k the benefits of designing instruction that integrates content across disciplines;

1.24k the importance of engaging in continuous monitoring and self-assessment of instructional effectiveness.

Assessment of Student Learning

1.25k the role of assessment in guiding instructional planning;

1.26k the importance of creating assessments that are congruent with instructional goals and objectives;

1.27k the characteristics, uses, advantages, and limitations of various assessment methods and strategies;

1.28k the role of technology in assessing student learning;

1.29k the benefits of and strategies for promoting student self-assessment;

1.30k the connection between the Texas statewide assessment program, the TEKS, and instruction;

Application: What Teachers Can Do

Students

1.1s plan lessons that reflect an understanding of students' developmental characteristics and needs;

1.2s adapt lessons to address students' varied backgrounds, skills, interests, and learning needs, including the needs of English language learners;

1.3s use effective approaches to address varied student learning needs and preferences;

1.4s plan instruction that motivates students to want to learn and achieve; and

1.5s acknowledge and respect cultural and socioeconomic differences among students when planning instruction

Content and Pedagogy

1.6s use the Texas Essential Knowledge and Skills (TEKS) to plan instruction; TS3Bi Teachers organize curriculum to facilitate student understanding of the subject matter.

1.7s exhibit appropriate knowledge of a subject to promote student learning;

1.8s demonstrate awareness of common student misconceptions or likely sources of student error in relation to particular content;

1.9s plan instruction that reflects an understanding of important prerequisites relationships;

1.10s plan instruction that makes connections within the discipline and across other disciplines;

1.11s use a variety of pedagogical techniques to convey information and teach skills

Selection of Instructional Goals and Objectives

1.12s develop instructional goals and objectives that are clear, relevant, meaningful, and age-appropriate;

1.13s develop instructional goals and objectives that are able to be assessed;

1.14s develop instructional goals and objectives that reflect students' age, developmental level, prior skills and knowledge, background, and interests;

1.15s develop instructional goals and objectives that reflect different types of student learning and skills.

1.16s use various types of materials and other resources to aid in preparing and implementing instruction;

1.17s use technological tools to promote learning and expand instructional options; and

1.18s use resources available outside the school (e.g., museums, businesses, community members) to enhance students' learning opportunities

Designing Coherent Instruction

1.19s plan instructional activities that progress sequentially and support stated instructional goals based on the TEKS;

1.20s select instructional resources that support instructional goals, enhance student achievement, and engage students in learning; 1.21s use varied activities and instructional groupings to engage students in instructional content and meet instructional goals and objectives;

1.22s allocate time appropriately within lessons and units, including providing adequate opportunities for students to engage in reflection and closure; and

1.23s provide students with opportunities to explore content from many perspectives.

Assessment of Student Learning

1.24s use a variety of assessment methods, including technology, that are appropriate for evaluating student achievement of instructional goals and objectives;

1.25s communicate assessment criteria and standards to students;

1.26s design assessments, where appropriate, that reflect real-world applications of knowledge and understanding;

1.27s promote students' use of self-monitoring and self-assessment;

1.28s analyze assessment results to aid in determining students' strengths and needs;

1.29s use assessment results to help plan instruction for groups of students or individuals;

Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. (Domain II. Competencies 005-006)

Teacher Knowledge: What Teachers Know

Creating an Environment of Respect and Rapport

2.1k the importance of creating a learning environment in which diversity and individual differences are respected;

2.2k the impact of teacher-student interactions and interactions among students on classroom climate and student learning and development;

2.3k ways to establish a positive classroom climate that fosters active engagement in learning among students;

Establishing an Environment for Learning and Excellence

2.4k the importance of communicating enthusiasm for learning; and

2.5k the necessity of communicating teacher expectations for student learning

Managing Classroom Procedures

2.6k how classroom routines and procedures affect student learning and achievement;

2.7k how to organize student groups to facilitate cooperation and productivity;

2.8k the importance of time management for effective classroom functioning;

2.9k procedures for managing transitions;

2.10k routines and procedures for managing and using materials, supplies, and technology;

Managing Student Behavior

2.13k theories and techniques relating to managing and monitoring student behavior;

- 2.14k appropriate behavior standards and expectations for students at various developmental levels;
- 2.15k the significance of district policies and procedures for managing student behavior and ensuring ethical behavior in the classroom;
- 2.16k the importance of establishing classroom standards of student conduct and clear consequences for inappropriate behavior;
- 2.17k the value of encouraging students to work in an ethical manner and monitor their own behavior; and
- 2.18k appropriate responses to a variety of student behaviors and misbehaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive

- 2.19k features and characteristics of physical spaces that are safe and productive for learning;
- 2.20k the benefits and limitations of various arrangements of furniture in the classroom;
- 2.21k procedures for ensuring safety in the classroom;
- 2.22k physical accessibility as a potential issue in student learning; and
- 2.23k students' emotional needs and ways to address needs.

