I. EDCI 5305 – Special Populations and School Operations
   (TAMU-CC Graduate Catalog 2010-11 course description)
   EDCI 5305 is a course emphasizing multicultural aspects of education; requirements for teaching as they relate to special education students, including the gifted and talented; the legal and ethical aspects of teaching; and the forms of organization and management utilized in Texas and in the U.S. Enrollment is limited to graduate students seeking initial teacher certification.

II. Course rationale
   This course is designed to orient students to the institution of the school and its integral relationship with society. The increasingly diverse student population of our state and nation are emphasized.

III. State Adopted Proficiencies for Teachers
1. Learner-Centered Knowledge: The teacher possesses and draws on a rich knowledge base of content and technology to provide relevant and meaningful learning experiences for all students.

2. Learner-Centered Instruction: The teacher collaboratively identifies needs and implements appropriate pedagogical and assessment strategies using technology and other resources.

3. Equity In Excellence For All Learners: The teacher respects, addresses, and validates the needs of diverse learners.

4. Learner-Centered Communication: The teacher demonstrates effective professional and interpersonal communication skills and serves as an advocate for all students.

5. Learner-Centered Professional Development: The teacher is a reflective practitioner and demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.
IV. TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)
(emphasized in EDCI 5305)

Domain I. Designing Instruction and Assessment to Promote Student Learning

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.

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 (No major emphasis on comps within Domain II)

Domain III. Implementing Effective, Responsive Instruction and Assessment (No major emphasis on comps within Domain III)

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.

V. TAC §228.30(b): 17 Subject Matter Curricular Topics
(emphasized in EDCI 5305)

* Code of Ethics & Standard Practices
* Special Populations
* State Assessment of Students
* Certification Test Preparation
* Motivation
* Learning Theories
* Parent Conferences/Communication
* Pedagogy/Instructional Strategies
* Certification Test Preparation
VI. Course goals and learning outcomes plus alignment with competencies and proficiencies

Course goals:

A. Improve understanding of teaching as a profession and overall professional competence
B. Increase understanding of major philosophies and educational theories
C. Acquire a professional knowledge base of the history of schools in our nation and state
D. Increase understanding of the teaching environment in our schools and classrooms
E. Expand awareness of student diversity and the importance of understanding learners
F. Gain familiarity of current legal and ethical issues involving students and schools

Student learning outcomes (The student will . . .):

A-1. Explain the characteristics that constitute a profession. (Is teaching a profession?)
A-2. Investigate professional organizations and ongoing professional development opportunities.
A-3. Examine the ethics and standards of the teaching profession.

B-1. Recognize the pervasive influence that the major philosophies have had on education in the U.S.
B-2. Compare the educational theories of perennialism, progressivism, behaviorism, essentialism, existentialism, and social reconstructionism.
B-3. Formulate a personal philosophy of education.

C-1. Outline historic events in the development of education in the United States.
C-2. Describe the contributions/impact of key individuals/events upon American education including the following: Thomas Jefferson, Horace Mann, John Dewey, Brown vs. Topeka BOE, Elementary and Secondary Education Act, P.L. 94-142, and more.

D-1. State a rationale for site-based management of schools.
D-2. Describe the functions of the Education Service Centers (ESC) in Texas.
D-3. Gain familiarity of research concerning characteristics of effective teaching.
D-4. Describe the influence of one’s cultural identity upon teaching and learning.
D-5. Complete TExES PPR-related observations in a local public school.

E-1. Explore the benefits and disadvantages of labeling students.
E-2. Develop awareness of the relationship between poverty and student achievement.
E-3. Develop awareness of instructional adaptations for students with special learning needs.
E-4. Acquire professionalism in speaking and writing about persons with disabilities.

