



CATALOG YEAR 2006-2007
(Please use separate form for each add/change)

COLLEGE/SCHOOL : College of Education

Current Catalog Page(s) Affected p. 92, 93, 123, 124, 125, 126, 127, 394

Course: Add: X Delete: _____ Change: Number _____ Title _____
(check all that apply) SCH _____ Description _____ Prerequisite _____

If new, provide Course Prefix, Number, Title, SCH Value, Description, prerequisite, and lecture/lab hours if applicable. If in current catalog, provide change and attach page with changes in red and provide a brief justification.

EDCI 1301

Introduction to the Teaching Profession (3 SCH)

An integrated pre-service course and content experience for those interested in a teaching career. Students will participate in 30 contact hours of field observations in PK-12 classrooms with varied and diverse student populations. Activities will include a focus on developing systematic observation skills, an overview of the dimensions of teaching, and the teacher certification process.

Justification

This course will meet the requirements of the Field of Study Curriculum for Grade 4-8 Certification leading to the:

- BSIS in English Language Arts and Reading with Grades 4-8 Certification
- BSIS in English Language Arts and Social Studies with Grades 4-8 Certification
- BSIS with a Major in Mathematics with Grades 4-8 Certification
- BSIS with a Major in Science with Grades 4-8 Certification
- BSIS in Social Studies with Grades 4-8 Certification

Please see

http://www.theceb.state.tx.us//AAR/UndergraduateEd/WorkforceEd/ACGM2k/ACGM_FINAL_SIGNEDOFF_2004.pdf

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This course will replace SOCI 2310: Sociology of Education within the field of study curriculum for grade 4-8 certification.

Program: Add: _____ Change: _____ Attach new/changed Program of Study description and 4-year plan. If in current catalog, provide change and attach page with changes in red.

Minor: Add: _____ Delete: _____ Change: _____ Attach new/changed minor.
If in current catalog, provide change and attach page with changes in red.

Faculty: Add: _____ Delete: _____ Change: _____ Attach new/changed faculty entry.
If in current catalog, provide change and attach page with changes in red.

College Introductory Pages: Add information: _____ Change information: _____
Attach new/changed information. If in current catalog, provide change and attach page with changes in red.

Approvals:	Signature	Date
Chair Department Curriculum Committee	_____	_____
Chair Department	_____	_____
Chair College Curriculum Committee	_____	_____
Dean	_____	_____

TEXAS A&M INTERNATIONAL UNIVERSITY
College of Education
EDCI 1301 – Introduction to the Teaching Profession

Course Description:

An integrated pre-service course and content experience for those interested in a teaching career. Students will participate in 30 contact hours of field observations in PK-12 classrooms with varied and diverse student populations. Activities will include a focus on developing systematic observation skills, an overview of the dimensions of teaching, and the teacher certification process.

Student Learning Outcomes

The students will be able to identify learner-centered practices.

The students will be able to describe the different areas and levels of certification that are available in the state of Texas.

The students will be able to discuss the different student populations that are found in today's schools.

The students will be able to discuss the roles and responsibilities of the classroom teacher.

Major Course Objectives:

**PEDAGOGY AND PROFESSIONAL RESPONSIBILITIES
STANDARDS (4-8)**

<http://www.sbec.state.tx.us/SBECOnline/standtest/standards/allppr.pdf>

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.

Standard II The teacher creates a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence.

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.

Standard IV. The teacher fulfills professional roles and responsibilities and adheres to legal and ethical requirements of the profession.

LEARNER CENTERED PROFICIENCIES

<http://www.tarleton.edu/~certification/CertHBlcSchools.html>

- 1). Learner Centered Knowledge
- 2). Learner Centered Instruction
- 3). Equity and Excellence for All Learners
- 4). Learner Centered Communication
- 5). Learner Centered Professional Development

I. Textbook and Materials required for course

Text(s): Moore, K.D. (2005). Effective Instructional Strategies: From Theory to Practice. (7th Ed.). Thousand Oaks, CA: Sage Publications, Inc. ISBN# 1-4129-0661-X

II. Description of Instructional and Field Activities

A. Reading/ Discussions

Students will read, prior to class discussion, specified chapters in their text as well as specified library and Internet readings dealing with course content and field experiences.