Application: What Teachers Can Do

Creating an Environment of Respect and Rapport

- 2.1s interact with students in ways that reflect support and show respect for all students;
- 2.2s use strategies to ensure that interactions among students are polite, respectful, and cooperative; and
- 2.3s use strategies to ensure that the classroom environment and interactions among individuals and groups within the classroom promote active engagement in learning;

Establishing an Environment for Learning and Excellence

- 2.4s communicate to all students the importance of instructional content and the expectation of high-quality work;
- 2.5s ensure that instructional goals and objectives, activities, classroom interactions, assessments, and other elements of the classroom environment convey high expectations for student achievement;

Managing Classroom Procedures

- 2.6s establish classroom rules and procedures to promote an organized and productive learning environment;
- 2.7s organize and manage groups to ensure that students work together cooperatively and productively;
- 2.8s schedule activities and manage class time in ways that maximize student learning;
- 2.9s manage transitions to maximize instructional time;
- 2.10s implement routines and procedures for the effective management of materials, supplies, and technology;

Managing Student Behavior

- 2.14s communicate high and realistic expectations for students' behavior and ensure that students understand behavior expectations and consequences for misbehavior;
- 2.15s consistently enforce standards and expectations for student behavior and ethical work habits;
- 2.16s encourage students to maintain ethical work standards and monitor their own behavior; and
- 2.17s use effective methods and procedures for monitoring and responding to positive and negative student behaviors.

Maintaining a Physical and Emotional Environment that is Safe and Productive

- 2.18s organize the physical environment to facilitate learning;
- 2.19s create a safe and inclusive classroom environment;
- 2.20s use effective strategies for creating and maintaining a positive classroom environment;
- 2.21s respect students' rights and dignity.

Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback. (Domain III. Competency 007-010)

Teacher Knowledge: What Teachers Know

Communication

3.1k the importance of clear, accurate communication in the teaching and learning process;
3.2k principles and strategies for communicating effectively in varied teaching and learning contexts;

3.3k spoken and written language that is appropriate to students' age, interests, and background; and

3.4k skills and strategies for engaging in skilled questioning and leading effective student discussions

Engaging Students in Learning

3.5k criteria for selecting appropriate instructional activities and assignments for students with varied characteristics and needs;

3.6k how to present content to students in relevant and meaningful ways

3.7k the use of instructional materials, resources, and technologies that are appropriate and engaging for students in varied learning situations;

3.8k the importance of promoting students' intellectual involvement with content and their active development of understanding;

3.9k strategies and techniques for using instructional groupings to promote student learning;

3.10k different types of motivation, factors affecting student motivation, and effective motivational strategies in varied learning contexts; and

3.11k techniques for structuring and pacing lessons in ways that promote student engagement and learning.

Providing Feedback to Students

3.12k characteristics of effective feedback for students;

3.13k the role of timely feedback in the learning process; and

3.14k how to use constructive feedback to guide each student's learning.

Demonstrating Flexibility and Responsiveness

3.15k the significance of teacher flexibility and responsiveness in the teaching/ learning process; and

3.16k situations in which teacher flexibility can enhance student learning.

Application: What Teachers Can Do

Communication

3.1s communicate directions, explanations, and procedures clearly, accurately, and with an appropriate level of detail, both orally and in writing;

3.2s use effective interpersonal skills (including both verbal and nonverbal skills) to reach students and communicate the teacher's commitment to students;

3.3s use spoken and written language that is appropriate to students' ages, interests, and backgrounds;

3.4s use effective communication techniques, including questioning and discussion techniques, to foster active student inquiry, higher-order thinking, problem solving, and productive, supportive interactions;

3.5s use carefully framed questions to enable students to reflect on their understanding of content and to consider new possibilities; and

3.6s apply skills for leading discussions that engage all students in exploring important questions and that extend students' knowledge;

Engaging Students in Learning

3.7s create lessons with a clearly defined structure around which activities are organized;

- 3.8s create activities and assignments that are appropriate for students and that actively engage them in the learning process
- 3.9s select and use instructional materials, resources, and technologies that are suitable for instructional goals and that engage students cognitively;
- 3.10s represent content effectively and in ways that link with students' prior knowledge and experience;
- 3.11s use flexible grouping to promote productive student interactions and enhance learning;
- 3.12s pace lessons appropriately and flexibly in response to student needs;
- 3.13s engage students intellectually by teaching meaningful content in ways that promote all students' active and invested participation in the learning process; and
- 3.14s encourage students' self-motivation and active engagement in learning;

Providing Feedback to Students

- 3.15s use appropriate language and formats to provide each student with timely feedback that is accurate, constructive, substantive, and specific;
- 3.16s promote students' ability to use feedback to guide and enhance their learning; and
- 3.17s base feedback on high expectations for student learning.

