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EDCI 414: Management and Curriculum Development for Diverse Learners

INSTRUCTOR INFORMATION

Instructor: Dr. Michelle Neill

Office Location: Education South #222, Commerce Campus

Office/Cell Phone: 903-285-5196 (best way to contact me before 9:00 pm)

University Email Address: Michelle.Neill@TAMUC.edu (Answered on a regular basis, M-F 8:00-4:00 plus additional days/times.)

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Dates and Times:

This course is 100% online and requires no face-to-face meetings.

Required Text:

The following text will be used for two PBTC/AC courses, EDCI 514 and EDCI 515, regardless of the teaching certification pursued via the PBTC/AC program. This text may be purchased or borrowed from any source.

Wilmore, E. L. & Burkman, A. (2011). Passing the PPR TExES Exam for EC-12 Teachers: Keys to Certification and Ethical Teaching. Corwin: A Sage Company. ISBN - 978-1-4129-5844-8

Suggested (Optional) Reading:

The content of the following book will not be specifically addressed in this course, but is considered a “classic read” for all early-career teachers. It can be purchased used for approximately \$5 and takes only a few hours to read.

Wong, H.K. & Wong, R.T. (2009). The First Days of School. (4th edition) Sunnyvale, CA: Harry K. Wong Publications. ISBN - 978-0976423317

Course Description

This course is 100% online and requires no face-to-face meetings. The course is divided by units of study which include discussion topics, written assignments, projects and online teacher preparation trainings. Specified dates will be followed for unit openings and due dates. Although the course is online, a significant amount of discussion is expected to optimize student/instructor sharing and learning as a strategy to prepare students for future teaching experiences.

EDCI 514 contains the professional body of knowledge necessary for effective teaching. The content of this course will include an overview of classroom management strategies, curriculum and lesson planning, teaching models, assessment models, and certification issues. Students will exhibit an understanding of the Texas teaching standards and competencies of professional development as assessed by TExES. Enrollment is limited to students pursuing teacher certification via the PBTC/AC program.

Prerequisite: Must meet all admission requirements and be fully admitted to the PBTC/AC program. Permit to register is required from the Office of Educator Certification.

Course Objectives:

Upon successful completion of this course, the student will be able to:

1. Prepare lesson plans with performance-based instructional objectives based on TEKS and/or a district provided scope and sequence or curriculum.
2. Select the appropriate cognitive, psychomotor and affective domains for preparing instructional objectives.
3. Select and/or develop appropriate content, assignments, material, and assessments for challenging, interactive and informational lessons appropriate for various learners.
4. Analyze Bloom's taxonomy, Howard Garner's Intelligences theory, as well as other learning theories and how they relate to teaching in a diverse environment.
5. Analyze and apply a variety of classroom management theories, models, and strategies that foster a stimulating productive classroom environment.
6. Know the aforementioned *Standards* and *Competencies* and know how to prepare for the TExES Pedagogy and Professional Responsibilities (PPR) exam.

Student Learning Objectives:

The Texas teacher certification candidates demonstrate their knowledge of this information by passing the TExES Pedagogy and Professional Responsibilities (PPR) exam, which is divided into four standards and thirteen competencies.

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.

Competency 001: The teacher understands human developmental processes and applies this knowledge to plan instructional and ongoing assessment that motivate students and are responsible 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 all students' learning.

Competency 003: The teacher understands procedures for designing effective and coherent instruction and assessment based on appropriate learning goals and objectives.

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.

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

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.

Competency 006: The teacher understands strategies for creating an organized and productive learning environment and for managing student behavior.

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

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.

Competency 008: The teacher provides appropriate assignments that actively engage students in the learning process.

Competency 009: The teacher incorporates the effective use of technology to plan, organize, deliver and evaluate instruction for all students.

Competency 010: The teacher monitors student performance and achievement: provides students with timely, high-quality feedback: and responds flexibly to promote learning for all students.

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

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

Competency 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.

Competency 013: The teacher understands and adheres to legal and ethical requirements for educators and is knowledgeable of the structure of education in Texas.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

This course consists of a series of activities and assessments to assist you in achieving the outcomes/objectives for the course and instructional units/modules. During each unit,

you will work on various combinations of written assignments, activities, discussions, readings, etc.