B. Attendance/ Participation

The university views attendance as an individual student's responsibility. Students are expected to attend class and complete all assignments. For more information, obtain a copy of the student handbook or visit <http://www.tamtu.edu/affairs/develop/2004.pdf>

Attendance in class and at the partner school is the responsibility of the student and is **required** in order to receive credit for the course. Failure to attend class and the field decreases the time and opportunities for learning. Additionally, as part of this course, **each absence will result in 2 points off from a student's final grade**. Tardy (ies) will result in 1 point off final average for each tardy. As future educators, we are to exhibit professionalism and punctuality as well as a commitment to the field of education.

C. Assignments/ Projects/ Quizzes/ Presentations

These assignments will involve Internet research, field assignments and/or data research resources. Failure to submit work on time will result in a letter grade deduction per day assignment was late. If a student is absent the day a presentation is given, the activity or an alternate activity must be made to make up for missed presentation grade. For this accommodation to be made, a student must contact the instructor to make arrangements within 24 hours of missed presentation.

D. Mid-Term & Final Exam

A mid-term and final exam will be administered only on the designated dates.

E. Field Requirements

Students are responsible for completing thirty hours of instructional field time. You also need to keep a journal as part of your field requirement. Each reflective journal entry needs to be one-half to one page in length. Each weekly journal will be on a specific topic, refer to Web-CT for list of Journal Topics.

It is the responsibility of the student to make up any missed field hours with permission of instructor. You cannot miss more than two consecutive weeks in a row from the field. If you anticipate being absent for your scheduled field hours, you must immediately notify your mentor by phone and supervisor via WEB-CT by **7:00 a.m.**

III. **Description of Grading Criteria**

Class work/Homework/Quizzes	15%
Fieldwork	15%
Bulletin Board	10%
Philosophy	10%
Midterm	25%
Final	25%

IV. **Policy on Academic Honesty**

As a member in an academic community, students at Texas A & M International University are expected to exhibit honesty and integrity in their pursuit of higher education. Academic integrity is far too valuable for academic dishonesty to be tolerated. Therefore, if someone is unwilling to abide by this very basic expectation, this community of scholars is not one in which he/she belongs. For more information, obtain a copy of the student handbook or visit <http://www.tamtu.edu/affairs/develop/2004.pdf>

The University reserves the right, through due process, to (1) issue a warning, (2) suspend, (3) dismiss, or (4) place on administrative probation, any student for reasons such as the following: Dishonesty, which is considered as knowingly furnishing false information to the university, cheating, or committing plagiarism. Plagiarism is DEFINED as:

- a. Failing to credit sources in a work product in an attempt to pass off the work as one's own. This includes those sites from the Internet.
- b. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Plagiarism:

"Should a faculty member discover that a student has committed plagiarism, the student will receive a grade of "F" in that course and the matter will be referred to the Executive Director of Student Life for possible disciplinary action."

Copyright:

"The Copyright Act of 1976 grants to copyright owners the exclusive right to reproduce their works and distribute copies of their work. Works that receive copyright protection include published works such as a textbook. Copying a textbook without the permission from the owner of the copyright may constitute copyright infringement. Civil penalties include damages up to \$100,000 and imprisonment."

V. **Dress Code**

Interns shall dress in a clean, neat, and professional manner appropriate to their field placements. Shorts will not be worn in regular classrooms. Fitness and Sports interns will wear the clothing designated as appropriate by the College of Education's Fitness and Sports instructors.

Interns' dress and grooming shall not disrupt, interfere with, or distract from students' learning nor shall it create a health or hazard to anyone's safety. The following items are considered inappropriate: long nails, large dangling earrings, muscle shirts, short skirts, and midriff baring shirts or pants. Tattoos and body piercing must be appropriately

covered at all times. The College of Education reserves the right to modify the dress code as needed. A violation as determined by administration or university supervisor will result in removal from the field. Any subsequent violation may result in dismissal from the program.