Demonstrating Flexibility and Responsiveness

- 3.18s respond flexibly to various situations, such as lack of student engagement in a learning activity or the occurrence of an unanticipated learning opportunity;
- 3.19s adjust instruction based on ongoing assessment of student understanding;
- 3.20s use alternative instructional approaches to ensure that all students learn and succeed.

Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession (Domain IV. Competencies 011-013)

Teacher Knowledge: What Teachers Know

Interacting and Communicating with Families

- 4.1k the importance of families' involvement in their children's education; and
- 4.2k appropriate ways for working and communicating effectively with families in varied contexts.

Interacting with Other Educators and Contributing to the School and District

- 4.3k types of interactions among professionals in a school (e.g., vertical teaming, horizontal teaming, team teaching, mentoring) and the significance of these interactions
- 4.4k appropriate ways for working and communicating effectively with other professionals in varied educational contexts;
- 4.5k the roles and responsibilities of specialists and other professionals at the building and district levels (e.g., department chairperson, principal, board of trustees, curriculum coordinator, special education professional);
- 4.6k available educator support systems (e.g., mentors, service centers, state initiatives, universities);
- 4.7k the various ways in which teachers may contribute to their school and district; and
- 4.8k the value of participating in school activities.

Continuing Professional Development

- 4.9k the importance of participating in professional development activities to enhance content knowledge and pedagogical skill;
- 4.10k the importance of documenting self-assessments;
- 4.11k characteristics, goals, and procedures associated with teacher appraisal; and
- 4.12k the importance of using reflection and ongoing self-assessment to enhance teaching effectiveness;

Legal and Ethical Requirements and the Structure of Education in Texas

- 4.13k legal requirements for educators (e.g., those related to special education, students' and families' rights, student discipline, equity, child abuse);

4.14k ethical guidelines for educators in Texas (e.g., in relation to confidentiality, interactions with students and others in the school community);

4.15k policies and procedures in compliance with Code of Ethics and Standards Practices for Texas Educators as adopted by the State Board for Educator Certification;

Application: What Teachers Can Do

Interacting and Communicating with Families

4.1s interact appropriately with families that have diverse characteristics, backgrounds, and needs;

Interacting with Other Educators and Contributing to the School and District

4.5s maintain supportive and cooperative relationships with colleagues;

4.6s engage in collaborative decision making and problem

solving with other educators to support students' learning and well-being;

4.7s work productively with supervisors and mentors to address issues and enhance professional skills and knowledge;

4.8s communicate effectively and appropriately with other educators in varied contexts;

4.9s collaborate professionally with other members of the school community to achieve school and district educational goals;

4.10s participate in decision making, problem solving, and sharing ideas and expertise; and

4.11s assume professional responsibilities and duties outside the classroom, as appropriate (e.g., serve on committees, volunteer to participate in events and projects);

Continuing Professional Development

4.12s participate in various types of professional development opportunities (e.g., conferences, workshops, work with mentors and other support systems);

4.13s enhance content and pedagogical knowledge through a variety of activities (e.g., reading journals, joining professional associations, attending conferences, engaging in coursework);

4.14s use evidence of self-assessment (e.g., portfolio) to identify strengths, challenges, and potential problems; improve teaching performance; and achieve instructional goals; TS6Aii Teachers establish and strive to achieve professional goals to strengthen their instructional effectiveness and better meet students' needs.

4.15s use appropriate resources and support systems inside and outside the school to address professional development needs.

Legal and Ethical Requirements and the Structure of Education in Texas

4.16s use knowledge of legal and ethical guidelines to guide behavior in education-related situations;

4.17s serve as an advocate for students and the profession;

4.18s maintain accurate records;

Other State Requirements

Code of Ethics

VI. Technology Standards

Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.

1.5s create, present, publish, and copyright works as a means of personal or group expression

Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.

