ERST 5302 is a 100% Online Course:

ERST 5302 uses Blackboard as part of its teaching and learning environment. All ERST 5302 students must have access to Blackboard to be successful in this course. Blackboard is available through the TAMU-CC homepage and requires 5302 students to have their normal NET ID to log into the course on Blackboard.

Since EDCI 5302 is a 100% online course, the instructor and TAMU-CC assume that students who enroll in the course have, or will quickly obtain, the technical expertise, hardware, and software required to be successful in the course.

There is a student tutorial available on the Island Online website (http://iol.tamucc.edu). If you have any problems logging in, the Blackboard helpdesk phone number is 361-825-2825.

Technical Difficulties:
Students who have technical difficulties of any type should contact TAMU-CC Information Technology (IT) or Distant Education for assistance. Links to IT and Blackboard can be found on the course homepage using the Start Here tab.

You are required to check your Blackboard account every day for announcements, assignment due dates, and/or assignment directions.

This course utilizes PDF files. In order to access these files, please make sure that you have downloaded Adobe Reader to your computer. Adobe Reader is free.

I strongly recommend that students do not use tablets, iPads or forward their emails to their phones as those systems are unreliable and content is often lost.

Begin this course by reading the syllabus and course schedule (if applicable) very carefully.

Flow Follow the Week by Week Links as they will guide you throughout this course.
You can access the syllabus, schedule, assignment descriptions, discussions, assessments, etc. by clicking on the individual links located on the left hand column of this course shell.

If you have difficulty accessing any of the Course Content, please let me know as quickly as possible. The quickest way to contact me is through TAMUCC BlackBoard messages. If you choose to contact me via telephone, PLEASE IDENTIFY YOURSELF AND COURSE NAME AND NUMBER CLEARLY EACH TIME.

I will respond to email, Monday through Thursday within 48 hours, with the exception of weekends and/or holidays.

I. Course Description:

This course will examine issues and perspectives concerning education in a culturally diverse society. The experiences and concepts associated with cultural pluralism, including ethnicity and race, socioeconomic status, gender, language, religion, and exceptionality will be studied relative to educational experiences in classroom or related professional settings. Recent developments affecting the education of minority children and youth, innovations in program development, and equality of educational opportunity will also be addressed in this course.

II. Rationale:

This course is part of the foundational components of all College of Education professional degrees at the Masters level. The course aims to prepare educational professionals to work in the culturally diverse society of the United States.

III. State Adopted Proficiencies for Administrators:

The state-adopted proficiencies covered in this course include the following:

1. Learner-Centered Climate. The administrator establishes a climate of mutual trust and respect which enables all members of the learning community to seek and attain excellence.

2. Learner-Centered Curriculum and Instruction. The administrator facilitates the presentation of sound curriculum and appropriate instructional strategies designed to promote optimal learning.

3. Equity in Excellence for all Learners. The administrator promotes equity in excellence in all by acknowledging, respecting, and responding to diversity among students and staff while building on shared values and other similarities that bond all people.

III-A State Adopted Proficiencies for Teachers.
The state adopted proficiencies covered in this course include the following:

1. 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.

2. Equity in Excellence for all Learners. The teacher responds appropriately to diverse groups of learners.

IV. TExES COMPETENCIES

DOMAIN I-DESIGNING INSTRUCTION AND ASSESSMENT TO PROMOTE STUDENT LEARNING

Competency 001 The teacher understands human developmental processes and applies this knowledge to plan instruction and ongoing assessment that motivates students and are responsive to their developmental characteristics and needs.

Competency 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 student learning.

Competency 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

Competency 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.

DOMAIN III-IMPLEMENTING EFFECTIVE, RESPONSIVE INSTRUCTION AND ASSESSMENT

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

DOMAIN IV-FULFILLING PROFESSIONAL ROLES AND RESPONSIBILITIES

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

SCHOOL COUNSELOR STANDARDS
Domain I Understanding Students

Learner Centered Equity and Excellence for all Learners: The professional counselor promotes academic success for all learners by acknowledging, respecting and responding to diversity while building on similarities that bond all people.