1. Class Attendance & Participation. You are expected to “attend” the online course, participate and complete all course assignments and activities during the semester as outlines in the Course Calendar. The rules of the University regarding class attendance will be followed in this course. The university policy on excused absences is explained in the university Catalog and includes: (a) participation in a required or authorized university activity; (b) illness that is verifiable; (c) death in the immediate family; (d) obligation at a legal proceeding in fulfilling responsibility as a citizen; and (e) other reason as determined by individual faculty to be excusable. Assignments submitted late without documentation of an excused university absence will not be accepted.

2. Activities/Assignments – 50% of Final Grade

All students in this course are also engaged in a classroom “student teaching” experience. The activities/assignments in this course are designed to be relevant to this hands-on experience and will encourage sharing of experiences and new knowledge with classmates. Most activity learning will be demonstrated as written assignments and will often serve as a Discussion responses. All written activities (informal or formal) are expected to demonstrate communication skills at a Graduate School level to prepare for the teaching profession.

3. Discussions – 50% of Final Grade

Students will participate in many online discussions to share experiences and learning with classmates, who are also “rookie teachers.” Your discussion responses will be evaluated using the following rubric: (1) Quantity of your initial response; (2) Quality of your initial response; (3) Quantity of your responses to your team members and (4) Quality of your responses to your team members.

Instructional / Methods / Activities Assessments of Learning Outcomes

This course consists of a series of various combined activities and assessments. These are designed to assist you in achieving the outcomes/ objectives for the course instructional units. There will be many class projects, discussions, and activities to help you internalize the material. These will be explained in more detail during the course.

Lesson Planning (Course Objectives # 1, 2 & 3): Each student will develop a lesson plan. This will demonstrate that he/she can prepare lesson plans with performance-based instructional objectives and content-based on TEKS and/or a district provided curriculum. The student will select the appropriate cognitive, psychomotor or affective instructional objectives and will select and/or develop appropriate content, assignments, material, and assessments for a challenging, interactive and informational lesson. The lesson will be age/grade appropriate, accommodate for various learners, and will extend to two disciplines. A creative, organized presentation documenting all portions of the lesson cycle will be uploaded to the online course shell.

Understanding Learning: (Course Objective # 4) –The students will complete activity(ies) to demonstrate that they can analyzing Bloom’s Taxonomy, Howard

Garner's Intelligences theory, and learning theories and apply them to teaching in a diverse environment.

Class Management & Behaviorism (Course Objective # 5) – Each student will participate in an activity which will demonstrate that they can analyze and apply a variety of classroom management theories, models, and strategies that foster a stimulating productive classroom environment. The activity integrates learning theories/ principles with a study of child development and a relationship to educational practice. Perspectives on behaviorism and cognitive and social learning will be explored.

Online Certification Trainings (Course Objective #6) – Students will be required to complete and earn passing quiz scores on several teacher certification trainings, which are required by the Texas Education Agency. Links to these trainings will be provided in the course information.

Additional Activities – Additional “daily work” activities and instructor-provided readings may be required in the course to inform students about current events and issues in Education.

Work Expectations:

Society expects teachers to demonstrate high levels of professionalism, in and outside the classroom. Therefore, completion of all written tasks, discussions and projects should exhibit professionalism in appearance and content at an acceptable level of *Graduate School* scholarship. Assignments are to be completed and submitted according to the schedule posted in the course shell. Late work **will not** be accepted without an excused absence and/or extenuating circumstances, as determined by the instructor. The campus library and/or computer labs are available for use in the event personal technology fails or supplies or assistance is needed.

Grading: All work should reflect an understanding of content and be presented in a professional manner. Papers should be typed and carefully edited. All work will be completed and turned in on time. Late work is not accepted. Extra credit is not an option.

GRADING

The following rubric guidelines will be used for grading most assignments for the course.

Category	Full Credit (A)	Partial Credit (B/C/D)	No Credit (F)
Supporting information	Information is clearly stated, comprehensive, and includes required supporting information.	Information is stated, but is unclear.	Information presented does not specifically or comprehensively address the topic.
Evidence and Examples	All responses and examples provided are specific and relevant to the topic.	Most of the responses and/or examples are present, specific and relevant to the topic.	Responses and/or examples are not specific or relevant to the topic.
Sentence Structure	All sentences are well-constructed and information well-organized.	Most of the sentences are well-constructed and organized.	Most sentences are not well-constructed and/or organized.
Capitalization, punctuation and grammar usage	There are no errors in capitalization, punctuation, or grammar usage.	There are one or two errors in capitalization, punctuation, or grammar.	There are several (two or more) errors in capitalization, punctuation, or grammar.
Quality of Work	Complete clear, readable responses.	Partially readable clear responses.	Not legible and/or unreadable.