2.3s employ technological collaboration such as sharing information through online communication to complete tasks;

2.4s how to use a variety of digital tools to create and manage personal and professional learning networks for collaboration, communication, and instruction.

2.5s use technology in self-directed activities to create products for and share products with defined audiences;

VII. Course Objectives/Learning Outcomes

This course is designed to enable students to:

- A. Gain awareness of the complexities involved in the daily operation of an urban school
- B. Improve understanding of teaching as a profession and overall professional competence
- C. Increase understanding of culturally relevant and responsive teaching practices
- D. Gain experience in promoting a positive student learning environment
- E. Develop instructional planning skills to meet the needs of diverse students
- F. Gain experience in delivering instruction in the classroom setting
- G. Utilize technology to support and enhance instruction
- H. Increase knowledge of instructional evaluation and student assessment
- I. Prepare for the TExES PPR

**Alignment of EDUC 4311 Course Objectives
with State Standards, TExES PPR Competencies, and Technology Standards**

State Standards (ch 149, PPR, and Technology)	TExES PPR Competencies	EDUC 4605/06/07/08 Course Objectives	EDUC 4605/06/07/08 Assignments and Activities
<p>State Standard I: The teacher designs instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment.</p> <p>Tech. Standard III: All teachers acquire, analyze, and manage content from digital resources.</p>	<p>Domain I 001 002 003 Domain III 007 008 009 010</p>	<p>C. Increase understanding of culturally relevant and responsive teaching practices</p> <p>D. Demonstrate instructional planning skills</p> <p>G. Utilize technology to support and enhance instruction</p> <p>H. Increase knowledge of instructional evaluation and student assessment</p> <p>I. Prepare for the TExES PPR</p>	<p>Reading Responses Quizzes In-class teaching stints TExES PPR-related observations Classroom teaching and analysis Exams PowerPoint presentation Reflections *Competency-Based Final Portfolio of Artifacts</p>
<p>State Standard II: The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.</p>	<p>Domain II 005 006</p>	<p>C. Increase understanding of culturally relevant and responsive teaching practices</p> <p>E. Develop instructional planning skills to meet the needs of diverse students</p>	<p>Classroom teaching and analysis Reading Responses Quizzes TExES PPR-related observations Exams PowerPoint presentation</p>

<p>Tech. Standard I: All teachers use and promote creative thinking and innovative processes to construct knowledge, generate new ideas, and create products.</p>		<p>F. Gain experience in delivering instruction in the classroom setting H. Increase knowledge of instructional evaluation and student assessment G. Utilize technology to support and enhance instruction I. Prepare for the TExES PPR</p>	<p>Reflections *Competency-Based Final Portfolio of Artifacts</p>
<p>State Standard III: The teacher promotes student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely, high-quality feedback.</p> <p>Tech. Standard II: All teachers collaborate and communicate both locally and globally using digital tools and resources to reinforce and promote learning.</p>	<p>Domain III 007 008 009 010</p>	<p>C. Increase understanding of culturally relevant and responsive teaching practices D. Gain experience in promoting a positive student learning environment I. Prepare for the TExES PPR</p>	<p>TExES PPR-related observations Reading Responses Exams Classroom teaching and analysis Reflections *Competency-Based Final Portfolio of Artifacts</p>
<p>State Standard IV: The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession</p> <p>Tech. Standard V: All teachers practice safe, responsible, legal, and ethical behavior while using technology tools and resources.</p>	<p>Domain IV 011 012 013</p>	<p>A. Gain awareness of the complexities involved in the daily operation of an urban school B. Improve understanding of teaching as a profession and overall professional competence D. Gain experience in promoting a positive student learning environment I. Prepare for the TExES PPR</p>	<p>Orientation Philosophy of teaching Professional organization membership Classroom teaching and analysis PowerPoint presentation Diagnostic and Pre-TExES PPR *Competency-Based Final Portfolio of Artifacts</p>

VIII. 17 Subject Matter Curricular Topics

- Reading Instruction
- Code of Ethics & Standard Practices
- Child Development
- Motivation
- Learning Theories
- TEKS Organization, Structure & Skills
- TEKS in the Content Areas
- State Assessment of Students
- Curriculum Development & Lesson Planning
- Classroom Assessment
- Classroom Management
- Special Populations
- Parent Conferences / Communication
- Instructional Technology
- Pedagogy / Instructional Strategies
- Differentiated Instruction
- Certification Test Preparation

IX. Instructional Methods and Activities

1. Classroom experiences (Discussions, direct instruction, lecture/discussion, modeling, writing, video, on-line deliveries, reflection, etc.)
2. Clinical experiences- cooperative groups, student presentations, guided discovery, simulations
3. Field base experiences– (over 50% of course time occurs in public school)

X. Evaluation and Grade Assignment

1) Chapter Summaries/Responses (11 @ 30 points each) 330 points

I expect high quality work in appearance and content on every assignment. You will need to demonstrate a professional level of writing competence. You are one step from being THE teacher. Your work is a reflection of you, and as the teacher, it will be a reflection of your competence and professionalism. Please read Late Work policy.

