Texas A&M University-Corpus Christi

Department of Teacher Education

EDUC 3311.B01 – School and Society
MTWR, July 6th – August 6th, 2015

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Office Hours: MTWR, 1:00-2:00 PM; see related course announcement in BlackBoard; in person or online meetings available at other times by appointment.

Class Meetings: MTWR as scheduled, 2-3:55 PM. Online sessions will be every Thursday.
Location: CS 108

Note: This is a hybrid course, meaning that it includes a predominance of face-to-face on-campus meetings and some fully online sessions. You are expected to fully attend and devote quality study to all sessions, whether held in-person or online. The predominance of online sessions will be every Thursday.

I. EDUC 3311 – School and Society
EDUC 3311 is a course emphasizing the professionalism of teaching, the connection of major philosophies along with the impact of educational theories on practice, historical foundations of American education, the legal framework of public schools and schooling in diverse, multicultural society.

II. Course rationale
This course is designed to orient students to the institution of the school and its integral relationship with society through the acquisition of a professional knowledge base. The increasingly diverse student population of our nation’s schools is 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. **High Impact Educational Practices** (within in EDUC 3311)

A. Common Intellectual Experiences  
B. Learning Communities  
C. Collaborative Assignments and Projects  
D. Diversity/Global Learning

V. **TX Examinations of Educator Standards (TExES) Pedagogy and Prof. Responsibilities (PPR)**  
The five TExES EC-12 PPR competencies (out of 13 total TExES EC-12 PPR competencies) that are emphasized in EDUC 3311 are listed below.

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 Instr. & 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.

VI. **TAC §228.30(b): 17 Subject Matter Curricular Topics**  
The nine Subject Matter Curricular Topics (out of 17 total Subject Matter Curricular Topics) that are emphasized in EDUC 3311 are listed below.

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

**Course goals:**

A. Improve understanding of teaching as a profession and individual professional competence  
B. Gain familiarity of major philosophies and influence of educational theories on American education  
C. Acquire a professional historical knowledge base of American education  
D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools  
E. Expand awareness and understanding of teaching a diverse student population

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

A-1. Identify characteristics that constitute a profession. Is teaching a profession?  
A-2. Observe instruction and identify important aspects of public school classrooms.  
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. Gain understanding of the influence of persons and events from earlier times and distant locations upon American education that include the following: Aristotle/Greece, Quintilian/Rome, St. Thomas Aquinas/Middle Ages, Erasmus/Renaissance, Martin Luther/Reformation, Comenius, Pestalozzi, Froebel, and more.  
C-2. Describe the contributions/impact of American individual/events upon U.S. education that include the following: Benjamin Franklin, Thomas Jefferson, Noah Webster, Emma Willard, Horace Mann, Catherine Beecher, W.E.B. Dubois, John Dewey, Ella Flagg Young, Brown vs. Topeka BOE, Elementary and Secondary Education Act, Title IX, P.L. 94-142, A Nation at Risk, No Child Left Behind Act and more.  
C-3. Outline historic events in the development of education in the United States.

D-1. Gain understanding of the impact that the three branches of federal government have upon American education.  
D-2. Identify sources of education law such as *due process* in the 14th Amendment.  
D-3. Describe the certification process for teachers in the State of Texas.

E-1. Develop awareness of the relationship between poverty and student achievement.  
E-2. Increase understanding of students with special learning needs.  
E-3. Acquire professionalism in speaking and writing about persons with disabilities.

### Alignment of EDUC 3311 Course Goals and Assignments with State Learner Proficiencies and TExES EC-12 PPR Competencies

<table>
<thead>
<tr>
<th>State Learner Proficiencies</th>
<th>TExES PPR Competencies</th>
<th>EDUC 3311 Course Goals</th>
<th>EDUC 3311 Course Assignments/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered Knowledge</td>
<td>002</td>
<td>B. Gain familiarity of major philosophies and influence of educational theories on American education.</td>
<td>Reading Responses, Quizzes, Exams, Multiple intelligences module</td>
</tr>
<tr>
<td>The teacher possesses and draws on a rich knowledge base of</td>
<td>004</td>
<td>E. Expand awareness and understanding of</td>
<td></td>
</tr>
<tr>
<td></td>
<td>012</td>
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content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students.