Competency 002 (Student Diversity)

The school counselor understands human diversity and applies this knowledge to ensure that the developmental guidance and counseling program is responsive to all students.

The beginning school counselor:

- Demonstrates an understanding of ways to create and maintain a positive school environment in which diversity is acknowledged and respected.
- Knows and applies strategies for positive, effective communication with students and their families.
- Understands student differences (e.g. in relation to culture, economics, gender, ethnicity, and learning style), and knows how to provide a developmental guidance and counseling program that meets the needs of all students.
- Understanding characteristics and needs of all students who are members of special populations (e.g. gifted and talented, homeless, migrant, special education).
- Demonstrates knowledge of how to facilitate the learning and achievement of all students, including special populations, by promoting a cooperative, inclusive, and purposeful learning environment.
- Demonstrates an understanding of how to promote awareness of and responsiveness to learning differences and other types of diversity in the learning community.
- Advocates for a school environment in which diversity is acknowledged and respected.

TExES COMPETENCIES FOR PRINCIPALS

Competency 002 The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs, and mobilize resources to promote student success.

The principal knows how to:

- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
COMPETENCY 003  The principal knows how to act with integrity, fairness, and in an ethical and legal manner.

The principal knows how to:
- Apply legal guidelines (e.g. in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- Serve as an advocate for all children
- Promote the continuous and appropriate development of all students.
- Promote awareness of learning differences, multicultural awareness, gender sensitivity and ethnic appreciation.

COMPETENCY 006  The principal knows how to advocate, nurture, and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The principal knows how:
- Ensure responsiveness to diverse sociological, linguistic, cultural, and other factors that may affect students’ development and learning.

V. Course Objectives/Learning Outcomes

The learners will be able to:

Define vocabulary pertinent to cultural diversity, cultural, and multicultural concepts,

Explain how cultural values impact education;

Discuss the process of becoming multicultural;

Discuss the historical and legal development of multicultural education;

Define and explain the causes of prejudice, discrimination, and racism, and how it might be changed;

Explain how cultural values impact learning styles and learning;

Analyze the deep culture and surface culture elements of a particular cultural group;

Explain teaching strategies that have been found effective for ethnically and linguistically diverse populations;

Explain how teacher expectation impact student achievement;

Evaluate educational materials for cultural sensitivity;
Evaluate school curriculum for cultural sensitivity;

Explain how student lessons can be made more multicultural;

Describe successful educational programs that meet the needs of diverse populations;

Discuss the different levels of a multicultural curriculum.

Discuss program requirements for bilingual education programs, migrant programs, gifted and talented programs, and inclusion.

Examine children’s multicultural literature.

**Course Topics:**
The following topics will be covered in this course: The processes of enculturation, assimilation, acculturation, cultural diversity, cultural pluralism, racism, prejudice, discrimination, multiculturalism, multicultural curriculum development, cultural sensitivity, teacher expectations and student achievement, surface culture, deep culture, culture and learning, bilingual education, learning styles, inclusion, exceptionality, special populations, compensatory education, and integrated instruction.

**VII. Instructional Methods and Activities:**
Methods and activities for instruction for this course will include:
1. Classroom Experiences (discussion threads, collaboration, peer review, research writing group work, individual work, online deliveries and reflection).