Word-process all assignments (12 pt. font, double-spaced), unless otherwise directed. Points will be deducted for misspelled words, grammatical errors and/or punctuation errors. Proofread your work and have someone else proof your work. Word-process the heading or title page also.

You will need to follow the Writing Guidelines that will be distributed and also follow the grading rubric by which the chapter response will be graded. **Late papers will not be taken.**

Guidelines for Chapter Responses:

You will need to write a double-spaced typed reflective response to each of the text chapters from Principles of Classroom Management and bring the response to our class meetings. Every paper should be two full pages long and go three lines on to page three for the minimum length. These responses will serve as the basis for our discussions of the readings. The format for each response will be distributed for you to follow.

Rough draft: While you are in Microsoft Word before you begin typing your document, hit the control button and the F1 button at the same time

OR

Instead of writing a paper, students may be asked to respond through a test to each chapter in class or have a class discussion. Up to 30 points will be given depending on quality of in-class written summary and competence of class discussion.

2. Guidelines for Responses for Beyond Discipline and Hear Our Cry—Boys in Crisis. 25 Points for each paper

1. You will write a one page (one page plus three lines long minimum) paper to each chapter. **See rubric for specifics.**

OR

Instead of writing a paper, students may be asked to respond through a test to each chapter in class or have a class discussion. Up to 25 points will be given depending on quality of in-class written summary and competence of class discussion

3. Discipline Model Presentations: 50 Points

Students will work in designated teams to present an assigned discipline model. A minimum of two outside resources must be used and the presentations/skit must be at least 20 minutes in length. The presentations should address the following:

- Involve all team members.
- Be professionally prepared as if you were sharing at a conference and contribute positively to your own growth and that of your colleagues. Be sure to address the multiple intelligences and learning styles of your audience while presenting the key points of your discipline model. In other words, **engage your audience**.
- Actively engage our class in an activity/skit that demonstrates the discipline model. Your group will create a classroom situation including behaviors or procedures that impede learning in the classroom environment. Then, the techniques and procedures from the discipline model should improve the learning environment.
- Provide a **CREATIVE** one-page handout for the entire class that details the discipline model's key points.

1. Jim Fay and Dr. Charles Fay—Love and Logic
2. Linda Albert—Cooperative Discipline
3. Richard Curwin and Allen Mendler—Discipline With Dignity
4. Dr. Harry and Rosemary Wong—Procedures
5. Thomas Gordon—Discipline As Self Control
6. Lee and Marlene Canter—Assertive Discipline
7. Nelson, Lott, and Glenn—Positive Discipline in the Classroom
8. William Glasser—Non-coercive Discipline
9. Rudolf Dreikurs—Logical Consequences
10. Alfie Kohn and Barbara Coloroso
11. Restorative Discipline
12. Capturing Kids' Hearts
13. Jacob Kounin

4) Presentation to beginning teachers (25 points)

Students will present an assigned topic on teacher issues. Each person will have only four to five minutes to relate the facts to the other students. Students will be required to create a visual (it can be a handout or a chart on the overhead projector or a short power point) to use during the presentation.

Students are to go to: **www.TCTA.org**
At the top of page, hit **Publications**
Hit: **TCTA's Survival Guide**
Click on your topic and print it out for you to study and present on.

Rubric for this assignment:

Topic is addressed: Maximum points earned	10 pts
Eye contact is consistently made:	5 pts
Didn't just read the information; used appropriate eye contact.	10 pts

Maximum of 25 pts.

If you have any questions on how to access this information, see me in class or call me.

5) Assessments:

- Classroom Management Plan – Follow format provided. (175 points)
- Final Exam_(100 points) A review sheet will be provided if applicable. The format of the test will be discussed..
- 14 papers written on responses or tests or class discussions to Beyond Discipline and Boys in Crisis 25 pts. each. (350 pts.) 1 page in length—(one page plus 3 lines on to page 2 minimum). Late papers 50% off. Will accept late papers only up to one week.
- Discipline Model Presentation: 50 pts.
- 11 tests or 11 papers written on responses or class discussions to the textbook Principles of Classroom Management. (330 pts). 2 page plus three line minimum in length. Late papers 50% off. Will accept late papers only up to one week.