### Learner-Centered Instruction

To create a learner-centered community, the teacher collaboratively identifies needs; and plans, implements, and assesses instruction using technology and other resources.

| 004 | 012 | E. Expand awareness and understanding of teaching a diverse student population | Reading Responses Quizzes Exams Multiple intelligences module |

### Equity in Excellence for All Learners

The teacher responds appropriately to diverse groups of learners.

| 002 | E. Expand awareness and understanding of teaching a diverse student population | Reading Responses Quizzes Exams Students with disabilities module |

### Learner-Centered Communication

While acting as an advocate for all students and the school, the teacher demonstrates effective professional and interpersonal communication skills.

| 011 | 012 | A. Improve understanding of teaching as a profession and individual professional competence. | Philosophy of teaching response paper Observations in public school classes Reading responses Quizzes Exams |

### Learner-Centered Professional Development

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.

| 012 | 013 | A. Improve understanding of teaching as a profession and individual professional competence. C. Acquire a professional historical knowledge base of American education. D. Develop a professional understanding of current legal and ethical issues pertaining to U.S. schools. | Philosophy of teaching Observations in public school classes Current events in U.S. education |

### VII. Instructional methods and activities

#### A. Class Participation

1. **Attendance/punctuality** – Class attendance, punctuality and participation are reflections of a future teacher’s commitment to his/her preparation for teaching. On time arrivals (and departures) of all class sessions throughout the semester is worth **50 points – full credit**. Twenty-five points is deducted for each class absence (other than university-approved). Ten points are deducted for each late arrival or early departure.

2. **Current event** – This assignment provides a brief teaching opportunity that connects the course content to what is happening in our today’s *schools and society*. Prof Elwood will assign
“teams” of three to avoid duplication of events. Each individual is allotted five to seven minutes to describe his/her event and lead a short related discussion. This assignment will be graded as indicated below; 25 points possible.

<table>
<thead>
<tr>
<th>Points</th>
<th>Description</th>
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| 25     | Well-informed description of event with accompanying handout  
Well-constructed questions/statements written on board  
Good use of allotted time (5-7 minutes) |
| 20     | Missing handouts OR written questions/statements on board  
Good use of allotted time |
| 15     | Missing handouts AND/OR written questions/statements on board  
Improvement need with use of allotted time |
| 10 pts or less | Absence of both handouts and written questions/statements  
Poor use of allotted time |

B. Reading and writing

1. Philosophy of education – The professional educator’s philosophy of teaching is constantly evolving. New information and experiences shape the open-minded, well-informed teacher’s beliefs and practices. Even future teachers hold strong beliefs about what constitutes good or bad teaching and what should or should not be taking place in our nation’s classrooms. Complete the Philosophy of Education Response Paper (see “Assessments”) and submit via the Discussion Forum by midnight, Saturday, January 24. Thirty points possible.

The second part of the philosophy of teaching assignment involves responding to your peers’ papers. The Philosophy of Education Response Paper Replies are written to four classmates assigned by Prof Elwood. This assignment is due by noon Tuesday, January 27. Respond to any two items on your four assigned classmates’ papers (eight total responses). Forty (8 x 5) points possible.

2. Reading responses - Three Reading Responses will be assigned during the course to promote interaction among classmates and strengthen writing skills. Reading Response Guidelines are found in the “Assessments” section. Submit via the Discussion Forum by midnight on Saturdays, February 4, April 4 and April 25. Fifty points each, 150 total points possible.

The Reading Response Reply to a classmate assigned by Prof Elwood will be due noon on Tuesdays, February 7, April 7 and April 25. Ten points each, 30 total points possible.