**VIII. Evaluation and Grade Assignment**
**Overview of Course Requirements:**
1. Syllabus Quiz (100 points);
2. Biographical Sketch (50 points);
3. Competency Quizzes (100 points)
4. Initial Response to Assigned Readings (360 points);
5. Response to Peers’ Responses to Assigned Reading (360 points);
6. IRIS Module (100 points);
7. Multi-cultural Curriculum Research (100 points);
8. Cultural Research Project First Submission (100 points);
9. Evaluation of Partner’s Cultural Research Project (100 points);
10. Final Submission of Cultural Research Project (100 points)

**Grading Scale**
1370 – 1233 (90%) pts. = A
1232 – 1096 (80%) pts. = B
1095 – 959 (70%) pts. = C
958 – 822 (60%) pts. = D
Below 822 (50%) = F

**Grades are reported after the due date of the assignments or exams.**
Policy for an Incomplete Grade:
The TAMU—CC policy for awarding a grade of Incomplete is as follows:

Incomplete - An incomplete notation may be given to a student who is passing but has not completed a term paper, examination, or other required work for reasons beyond the student's control other than lack of time.

The key words are “a student who is passing” and “for reasons beyond the student’s control other than lack of time.”

You must request a grade of “Incomplete” in writing before the last day of class (not during finals week) and the request must include acceptable written evidence that the reason for the request is that you have experienced circumstances beyond your control that have prevented you from completing the learning activities in the course, and you must be passing the course at the time of the request. Awarding a grade of Incomplete is at the instructor's discretion. If the student believes that the instructor has been arbitrary or capricious in the grading policy, she or he may use the grade appeals process described in the syllabus and on the Student Affairs homepage.

Detailed Description of Course Requirements:

1. **Syllabus Quiz (100 points possible)**
The Syllabus Quiz is available in Blackboard by clicking on the Assessment link on the left side of the course homepage. Students are required to complete the Syllabus Quiz no later than the due date.

While students may search for the answers to the Syllabus Quiz in any manner they wish, I encourage students to print the syllabus so they will have a hard copy to shuffle through as they search for answers to questions on the quiz.

Feel free to collaborate with your peers to check your answers before you take the quiz. You will have two chances to post your answers and you will not be able to revise your answers once you have completed the second attempt. Additionally, Blackboard will save your second attempt as the final score, not the highest score. The Syllabus Quiz will consist of ten (10) questions with each question worth ten (10) points for a total of 100 points.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

DUE: See Blackboard Week

2. **Bio Sketch (100 points possible)**
In 300—600 words, tell your classmates something about you. As a way for all of us to learn something about you, share whatever you think appropriate about:

- your personal life and family;
- your work;
your hobbies;
- your school experiences;
- any honors or awards you have earned; and,
- your plans for the future.

Post your sketch to the Biography discussion on the Discussion Board by the due date.
Evaluation of the Biography assignment is “all or none”. If you follow the above assignment and post it to the appropriate place in Blackboard by the due date, you will receive full credit. If you do not follow the above assignment, or if you do not post by the date, you will receive no credit for the assignment.
You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.
DUE: See Blackboard Week

3. Competency Quizzes (100 points)
4. Initial Responses to Assigned Readings - 360 total points.
This learning activity requires you to read the reading assignment and post an initial reflection/response to the reading by the due date/time posted in the course schedule.
Initial Responses to the Reading are required to add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, their classmates, or any of the authors cited in the materials presented—but any university student should be able to explain the reason for their agreement or disagreement.

In every post, do one or more of the following:
- Agree with the author and explain why you agree.
- Disagree with the author and explain why you disagree.
- Provide a different perspective to the reading.
- Provide a different reference for the reading.
- Provide a different perspective of the ideas in the reading.
- Provide a different example for the application of the ideas in the reading.
- Apply the ideas in the reading to a different set of circumstances.
- Tell a story about how the topic relates to your life.
- Explain how you will apply the ideas in the reading to your future classroom or students.
- Explain how the ideas in the reading might have unintended consequences in the future.

Remember that the written reflections you share with us are open ended conversations shared with classmates, not summaries of the readings BUT a discussion about your understanding of the reading. The thinking you share with the class does not have to be a well-organized essay, but it must demonstrate that you have reflected on what you have read.