F-1. Identify sources of education law such as due process in the 14th Amendment.
F-2. Describe the certification process for teachers in the State of Texas.
### Alignment of EDCI 5305 Course Goals and Assignments with State Learner Proficiencies and TExES PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDCI 5305 Course Goals</th>
<th>EDCI 5305 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learner-Centered Knowledge</strong>&lt;br&gt;The teacher possesses and draws on a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.</td>
<td>002 004 012</td>
<td>D. Increase understanding of the teaching environment in our schools and classrooms&lt;br&gt;B. Increase understanding of major philosophies and educational theories&lt;br&gt;E. Expand awareness of student diversity and the importance of understanding learners</td>
<td>Reading Responses&lt;br&gt;Quizzes&lt;br&gt;TExES PPR-related observations&lt;br&gt;Exams&lt;br&gt;Multiple intelligences seminar</td>
</tr>
<tr>
<td><strong>Learner-Centered Instruction</strong>&lt;br&gt;To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.</td>
<td>004 012</td>
<td>D. Increase understanding of the teaching environment in our schools and classrooms</td>
<td>Reading Responses&lt;br&gt;Quizzes&lt;br&gt;TExES PPR-related observations&lt;br&gt;Exams&lt;br&gt;Multiple intelligences seminar</td>
</tr>
<tr>
<td><strong>Equity in Excellence for All Learners</strong>&lt;br&gt;The teacher responds appropriately to diverse groups of learners.</td>
<td>002</td>
<td>E. Expand awareness of student diversity and the importance of understanding learners</td>
<td>TExES PPR-related observations&lt;br&gt;Reading Responses&lt;br&gt;Quizzes&lt;br&gt;Exams&lt;br&gt;Special learning needs seminar</td>
</tr>
<tr>
<td><strong>Learner-Centered Communication</strong>&lt;br&gt;While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.</td>
<td>011 012</td>
<td>A. Improve understanding of teaching as a profession and overall professional competence</td>
<td>Philosophy of teaching&lt;br&gt;Professional organization membership&lt;br&gt;Reading responses&lt;br&gt;Quizzes&lt;br&gt;Exams</td>
</tr>
<tr>
<td><strong>Learner-Centered Professional Development</strong>&lt;br&gt;The teacher, as a reflective practitioner dedicated to all students’ success, demonstrates a commitment to learn, to improve the profession, and to maintain professional ethics and personal integrity.</td>
<td>012 013</td>
<td>A. Improve understanding of teaching as a profession and overall professional competence&lt;br&gt;C. Acquire a professional knowledge base of the history of schools in our nation and state&lt;br&gt;F. Gain familiarity of current legal and ethical issues involving students and schools</td>
<td>Philosophy of teaching&lt;br&gt;Professional org. membership&lt;br&gt;TExES-related observations&lt;br&gt;Current events in U.S. education</td>
</tr>
</tbody>
</table>
VII. Instructional methods and activities

A. Class attendance and participation is a reflection of one’s commitment to his/her preparation for the teaching profession. One hundred points possible. Fifty points deducted for each absence, 20 points deducted for tardies and early departures.

B. Reading, writing and observation
   1. Reading responses – Two reading responses will be assigned during the course to stimulate student input, promote interaction among classmates, and strengthen class discussions. Due September 13 and October 11. Fifty points each, 100 total points possible.
   2. Philosophy of teaching – Complete a philosophy of teaching response paper and submit online via Blackboard by noon Saturday, September 3. Respond to any one item on your three assigned classmates’ papers and submit via Blackboard by noon Saturday, September 10. Seventy (40 + 30) points possible.
   3. Classroom observation – Three observations are required in public or private school K-12 classrooms. Observation forms will be provided. You are responsible for making the necessary arrangements according to the various protocols of the local participating school districts. Dr. Ward will provide instructions and a handout on during the first class session to facilitate the observation assignment. Observations 1, 2 & 3 are due September 20, September 27 and October 4, respectively. Sixty points each, 180 points possible.

C. Exams
   1. Pre/posttest – The pretest (required) will be given in the first class session on August 30. The posttest, included with final exam on October 18, is worth 50 points.
   2. Online quizzes via Blackboard – Seven online quizzes will be assigned during the course. Quizzes over Chapters 1/2, 3/4, 5/6, 7, 9/10, 11/12 and 14/15 are due by 11:00 am on the Mondays prior to our Tuesday evening class – September 5, September 12, September 19, September 26, October 3, October 10 and October 17. Best six of seven scores, fifty points each, 300 total points possible.
   3. Mid-term and final exams – The mid-term exam September 27 will be a combination of objective and short essay items. Two pages of personally handwritten notes will be allowed; 100 points possible.

   The final exam will be an open-note short essay exam. The last class session on October 18 will be devoted to the EDCI 5305 posttest and final exam; 150 (100 + 50) points possible.
# VIII. Evaluation and grade assignment

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Class attendance and participation</td>
<td>100</td>
</tr>
<tr>
<td>II. Reading, writing and observation</td>
<td>350</td>
</tr>
<tr>
<td>A. Readings responses</td>
<td>100</td>
</tr>
<tr>
<td>B. Pre/post philosophy of teaching</td>
<td>70</td>
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<tr>
<td>C. Classroom observations</td>
<td>180</td>
</tr>
<tr>
<td>III. Exams</td>
<td>550</td>
</tr>
<tr>
<td>A. Pre/posttest</td>
<td>50</td>
</tr>
<tr>
<td>B. Online quizzes (best six of seven scores)</td>
<td>300</td>
</tr>
<tr>
<td>C. Exams</td>
<td>200</td>
</tr>
</tbody>
</table>

