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COLLEGE/SCHOOL/SECTION: College of Education
Current Catalog Page(s) Affected:

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 3210: Theory & Practice for Public School Teaching -I

Course Description: This course is designed for Title V students. It focuses on the learner-centered proficiencies and the underlying theories for effective pedagogy in prek-12 classrooms. The Texas Essential Knowledge & Skills (TEKS), technology, as well as designing age appropriate edumetric measures will be emphasized. Twenty (20) clock hours of field work will be required in an approved public school. A grade of "C" or better must be earned to successfully complete the course. **Prerequisite:** Title V participant and 2.7 GPA.

Course fee: \$25.00

Justification: New model for teacher preparation for the Title V-Hispanic Student Success Initiative: Preparing Tomorrow's Teachers Today program

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.

Other: 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 3210/ Theory & Practice for Public School Teaching-I

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I. Major Course Objectives

1. To demonstrate knowledge of the human developmental processes by planning instruction and conducting ongoing assessment that is appropriate to the public school students’ stages of development (PPR EC-12, Domain I, Competencies #s 001, 004; Domain III, Competency # 009, & 010).
2. To demonstrate knowledge of strategies for students with varied backgrounds, skills, interests and learning needs including the needs of English Language Learners and students with disabilities (PPR EC-12, Domain I, Competency # 002; Domain II, Competencies #’s 005, 006; Domain III, Competency #007,& 008) .
3. To develop awareness of the Texas Essential Knowledge & Skills (TEKS) and demonstrate the ability to implement instruction based on the targeted knowledge and/or skills (PPR EC-12, Domain I, Competency # 003).
4. To demonstrate use of technology for instruction and assessment (PPR EC-12, Domain III, Competency #009 & 010).
5. To demonstrate knowledge of the legal and ethical requirements for educators in The State of Texas, by following a given set of requirements to conduct activities in public school settings (PPR EC-12 Domain IV, Competency 013).

Learner Outcomes

- a. The student will demonstrate knowledge of lesson plan writing, using the TEKS as a resource, and skills in designing lessons to meet the stages of development of their respective public school students through the use of a template.
- b. The student will be able to demonstrate skills in questioning techniques,

student discussions, including using questioning and discussion to engage all students in inquiry based learning.

- c. The student will demonstrate the ability to coordinate with the classroom mentor in conducting authentic assessments to assess student knowledge and skills.
- d. The student will demonstrate skills in effective oral and written communication with students, public school personnel and students' parents.
- e. The student will be able to use technology to design an e-portfolio

II. Textbook and Materials

Text: Moore, K.D. (2005). Effective instructional strategies: From theory to Practice (7th ed.). Thousand Oaks, CA: Sage Publications, Inc.

Materials: USB with a minimum of 55-60 Mega Bytes (MB), and a journal.

III. Instructional Activities

1. Reading Assignments on textbook chapters (10%)
2. Quizzes (20%)
3. Lesson plans (10%)
4. Writing project (10%)
5. Mid-term & Final Exams (30%)
6. Field Experiences (10%)
7. Attendance & Participation (10%)

IV. Dress Code

Professional dress is required during field work. Short dresses, shorts, tight jeans are not allowed. If unsure, check with the assigned school campus policies for school attire guidelines. Exceptions for fitness and sports majors include wearing shorts, however, they must also follow the school's policies for attire pertaining to the discipline.

Intern's dress and grooming shall not disrupt, interfere, or distract from the students' learning or create a health or safety hazard. The following items are considered inappropriate: long nails, large dangling earrings, muscle shirts, short skirts, and mid-riff 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 the administration or the university supervisor will result in removal from the field. Any subsequent violation may result in dismissal from the program.

V. Learning Activity Center and Writing Center

Students providing proof of attendance at the LAC and writing center are able to submit lesson plans and the philosophy of teaching for full credit. Additional assistance with the development of the e-portfolio is available at the LAC with appointments.

VI. Field Requirements

Students are responsible for completing two hours per week of instructional field time, for a total of twenty field hours per semester. A journal containing entries of the observations, or activities conducted in the field needs to be maintained throughout the semester and submitted for a grade at the end of the semester. Each reflective journal entry must be a minimum of a half page.

Upon entry into the assigned campus, the intern must log in. Logging in must be completed on the day of arrival. Logging in ahead the day before or after is not acceptable. Falsifying information on log in charts serve as grounds for dismissal. This includes falsifying a mentor's signature. The grade of an "F" will be assigned and the field experiences will need to be retaken.

Each student is responsible for keeping a Block I log documenting the weekly hour requirement. It is the responsibility of the student to keep accurate and timely records of field hours. Failure to complete the required hours will automatically result in an "F" in the course regardless of the overall grade maintained in class. In addition, students must make sure to obtain their respective mentor's signature at sign out time. White-out (liquid paper) in the signature log is not allowed.

Missed field hours is the responsibility of the students and the mentor's and/or instructor's permission is needed to complete the field work. Absences must be reported to the university field supervisor on the day of occurrence and before 8:00am. The office number indicated by the professor on record is available to all students.

VII. Description of Grading Criteria

A=90-100	Excellent
B=80-89	Good
C=70-79	Average
D=60-69	Unacceptable
F=Below 60	Failure

VIII. Policy on Plagiarism

“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, knowingly furnishing false information to the university, cheating, or committing plagiarism. Plagiarism is defined as:

Failing to credit sources used in a work product in an attempt to pass off the work as one’s own. This includes citations from the Internet.

Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources.

Should a faculty member discover that a student has committed plagiarism the student will receive a grade of “F” in the 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 permission from the owner of the copyright may constitute copyright infringement. Civil and criminal penalties may be assessed for copyright infringement. Civil penalties include damages up to \$100,000 and imprisonment.”