X. Evaluation Procedures and Grading Scale

The methods of evaluation and the criteria for grade assignments are:

A. Methods and Points of Final Course Grade Each Assessment Constitutes

Chapter Summaries or tests or class discussions over <u>Principles of Classroom Management</u> (11 @ 30 pts. Ea.)	330 points
Presentation to beginning teachers	25 points
Discipline Model Presentation	50 points
Classroom Management Plan	175 points
Final Exam (Classroom Management Philosophy)	100 points
14 papers over additional readings over <u>Beyond Discipline</u> and <u>Hear Our Cry—Boys in Crisis</u> @ 25 points each	350 points

1030 possible points

B. Grading Scale

900 – 1030	= A
800 – 899	= B
700 – 799	= C
600 – 699	= D
<599	= F

All Written Assignments

A word about any papers you write this semester. ALL papers must have a rough draft attached behind the final copy. **A rough draft is not a second printing of the final copy. It is not a copy with all of the errors circled (see writing guidelines).** A rough draft is written on, messy, etc. You may turn in or attach more than one rough draft. Every paper submitted will not only have a rough draft, but points will be given for the quality of the rough draft based on do I believe it's a real rough draft, or written after your final copy was finished. **Rough drafts may be handwritten, but all final copies must be typed.** **Do not print on the back side of your final copy. No points will be given if the paper is typed on the front and back.**

MAKE-UP POLICY: You are personally responsible for all material discussed in class, even if you have a doctor's excused absence. You will need to make your own arrangements for material covered during the time you are absent from class. The instructor does not provide lecture notes for student use.

LATE WORK POLICY: No late assignments will be accepted. You may email me papers that day after class, but they will have 50% deduction before I begin grading.

In the event you cannot print an assignment due to unforeseen circumstances, please e-mail it to me before class begins and bring a hard copy the next day. I will compare the

sent e-mail to the one submitted to make sure no changes were made to the assignment, then grade the hard copy and delete the e-mailed copy.

XI. Required Course Materials

Textbooks

Levin, J. & Nolan, J. F. (2000). Principles of Classroom Management: A professional decision-making model. (6th ed.) Boston: Allyn & Bacon.

Kohn, Alfie (1996). Beyond Discipline: From Compliance to Community. Association for Supervision and Curriculum Development.

Slocumb, Paul (2004). Hear Our Cry; Boys in Crisis. First edition. Published by: aha! Process, Inc.

Additional Required Materials

3” Binder (any color)
1 set of Avery Dividers—1-10

XII. Bibliography

Beck, E. M. (Ed.). (1980). Familiar quotations (John Bartlett) (15th ed.). Boston: Little, Brown & Company.

Bonstingl, J. J. (1992). Schools of quality. Alexandria, Virginia: Association for Supervision and Curriculum Development.

Buzan, T. (1977). Make the most of your mind. New York: Simon & Schuster.

Buzan, T. (with Buzan, B.) (1996). The mind map book: How to use radiant thinking to maximize your brain’s untapped potential. New York: Penguin Group.

Caine, R. & Caine, G. (1994). Making connections: Teaching and the human brain. California: Addison-Wesley.

Calmenson, S. (Retold by). (1988). The children’s aesop. Garden City, New York: Doubleday Book & Music Clubs, Inc.

Canfield, J. & Hansen, M. V. (1993). Chicken soup for the soul: 101 stories to open the heart and rekindle the spirit. Deerfield Beach, Florida: Health Communication, Inc.

Canfield, J. & Wells, H. C. (1994). 100 Ways to enhance self-concept in the classroom. Boston: Allyn and Bacon.