**total points possible =1000**

## Grading scale:
- **A** = 1000 – 900 pts.
- **B** = 899 – 800 pts.
- **C** = 799 – 700 pts.
- **D** = 699 – 600 pts.
- **F** = 599 pts. and below

Assignments - Type (word-process) all assignments, unless you are provided with a form. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

Late work - Assignments submitted **within one week past the due date** will be accepted for a maximum of 75% credit; one week or more past the due date for a maximum of 50% credit. **Final day to submit late work is Friday, October 14.**

Extra credit - Students who have **completed all assignments as of Tuesday, October 11** and have **no more than one class absence** may earn **25 points extra credit** for proof of membership in a professional teaching organization such as the Association of Texas Professional Educators (ATPE) or the American Federation of Teachers (AFT). Free membership is available to preservice/student teachers.

**Last Day to Drop EDCI 5305 – to be announced**
IX. Course Schedule and Policies

TUE, August 30  
Introductions  
Course overview/syllabus/classroom observation assignment  
EDCI 5305 Student Information Form  
EDCI 5305 Pretest  
Introduction and perusal of text  
The profession of teaching: professional organizations

ONLINE: Submit philosophy of teaching response paper via Blackboard by Sat., Sept. 3 noon  
Quiz (1) via Blackboard – Chapters 1/2 due Monday, September 5 by 11:00 am  
Reading assignment: Chapter 1 – Status of the Profession  
Chapter 2 – Development of the Profession  
Chapter 3 – The Major Philosophies  
Begin arrangements for school observations

TUE, September 6  
Teacher employment and ethics  
Major philosophies  
Educational theories

ONLINE: Responses to classmates’ philosophy papers via Blackboard 8 by Sat. Sept. 10 noon  
Quiz (2) – Chapters 3/4 due Monday, September 12 by 11:00 am  
Reading assignment: Chapter 4 – The Impact of Educational Theories on Ed. Practice  
Chapter 5 – European Heritage and Colonial Experience  
Prepare reading response (1): Chapter 4 – The Impact of Educational Theories on Ed. Practice  
Finalize arrangements for school observations

TUE, September 13  
Reading response (1) due - bring paper copy to class  
Educational history: From Socrates to Thomas Jefferson

ONLINE: Quiz (3) – Chapters 5/6 due Monday, September 19 by 11:00 am  
Reading assignment: Chapter 6 – From Revolution to the Twentieth Century  
Chapter 7 – From the Progressive Movement to the Present  
Complete classroom observation (1)

TUE, September 20  
Classroom observation (1) due  
Educational history: From Jefferson to Barack Obama  
Review/study guide for midterm exam
ONLINE: Quiz (4) – Chapter 7 due Monday, September 26 by 11:00 am
Complete classroom observation (2)
Prepare for mid-term exam

TUE, September 27 Classroom observation (2) due
Major events in U.S. and Texas educational history
Midterm exam

ONLINE: Quiz (5) – Chapters 9/10 due Monday, October 3 by 11:00 am
Reading assignment: Chapter 9 – Responding to Diversity; Chapter 10 – Students at Risk
Complete classroom observation (3)

TUE, October 4 Classroom observation (3) due
Multicultural education
Multiple intelligences
Education of students with special learning needs

ONLINE: Quiz (6) – Chapters 11/12 due Monday, October 10 by 11:00 am
Reading assignment: Chapter 11 – Legal Framework for the Public Schools
Chapter 12 – Teachers, Students, and the Law
Ethics text – pages 1-12, 83-207
Prepare reading response (2): Ethical Conduct Towards Students: Principle III

TUE, October 11 Reading response (2) due
Educational law and school policies, Texas Code of Ethics

ONLINE: Quiz (7) – Chapters 14/15 due Monday, October 17 by 11:00 am
Reading assignment: Chapter 14 – The School Curriculum
Chapter 15 – Instructional Practices in Effective Schools
Prepare for final exam (including EDCI 5305 posttest)

TUE, October 18 EDCI 5305 final exam (posttest included)

X. Textbooks


Course website: https://iol.tamucc.edu/
I. Bibliography

Carbone, Eric (Dec 2001). Arranging the Classroom with an Eye (and Ear) to Students with ADHD, Teaching Exceptional Children, Vol. 34, No. 2, pp 72-81.


XII. Grade Appeals
As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that 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. These documents are accessible through the University Rules Website at http://www.tamucc.edu/provost/universityrules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

XIII. Disabilities Accommodations
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101. 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. The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.
http://disabilityservices.tamucc.edu

Academic Honesty
University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to a penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. (Plagiarism is the presentation of the work of another as one's own work.)
http://falcon.tamucc.edu/~students/JAffairs/ja_hndbk_academic_info.htm

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