Your Initial Responses will receive full credit if they demonstrate serious thinking. Responses that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. DUE: See Blackboard Week

5. Response to Peers (360 total points)
You are required to post a written response to at least two (2) of your peer's “Initial Responses to Assigned Readings” for each assigned reading. This activity requires you to read your classmate's Initial Responses to the assigned reading and post responses to at least two (2) of your classmates.

All Responses to Peers should add value and substance to the online conversation. Rather than just writing "I agree," write "I agree because...." It is the explanation of the "because" that adds value and substance to the online discussion. Participants in this class will not always agree with the instructor, classmates, or any of the authors we read—but any university student should be able to explain the reason for their agreement or disagreement.

In every Response to a Classmate, do one or more of the following:
- Agree with your classmate and explain why you agree.
Disagree with your classmate and explain why you disagree.
Provide a different perspective about the topic.
Provide a different frame of reference for the topic.
Provide a different example.
Apply your classmates’ ideas to a different by related topic.
Tell a story about how your classmate’s response to the reading relates to your life.
Explain how your classmate’s response to the reading will affect your teaching in the future.
Explain how your classmate’s ideas, if applied, might have unintended consequences in the future.

Remember that the written reflections you share with us and your responses to peers are open-ended conversations not summaries of the readings or summaries of your peers’ postings. Your responses to your peers do not have to have a clear beginning, middle, and end. It does not have to read like a coherent formal essay (though it may, if you so choose). But it ought to represent your serious thinking about the important consequences of particular beliefs (yours and others), and it must demonstrate that you have reflected on what you have read, and it ought to add value to the conversation about the reading. Responses to classmates that demonstrate serious thinking will receive full credit. Responses to classmates that do not demonstrate serious thinking will receive no credit.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

DUE: See Blackboard Week

Special Note Regarding Your Grades for Initial Responses to the Reading and Responses to Peers:
Since students are required to post an initial response, which is valued at 20 points, and two (2) responses to peers, which are valued at 10 points each (total 20 points), I will combine the response points for each assigned reading into one grade in the Blackboard grade book.

For Example:
If student A posts an initial response to the Chapter 4 reading assignment, and posts two (2) responses to two (2) different peers, student A will receive a maximum of forty (40, [20+10+10]) points under the Chapter 4 tab in the Blackboard grade book.
If student B posts an initial response to the Chapter 4 reading assignment, and posts only one (1) response to one (1) peer, student B will receive a maximum of thirty (30, [20+10+0]) points under the Chapter 4 tab in the Blackboard grade book.
If student C posts an initial response to the Chapter 4 reading assignment, and does not post a response to any peer, student C will receive a maximum of twenty (20, [20+0+0]) points under the Chapter 4 tab in the Blackboard grade book.

6. IRIS Module – Cultural and Linguistic Differences: What Teachers Should Know (100 points).
Go to the IRIS website: http://iris.peabody.vanderbilt.edu/clde/chalcycle.htm. Click on “Challenge” and view the movie. If you are unable to view the movie, then “View the Transcript” and read the information. Next, click on “Thoughts” and read the information. Next, click on “Perspectives and Resources” and read the information. Click on “Assessment” and answer all questions using the Template provided in Blackboard. Click “Wrap Up” and read over the module’s summary. When completing the template, be sure to type your answers in black. Post your completed Template as an “attachment” in the Blackboard assignment titled “IRIS Module: Cultural and Linguistic Difference.” Do not “cut and paste” this assignment. Failure to use the Template, type in black, or post as an attachment will result in a final grade of zero (0). The Template is a classroom management tool that allows me to standardize my grading.

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

DUE: See Blackboard Week

7. Application Assignment: Week 3 Interview and Community Visit

In this week’s Learning Resources, Dr. Rosa Hernandez Sheets creates a powerful image when she describes students’ cultural and linguistic background as the basis that sustain them. Teachers need to understand these “roots” in order to create an effective classroom environment that fosters students' development, motivation, and achievement. Plan to observe a cultural group one of your students is a part of, and compare this group to your own. During this time, you will conduct an informal interview of a family member or community member within that student’s culture to learn more about the student’s cultural and linguistic background. Please note that although you will be observing a culture in order to learn more about a particular student or group of students, it is important to avoid making sweeping generalizations about a student or group of people you have identified for this assignment based on this information. The goal is to gain a cultural perspective of your students.