- Charles, C. M. (1999). *Building classroom discipline* (sixth ed.). New York: Addison-WesleyLongman, Inc.
- Coloroso, G. (1994). *Kids are worth it!: Giving your child the gift of inner discipline*. New York: Avon Books.
- Covey, S. R. (1989) *The 7 habits of highly effective people: Powerful lessons in personal change*. New York: Simon & Schuster.
- Crain, W. (2000). *Theories of development: Concepts and applications* (4th ed.). New Jersey: Prentice Hall.
- Fay, J. & Funk, D. (1995). *Teaching with love & logic: Taking control of the classroom*. Colorado: The Love and Logic Press.
- Gibbs, J. (1994). *TRIBES: A new way of learning together*. California: Center Source Publications.
- Glasser, W. (1986). *Control theory in the classroom*. New York: Harper & Row.
- Goodlad, J. I. (1984). *A place called school: Prospects for the future*. New York: McGraw-Hill Book Company.
- Jensen, E. (1998). *Teaching with the brain in mind*. Alexandria, Virginia: ASCD.
- Jensen, E. (1995). *The learning brain*. San Diego, California: Turning Point Publishing.
- Jones, C. F. (1991). *Mistakes that worked*. New York: Delacorte Press.
- Jordan, M. (1994). *I can't accept not trying: Michael Jordan on the pursuit of excellence*. San Francisco: Harper Collins.
- Kohn, A. (1993). *Punished by Rewards: The trouble with gold stars, incentive plan, A's, praise, and other bribes*. Boston: Houghton Mifflin.
- Kohn, A. (1996). *Beyond Discipline—From Compliance to Community*. Association for Supervision and Curriculum Development.
- Kovalik, S. (with Olsen, K.) (1994). *ITI: The model: Integrated thematic instruction*. Kent, Washington: Susan Kovalik & Associates.
- Levin, J. and Nolan, J. F. (2004) *Principles of Classroom Management: A professional decision-making model*. (3rd ed.) Boston: Allyn & Bacon.

Margulies, N. (1991). Mapping inner space: Learning and teaching mind mapping. Tucson, Arizona: Zephyr Press.

McClanahan, E. & Wicks, C. (1993). Future force: Kids that want to, can and do! Glendale, CA: Griffin Publishing.

Midler, B. (1979). The rose. On The rose [cassette]. New York: Atlantic Recording Corporation.

Payne, Ruby K. (1996). A Framework for Understanding Poverty. Aha ! Process, Inc.

Ross, A. & Olsen, K. (1995). The way we were...The way we can be: A vision for the middle school through integrated thematic instruction. Kent, Washington: Susan Kovalik & Associates.

Slocumb, Paul D., Ed.D. (2004) Boys in Crisis—Why It Matters and What You Can Do About it. Aha! Process, Inc.

Wong, H. L. and Wong, R. T. (1998) How to be an effective teacher: The first days of school. Mountain View, CA: Harry K. Wong.

XIII. Syllabus

(Attached)

XIV. Course Policies

a. Academic Integrity/Plagiarism

The following actions, or the aiding abetting, inciting of, or attempt to commit these actions, constitute violations of the Student Code of Conduct. Any student found to have committed or to have attempted to commit the following prohibited conducted is subject to the disciplinary sanction(s) outlined in Article VIII of the Student Code of Conduct.

Specific violations of the Student Code of Conduct include, but are not limited to:

1. Academic Misconduct
2. Plagiarism
3. Multiple Submissions
4. Collusion Fabrication, Falsification, or Misrepresentation.

(See pp 106-108 of the Student Handbook for complete definitions).

b. Disability Statement

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 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 call or visit Disability Services at (361) 825-5816 in CCH 117. See website <http://disabilityservices.tamucc.edu/>.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.*

*Required by SACS or HB2504

c. Dropping a class

I hope you never find it necessary to drop this or any other class. However events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is in the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Check the university academic calendar website for dates related to dropping a class with an automatic grade of “W: this term. See website http://www.tamucc.edu/academics/academic_cal.html

d. Classroom Professional Behavior/Classroom Conduct

Students and faculty each have responsibility for maintaining an appropriate learning environment. Faculty has the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions. Disruptive students in the academic setting hinder the educational process. Disruption, as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to, persistently speaking without being recognized or interrupting other speakers, behavior which distracts the class from the subject matter or discussion, or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction. Students are expected to refrain from disruptive behavior at all times. Students who fail to adhere to behavioral standards may be subject to disciplinary action. <http://falcon.tamu>

cc.edu/~students/JAffairs/ja_hndbk_rules_n_regulations.htm

e. Statement of Academic Continuity

In the event of an unforeseen adverse event, and classes could not be held on the campus of Texas A&M University—Corpus Christi, this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e. emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain the course instructor has a primary and a secondary means of contacting each student.

f. Grade Appeals

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. The documents are accessible through the University Rules.