C. Collaboration and observation

1. Top Twenty in American Education - This assignment involves a collaborative process that culminates with each individual student’s personal selection of his/her top twenty most influential persons and events that have influenced American education beginning with the early Greeks to present day. The three parts of this assignment are as follows:

Part I – Develop tentative draft of personal Top Twenty in American Education  
Submit Top 20 draft to group members and Prof Elwood (50 points possible)

Part II – Formulate a collaborative Top 20 with assigned classmates (50 points possible)
Part III – Finalize/revise personal *Top Twenty in American Education* (75 points possible)

Assigned groups are found in the “Groups” section. Specific directions for this assignment are provided in the “Assessments” section. Each of the three parts to this assignment are due by noon Tuesdays, February 24, March 3 and March 10 via the course website.

2. *Classroom observations* – Arrangements have been made for EDUC 3311 students to observe for one hour/period in two different teachers’ classrooms on the TAMU-CC partner school campuses of Montclair Elementary School, Tom Browne Middle School and/or Miller High School. **Observations must take place between the dates of Monday, February 16 and Tuesday, March 31.** Directions for arranging observations and observations forms to be completed will be provided by Prof Elwood.

D. Exams

1. *Syllabus quiz* – The syllabus represents a detailed plan for the course. Understanding of the syllabus promotes student success and enjoyment. The syllabus quiz is worth up to 10 points.

2. *Pre/post-test* – The pre-test will be taken in class and has no impact on a student’s grade. It provides EDUC 3311 students an overview of the course content. The post-test will be a **collaborative in-class activity on April 29 and is worth 20 points.**

3. *Online Quizzes* - Five online quizzes will be assigned during the course (see the “Online Quizzes” folder in “Assessments”). **Quizzes due by noon on the Tuesdays of February 3, February 10, February 24, March 31 and April 21. Forty points each, 200 total points possible.**

4. *Mid-term and final exams* - The mid-term exam is be a combination of objective and short essay items. It will be taken in class on March 4. Two pages of personally handwritten notes will be allowed; **100 points possible.**

The **final exam** (see the “Final Exam” folder in “Assessments”) will be an open-book, open-note short essay exam with a two-hour time limit (honor system). It will be submitted via the course website and is due by noon on Tuesday, May 12; **100 points possible.**

Use of the course text and notes are permitted while writing the final exam. However, any two or more exams that are identical (word for word) will each receive ZERO CREDIT.

VIII. Evaluation and grade assignment

<table>
<thead>
<tr>
<th>Course requirements:</th>
<th>points possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Class participation</td>
<td>75</td>
</tr>
<tr>
<td>A. Attendance and punctuality</td>
<td>50</td>
</tr>
<tr>
<td>B. Current event</td>
<td>25</td>
</tr>
<tr>
<td>II. Reading and writing</td>
<td>220</td>
</tr>
</tbody>
</table>
A. Philosophy of education 70 (30, 8 x 5)
B. Readings responses and peer feedback 150 (3 x 40, 3 x 10)

III. Collaboration and observation 275
A. Top Twenty in American Education group activity 175 (50, 50, 75)
B. Community Action Project - classroom observations 100 (2 x 50)

IV. Exams 430
A. Syllabus quiz 10
B. Pre/posttest 20 (*, 20)
C. Online chapter(s) quizzes 200 (5 x 40)
D. Exams – mid-term and final 200 (2 x 100)

Total points possible = 1000

Grading scale:
A = 1000 – 900 points
B = 899 – 800 points
C = 799 – 700 points
D = 699 – 600 points
F = 599 points and below

* Assignments - Professionalism is expected in your written assignments. Adherence to directions/grading rubrics and proper acknowledgement of others’ works are essential. Points will be deducted for misspelled words, errors in mechanics, grammar errors, etc.

** Late work – Assignments submitted within one week of 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, unless otherwise specified. Last day to submit late work is Wednesday, April 29.

*** Extra credit - Students who have completed all assignments and requirements as of Tuesday, April 28 and have no more than one class absences and/or two tardies/early departures may add up to 25 total points of earned extra credit by presenting a current event in class on Wednesday, April 29.

IX. Course Policies and Schedule

Advice from Prof Elwood

- Read and study the syllabus prior to beginning the course. Review the syllabus periodically so that you are able to “stay one step ahead.” Create your own EDUC 3311.001 work schedule by merging the course assignments/due dates into your own personal calendar.