8. Multicultural Curriculum Research and Evaluation Assignment

This learning activity provides you an opportunity to think about factors that are important to consider when choosing a multicultural curriculum. You are required to research a curriculum considered to be useful when working with multicultural populations. Most of the available curriculum you research will be for English Language Learners, Bilingual Programs, Emersion Programs or Migrate Programs, but can be any curriculum arguably connected to multicultural curriculum.

The curriculum you select to evaluate must be currently used in public or private schools and approved by their local school board. Finding appropriate curriculums may be accomplished by calling your local school district and asking what programs they use for math, science, reading, or social studies or by searching district’s websites for currently used curriculums or programs.

This assignment requires you to complete the Template and Rubric below. When completing the template, be sure to type your answers in black.

Please feel free to collaborate with your colleagues for this project in Blackboard. As always, please feel free to exchange personal emails and phone numbers.

This learning activity must be posted in the Blackboard Discussion Board as an attachment using the “Multicultural Curriculum Research and Evaluation Template” in the discussion titled, “Multicultural Curriculum Research and Evaluation” for credit. Post as an “attachment” in Blackboard. You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

DUE: See Blackboard Week
9. **Cultural Research Project (100 points).**

This learning activity provides you with an opportunity to research a culture other than you own. Some of the previously research cultures include, but are not limited to: African-American, Amish, Japanese, Mexican, Latino, Anglo-American, Puerto Ricans, Mescalero Apache Indian, Japanese, Chinese, Filipino, Islamic, Iranian, Turkish, Ethiopia and Jewish culture. Required content includes a minimum of ten (10) elements of deep culture found in the Cultural Research Project folder on the left side of the homepage in Blackboard.

This learning activity is limited to no more than five pages; double spaced, and 12 point font.

This learning activity must be posted in the Blackboard Discussion Board as an attachment in the discussion titled, “Cultural Research Project” for credit. Post as an “attachment” in Blackboard.

Do not cut and paste this assignment as no credit will be given if it is not posted as an attachment.

**Please see the Grading Rubric in Blackboard to see how you will be evaluated for this assignment.**

You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence.

**DUE: See Blackboard Week**

10. **Evaluation of Partner’s Cultural Research Project (100 points).**

Students must self-select a partner and send their paper to the selected peer. Partners will evaluate each other’s Cultural Research Project according to the “Cultural Research Project Rubric” posted in BlackBoard.

Evaluations should reflect a serious, professional, and thoughtful reading of your partner’s Cultural Research Project.

While suggestions for improvement are invited and encouraged, please be mindful of the tone of your response to your colleague. If you have questions about the Cultural Research Project, use Islander email and/or the appropriate discussion board to ask your partner(s) for clarification. An honest and thoughtful question may lead to an improvement in the Cultural Research Project or the answer to your question may provide you a new way to approach your own understanding of cultures.

Special Note: You must use and post the completed Cultural Research Project Rubric (as an attachment) if you expect to earn credit for this assignment.

Using the “Reply” button in the discussion where you found your partner’s Cultural Research Project post the completed Cultural Research Project Rubric as an attachment to your reply. The rubric is provided in a Word format for your convenience.
Students who complete and post the Cultural Research Project Rubric and whose evaluations appear to reflect a serious, professional, and thoughtful reading of the project will receive full credit for this assignment.

Students who do not complete and post the Cultural Research Project Rubric for their partner(s) and whose evaluations appear superficial, less than professional, or less than thoughtful will receive no points for this assignment.

Part of becoming a professional educator is learning to evaluate the work of others according to specific criteria. For this assignment, the “Cultural Research Project Rubric” contains the specific criteria you are required to use to evaluate your partner’s Cultural Research Project.