Web site at http://advising.tamucc.edu/grade_appeals.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

g. Sexual Misconduct

Texas A&M University—Corpus Christi (TAMUCC) is committed to ensuring an environment in which members of the University community guests and visitors have the right to be free from sexual misconduct. When an allegation of sexual misconduct is brought to the attention of the University and an individual is found to have violated this policy, serious sanctions will be used as an effort to reasonably ensure that such actions are minimized and prevented whenever possible. These procedures have been developed to reaffirm these principles, to serve as complimentary function of the Student Code of Conduct and to provide recourse for those individuals whose rights have been violated. It is imperative that all students read through the Student Code of Conduct, which serves as the primary document regarding student misconduct. The code can be found online at judicialaffairs.tamucc.edu. These procedures establish a mechanism for determining when the sexual misconduct policies have been violated.

h. Statement of Civility

Texas A&M University-Corpus Christi has a diverse student population that represents the population of the state. Our goal is to provide you with a high quality educational experience that is free from repression. You are responsible for following the rules of the University, city, state, and federal government. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of gender, ethnic/racial origin, religious background, age, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated. http://falcon.tamucc.edu/~students/Affairs/ja_hndbk_academic_info.htm

i. Attendance Policy

Attendance is crucial to your success in this program and your development as a professional. Attendance is expected. Due to the nature of this course, participation is critical. Please arrive to class on time and be prepared to stay until the class is dismissed. Any combination of arriving late or leaving class early two times will count as an absence.

Two absences count in a one letter reduction in your grade. Three absences and you will be dropped from the class.

If you have a total of two absences—that is, any combination of absences, tardies, or leaving early, your final grade will be dropped one letter. On your third absence—that is, any combination of absences, tardies, or leaving early, you will be dropped from the class.

An excused absence is one where you were attending a school-sanctioned activity or you have a doctor's excuse. It is your responsibility to check with fellow classmates for any missed work or assignments. There are no extra credit opportunities in this class. (If you are going to be tardy or absent contact me in advance via phone call or text. Do not tell a fellow classmate to relay a message to me.

j. Cell Phone Policy:

To receive the full benefit from this course, the use of electronic devices for unrelated activities (i.e. text messaging, instant messaging, internet surfing, etc.) is prohibited. If I suspect improper use of your electronic device, I will ask you to leave. If this problem persists, I will have you removed from the class. Check your phone for messages during breaks. Put your cell phones away in your purse, pocket, or knapsack. *I don't want to see your phone on your desk at all. You may get it out at breaks but put it up afterwards.*

Dropping a Course

Just a note:

- 1. Do not drop this course without filling out official paperwork.**
- 1. If you take an incomplete you must complete paperwork and have one semester to complete the made up work. You do not re-register or pay again.**
- 2. If you take a W in the course you don't retake the course.**
- 3. If you stop coming to class (sometimes this occurs close to the end of the course), it will cost you the full price of the course to take it again (\$1,000?).**

So, moral of the story...don't waste a \$1,000. See me first. Don't be embarrassed about dropping a course. I dropped a couple in college as well.

Texas A&M University - Corpus Christi. This college has been claimed by the college or a college representative. #786 in Best Colleges in America. 4 Year. Corpus Christi, TX. 1,978 reviews. How to Apply. Texas A&M - Corpus Christi is an above-average public university located in Corpus Christi, Texas. It is a mid-size institution with an enrollment of 7,713 undergraduate students. The Texas A&M - Corpus Christi acceptance rate is 87%. Popular majors include Nursing, Liberal Arts and Humanities, and Business. Graduating 37% of students, Texas A&M - Corpus Christi alumni go on to earn a starting salary of \$35,800. tamucc.edu. 6300 Ocean Dr. Corpus Christi, TX 78412. Branch of. The Texas A&M University System. About Texas A&M - Corpus Christi Texas A&M University - Corpus Christi is located in Corpus Christi, TX, but also offers classes online. This school offers training in 81 qualifications, with the most reviewed qualifications being Teaching Certification, Bachelor's Degree, and Bachelor's Degree in Computer Science. Time to complete this education training ranges from 4 hours to 4+ years depending on the qualification, with a median time to complete of 2 years. The cost to attend Texas A&M University - Corpus Christi ranges from \$40 to \$60,000 depending on the qualification, with a median cost of \$20,000. The Texas A&M University-Corpus Christi, also known as TAMUCC or A&M-CC, is a public school within the Texas A&M University System. This commuter campus is located in the suburban setting of Corpus Christi, Texas. However, the University sits on its own island. TAMUCC calls itself "The Island University", and its students, faculty, and staff call themselves "Islanders." Twelve undergraduate programs are available through the College of Liberal Arts. The College of Education provides three undergraduate degrees as well as teacher certifications in thirty different areas. For those interested in the medical field, the College of Nursing & Health Sciences offers two undergraduate degrees. Undergraduate majors are available in the following areas of study