- Consider these questions . . . “Is teaching a profession?” . . . . “Does our society expect its professionals to undergo rigorous training to be effective in difficult, challenging situations?” If
so, then you should expect an element of rigor in your preparation for becoming a professional educator. “Work hard, have fun!”

### Course Schedule

<table>
<thead>
<tr>
<th>(1) M, July 6: live, face-to-face</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course orientation, policies, &amp; introductions; What is a teacher? What is teaching? Characteristics of public school teachers; common reasons for becoming a teacher; what are your reasons? Teacher certification process in Texas.</td>
<td>Describe expectations and course policies; meet peers; describe major characteristics of public school teachers; describe the teacher certification process in Texas.</td>
</tr>
</tbody>
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<table>
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<tr>
<th>(2) T, July 7: live, face-to-face</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Texas Educators Code of Ethics</td>
<td>Summarize the general focus of Principles I, II, and III of the Code of Ethics; analyze scenarios of ethical dilemmas and recommend appropriate courses of action; identify specific ethics standards that may be problematic for you as a new teacher.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>(3) W, July 8: live, face-to-face</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field-based observations assignment. Read Chapter 3 in the Foundations text prior to class; philosophies related to teaching.</td>
<td>Describe and thoughtfully compare the educational theories of perennials, progressivism, essentialism, existentialism, and social reconstructionist. Identify proponents of the various theories. Begin to develop a personal philosophical perspective.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>(4) R, July 9: online: DUE by midnight, June 7th</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is teaching a profession? NEA Code of Ethics; Development of the profession; professional associations for teachers; teacher evaluation; Educational Service Centers in Texas.</td>
<td>Determine why teaching is or isn’t a profession; describe and apply the NEA’s Code of Ethics; identify state and national professional associations for teachers; describe the teacher evaluation process in Texas and related evaluation criteria; discuss the functions of Educational Service Centers in Texas.</td>
</tr>
</tbody>
</table>

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<thead>
<tr>
<th>(5) M, July 13: live, face-to-face</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>History of Texas Educator’s Code of Ethic; State Board of Educator Certification (SBEC); professional writing.</td>
<td>Describe the history of the Texas Educator’s Code of Ethics; describe the purpose of SBEC and the sanctions and complaint aspects of their work; develop your writing skills as a professional educator.</td>
</tr>
</tbody>
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<thead>
<tr>
<th>(6) T, July 14: live, face-to-face</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Site-based management; European and American colonial influences on education in America.</td>
<td>Explain site-based management of schools and state a rationale for it; identify European and colonial influences on American education.</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
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<td>------------</td>
<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>7 W, July 15: live, face-to-face</td>
<td>Responding to diversity.</td>
</tr>
<tr>
<td>8 R, July 16: online: DUE by midnight, June 14th</td>
<td>Curriculum and Instruction. Learning theories revisited. <strong>Texas Essential Knowledge and Skills</strong>; unit and lesson design considerations; fundamental principles of learning; lesson design models; practice, assessment, and feedback.</td>
</tr>
<tr>
<td>9 M, July 20: live, face-to-face</td>
<td>Active Learning Workshop assignment; The three domains of learning; ethics revisited; professional writing revisited.</td>
</tr>
<tr>
<td>12 R, July 23: online: DUE by midnight, June 21st</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>M, July 27</td>
<td>Meet in ECDC 211; Educational technology in teaching; the Technology TEKS; time to develop your Active Learning Workshop.</td>
</tr>
<tr>
<td>T, July 28</td>
<td>Instructional methods; principles of learning. Identify a variety of instructional methods; identify principles of learning. Apply methods and principles in provided scenarios.</td>
</tr>
<tr>
<td>W, July 29</td>
<td>See Chapter 15; standards and assessment. Identify basic considerations and options for assessing students; describe validity and reliability as related to assessment; describe related concepts.</td>
</tr>
<tr>
<td>Th, July 30</td>
<td>Develop statement of personal teaching philosophy; describe three major currently popular learning theories.</td>
</tr>
<tr>
<td>M, Aug 3</td>
<td>Deliver Active learning Workshop as assigned. Instructional goals will depend upon the topics you address.</td>
</tr>
<tr>
<td>T, Aug 4</td>
<td>Deliver Active learning Workshop as assigned. Instructional goals will depend upon the topics you address.</td>
</tr>
<tr>
<td>W, Aug 5</td>
<td>Submit final personal philosophy statement; course review, clean up, closure</td>
</tr>
<tr>
<td>R, Aug 6</td>
<td>Final exam</td>
</tr>
</tbody>
</table>