The purpose of this assignment is threefold: 1) to allow your partner to have an outside reader of her or his work before final submission to Blackboard; 2) to provide you with the opportunity to see another Cultural Research Project before you submit your own Cultural Research Project; and, 3) provide an opportunity to revise your own Cultural Research Project to better fit the Cultural Research Project Rubric prior to final submission to Blackboard.

To complete this assignment, do the following:

- Post your own Cultural Research Project to the Cultural Research Discussion as stated in assignment number five (5);
- Find your partner’s Cultural Research Project in the same Cultural Research Project Discussion;
- Complete the “Cultural Research Project Rubric” to evaluate your partner’s Cultural Research Project as described above; and,
- Using the “Reply” button in the discussion where you found your partner’s Cultural Research Project, attach the completed “Cultural Research Project Rubric” for your partner’s reading pleasure.

Please remember that your partner is counting on you to post your work in a timely manner. To do otherwise is unprofessional and creates considerable anxiety and frustration for your partner and the instructor.

You may work ahead in this course, but you cannot work backwards. No late work is accepted at any time without a university excused absence per the applicable University policy.

DUE: See Blackboard Week

11. Final Submission of Cultural Research Project (100 points)

Post your final revised Cultural Research Project Template as an “attachment” in the Blackboard assignment titled, “Cultural Research Project” found in the tab “Cultural Research Project” on the left side of the course homepage.

Failure to post the final Cultural Research Project will result in the loss of all points for this assignment, even though the student may have posted to the Cultural Research Project the appropriate Discussion in Blackboard.
You may work ahead, but you cannot work backward in this course. No late work will be accepted without a university excused absence. DUE: See Blackboard Week

IX. Course Schedule
Please see the Course Schedule and Week by Week links in BlackBoard for all due dates.

Class Policies
- **Written Work in ERST 5302**
  
  All written work in ERST 5302 must be in 10- or 12-point font, double spaced, with absolute minimum surface errors (spelling, punctuation, grammar, etc.) and must follow accepted styles and rules of standard written English. If you want/need help with your academic writing, please contact the TAMCC writing center.

  All written work submitted in hard-copy form must be stapled (if more than one page) and paginated.

- **Do Not Email Assignments**

  Absolutely no assignments will be accepted through regular TAMUCC email.

- **Submission of Late Work**

  Late work is not accepted! There will be no exceptions to this policy.

- **Class Attendance and Participation**

  The degree to which you attend and participate in all of the learning activities in ERST 5302 is a direct indicator of your commitment to the teaching profession and as such is noted by the instructor. The Texas A&M University – Corpus Christi Student Handbook and Code of Conduct 2010-2011 includes the following policy regarding class attendance:

  *Students are held accountable for class attendance and are advised that excessive absences may adversely affect their grades. Every instructor should clearly explain the policy on class attendance at the beginning of each course. If students are absent from class on approved university business (e.g., intercollegiate athletics competition/travel, field trips, student research conferences, Board of Regents meetings), faculty members should count [the absence] as an excused absence and should not penalize the student for it. Students [absent from a scheduled class meeting because of approved university business] should be allowed to make up any required course work in advance or after return to campus. Students are responsible for informing instructors about the [approved university absence] in advance, so instructors can plan accordingly. If [students] have any doubt as to whether the activity in question is considered official university business, [students] should contact the Provost’s Office [for clarification].*

- **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/jahndbk_academic_info.htm](http://falcon.tamucc.edu/~students/JAffairs/jahndbk_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

 Disabilities

“The Americans with Disabilities Act (ADA) is a federal anti-discrimination statue 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 contact the Disability Services Office at (361) 825-5816 or visit the office in Driftwood 101.” http://disabilityservices.tamucc.edu

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.

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

 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/JAffairs/ja_hndbk_academic_info.htm

 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://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

 Required Texts:


VI. Bibliography