FINAL GRADE IN THE COURSE

Your final grade in this course is based on your performance on all of the requirements and expectations for the class. Some assignments carry more weight than others. Grades on individual assignments are numerical and based on the table below. Grades are recorded in the online grade book.

Students are responsible to alert instructors of any errors seen in the Gradebook.

At the end of the semester, numerical scores are converted to percentage based on the total assignments for the semester. Percentage scores will be used to calculate a final grade on a scale of 91-100% (A), 81-90% (B), 71-80% (C), 61-70% (D), etc.

The syllabus/schedule are subject to change.

TECHNOLOGY REQUIREMENTS

LMS

All course sections offered by Texas A&M University-Commerce have a corresponding course shell in the myLeo Online Learning Management System (LMS). Below are technical requirements

LMS Requirements:

<https://community.brightspace.com/s/article/Brightspace-Platform-Requirements>

LMS Browser Support:

https://documentation.brightspace.com/EN/brightspace/requirements/all/browser_support.htm

YouSeeU Virtual Classroom Requirements:

<https://support.youseeu.com/hc/en-us/articles/115007031107-Basic-System-Requirements>

ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or helpdesk@tamuc.edu.

Note: Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

COMMUNICATION AND SUPPORT

If you have any questions or are having difficulties with the course material, please contact your Instructor.

Technical Support

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778. Other support options can be found here:

<https://community.brightspace.com/support/s/contactsupport>

The syllabus/schedule are subject to change.

Interaction with Instructor Statement

Questions about the Course, Assignments, Syllabus, etc.

Contact me via **email** any time 24/7. I check my email Monday through Friday (8:00-4:00) and often on the weekends. If you email me and do not receive a response from me after 24 office hours (not including the weekend), please resend the email. I am also open to **text** messages between the hours of 8:00 am and 9:00 pm. Make sure that you state who you are and what course you are taking as I do not have students saved in my contacts.

Office Hours

I am available most days to meet with students via Zoom or by phone. Text me to schedule an appointment.

Email Correspondence

All emails from me (and the University) will be sent to your University Email account, not your work or home email. Therefore, it is important to check your Leo Mail every day. Always send emails to me at the university email address provided on the first page.

Student Technical Support

Texas A&M University-Commerce provides students technical support. The student help desk may be reached by the following means 24 hours a day, seven days a week. If you encounter a technical issue that prevents you from completing an assignment, copy me the work order from the Tech Department.

Best Phone Support: Tech support available 24/7 by a techie located in Commerce, Texas – call 903-468-6000.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures/Policies

Late Work.

Specific dates and times are established for every assignment. No late work is accepted without extenuating circumstances approved by the instructor. Students who feel they have an extenuating situation must contact the instructor prior to or during the due date about the circumstance. Work cannot be made up and extra work is not allowed to compensate for missing or later work.

Technology Failure is not an automatic approved excuse for submitting late work. If you experience a technology issue you should: 1. Contact the Tech Support Team and send a copy of the “trouble ticket” to the instructor to document your efforts; 2. Email the assignment directly to the instructor before the due date to document your efforts.

The syllabus/schedule are subject to change.

Syllabus Change Policy

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

University Specific Procedures

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum:

<https://www.britannica.com/topic/netiquette>

TAMUC Attendance

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

Academic Integrity

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

[Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

[Undergraduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/documents/13.99.99.R0.03UndergraduateStudentAcademicDishonestyForm.pdf>

[Graduate Student Academic Dishonesty Form](#)

<http://www.tamuc.edu/academics/graduateschool/faculty/GraduateStudentAcademicDishonestyFormold.pdf>

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

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Students with Disabilities-- ADA Statement

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Velma K. Waters Library Rm 162

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

Email: studentdisabilityservices@tamuc.edu

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

Nondiscrimination Notice

Texas A&M University-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

Campus Concealed Carry Statement

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#) document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

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