X. **Textbooks**


**NOTE:** Please bring both course texts and your laptop or smartphone if you have one with you to all face-to-face sessions.
XI. 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. COURSE POLICIES AND RESOURCES

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. See the “attendance policy” in section VII.a. of this syllabus.

You may be excused from attending a given class session if you are attending a school-sanctioned activity or if you have a written doctor’s excuse. You must provide written authorization for University-sanctioned absences. It is your responsibility to check with fellow classmates for any missed work or assignments. If you are going to be tardy or absent, contact your instructor.

**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.

Please demonstrate respect and responsibility as a part of this learning community. You are expected to exhibit an attitude of respect and responsibility as follows:

- **Check your Bb messages every day.**
- **Post online assignments on time.**
- **Respect and be sensitive to Elwood other classmates by choosing your words carefully.**
- **Don't get behind.** If you get behind in a hybrid course, it is very difficult to get back on track.
- **Keep up with assignments and grades.** Grades will be available in Blackboard: check them regularly to make sure you are current with assignments.
- **You are expected to demonstrate maturity and self-direction and to manage your own affairs.**
- **Instructor response time:** All email, voicemail, or texts to the instructor will be answered promptly and within 48 hours at the very latest—and usually much sooner.

**Academic Integrity and Working with Other Students**

Please know and adhere to copyright laws. The work you submit must be your own. It must also be work completed specifically for this course.

Do not plagiarize another person’s material. Instances of plagiarism are a serious matter: they will be handled in accordance with Texas A&M University-Corpus Christi General Academic Policies and Regulations as listed in the current catalog.

Any problems in working with other students should be brought to the attention of the instructor immediately so that solutions may be enacted to ensure that all members benefit from the course experience.

**Help with Blackboard, Technical Issues, and Learning Online:**

Call (361) 825-2692; URL: [http://iol.tamucc.edu](http://iol.tamucc.edu)

URL: Island Online Student Resources Webpage:

[https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html)

**Technology Requirements**

To prepare your computer for using Blackboard 9.1, go to [https://iol.tamucc.edu/student_resources.html](https://iol.tamucc.edu/student_resources.html) and locate “Steps to Prepare Your Computer for Blackboard” at the top of the left-hand column.
Library resources (including print, electronic, and human) can be accessed through the Mary and Jeff Bell Library website that supports electronic searches of articles, books, journals, course reserves, and databases. It includes information such as Ask a Librarian, research tools, remote access information and tutorials, information about plagiarism and copyright, and interlibrary loan (http://rattler.tamucc.edu/distlearn/). The library is a member of TexShare which provides you with a card that allows you to checkout materials from libraries across Texas. Librarians’ contact

Classroom/professional behavior

All students are expected to act in a responsible manner with consideration of fellow students and toElwood TAMU-CC faculty and staff members. Specific rules and information is available in the TAMU-CC Student Handbook and available through the website http://judicialaffairs.tamucc.edu/studentcofc.html.

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 that the course instructor has a primary and a secondary means of contacting each student.

Dropping the Course: Even if you never attend or start then stop attending—it is your responsibility to formally drop the course through the University Registrar’s Office. You will not be automatically dropped if you “fail to appear.” If you have concerns about completing the course and are considering dropping or withdrawing, contact your instructor first.

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 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.

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 CCH 116. 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 Southern Association of Colleges and Schools (SACS)
The Texas A & M University – Corpus Christi’s College of Education does not discriminate on the basis of disability in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of any of its programs and activities, as specified by federal laws and regulations. **The student has the responsibility of informing the course instructor of any disabling condition that will require modifications to avoid discrimination.**