Course Change Request

Date Submitted: 01/30/18 9:43 pm

Viewing: **TEED 682 : Seminar**

Last edit: 02/01/18 3:43 pm

Changes proposed by: ambyrios

Catalog Pages

- Secondary Graduate Certification Program
- TEED - Teacher Education

Faculty Senate Number

Contact(s)

<table>
<thead>
<tr>
<th>Name</th>
<th>E-mail</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ambyr Rios</td>
<td><a href="mailto:ambyrrios@tamu.edu">ambyrrios@tamu.edu</a></td>
<td>9798628122</td>
</tr>
</tbody>
</table>

Rationale for Course

- **Edit**
  - The proposed changes are for accreditation purposes.
- **Other**
  - The proposed changes are part of a routine curriculum review.

Explain other rationale

- **distance education equivalent**

Course prefix       TEED  
Course number       682

Department         Teaching, Learning & Culture
College/School     Education & Human Development
Academic Level     Graduate
Academic Level     Undergraduate
Effective term     2018-2019

Complete Course Title

- Seminar

Abbreviated Course Title

- SEMINAR IN

Catalog course description

- Reports of research, discussions and analysis of problems and issues in teaching/learning with first year of teaching in public schools.

Prerequisites and Restrictions

- TEED 602 and TEED 649.

Concurrent Enrollment

- No

Should catalog prerequisites / concurrent enrollment be enforced?

In Workflow

1. TLAC Department Head
2. Curricular Services Review
3. ED Committee Preparer GR
4. ED Committee Chair GR
5. ED College Dean GR
6. GC Preparer
7. GC Chair
8. Faculty Senate Preparer
9. Faculty Senate
10. Provost II
11. President
12. Curricular Services
13. Banner

Approval Path

1. 01/31/18 9:49 am
   - Michael DeMiranda (demiranda): Approved for TLAC Department Head
2. 02/01/18 3:43 pm
   - Sandra Williams (sandra-williams): Approved for Curricular Services Review
3. 02/01/18 3:57 pm
   - Melanie Robideau (mrobideau): Approved for ED Committee Preparer GR
4. 02/13/18 3:43 pm
   - Beverly Irby (bryid): Approved for ED Committee Chair GR
5. 02/13/18 3:46 pm
   - Beverly Irby (bryid): Approved for ED College Dean GR
6. 02/16/18 12:56 pm
   - Meagan Kelly (meagankelly): Approved for GC Preparer
7. 03/01/18 3:19 pm
   - LaRhisa Johnson (lrjohnson): Approved for GC Chair
Crosslisted: No  
Stacked: No

<table>
<thead>
<tr>
<th>Semester</th>
<th>Credit Hour(s)</th>
<th>Contact Hour(s)</th>
<th>Lecture</th>
<th>Lab</th>
<th>Other</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(per week)</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

Repeatable for credit? Yes
Number of times repeated for credit: 1  - OR -  Maximum number of hours
When will this course be repeated? Within a student's career
Three-peat? Yes

CIP/Fund Code: 1303010004
Default Grade Mode: Letter Grade (G)
Alternate Grade Modes: Satisfactory/Unsatisfactory
Method of Instruction: Seminar
Will sections of this course be taught as non-traditional? (i.e., parts of term, distance education) Yes

Learning Outcomes
Meet traditional face-to-face learning outcomes.
Describe how learning outcomes are met or provide justification why they are not met.
Each assessment is criterion referenced establishing the standard that insures each student meeting the criteria receives the associated grade. Every student can potentially achieve the highest grade. Each assessment is designed to demonstrate each student's learning outcomes in a situation which is as close as possible to a real-world context.

Hours
Meet traditional face-to-face hours.
Describe how hours are met or provide justification why they are not met.
The assessments, written papers, class presentations, group work and research projects are all part of the curriculum. Each assessment is focused on helping each student to continue their support and growth during their first full-time teaching position as an intern. Each assessment is designed to improve as a teacher with assigned readings on current problems, Saturday on-campus meetings with group work helping with problem solving, TExES Pedagogy and Professional Responsibilities Practice exam and first draft of their reflection paper during the spring semester.

Will this course be taught as a distance education course? Yes  No
I verify that I have reviewed the FAQ for Export Control Basics for Distance Education.
Yes  No
Is 100% of this course going to be taught in Texas? Yes
Will classroom space be needed for this course? No
This will be a required course or an elective course for the following programs:
Required (select program)
Course Syllabus

Syllabus: Upload syllabus
Upload syllabus: TEED 682 fall 18 CARS.doc

Letters of support or other documentation: No
Additional information:
Reviewer Comments:
Reported to state? No
Course Expectations
This course is part of your professional development sequence to become a certified teacher in the state of Texas. Therefore, you are expected to approach this class in a professional manner. Because this class will focus on ideas, it is essential that you complete the required readings before attending class. Each student is expected to contribute his or her best effort. In order to receive the grade of B, your work must be well written and drawn from the readings and class discussion. A grade of “A” must be exceptional and superior quality work.

Our Learning Outcomes/Benchmarks for the course are:

How to create an effectively managed classroom.
We will assess classroom management approaches based on behavioral, cognitive, affective and social theory and practice.
We will investigate techniques and strategies associated with traditional and contemporary teaching models.
Identify ways that technology can assist a teacher in becoming an effective classroom manager.
Examining methods to improve the teacher-student relationships.
Investigate connections between theory and practice.
Discovering the research behind classroom management.
Identify interaction between society and American secondary schools.

Required Textbooks:
Ceri B. Dean Elizabeth Ross Hubbell Howard Pitler and BJ Stone Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement. 2nd Edition
ISBN#1416613625

Other readings as assigned and participation in graduate research projects

All students are expected to attend two Saturday meetings and complete all on-line assignments. I understand that, as full time teachers, you may have school duties that require you to miss an occasional Saturday session (e.g., parent meetings, faculty development.) These are acceptable reasons for missing or being late to the class sessions. Extracurricular activities (i.e., COACHING) are not considered occasional or part of the certification program and are not reasons to miss the class meeting. E-mail beforehand should some conflict, illness or emergency prevent you from attending class. No make up provided. Only ONE excused absence per semester is allowed without grade consequences.

TECHNOLOGY PROBLEMS ARE NOT ACCEPTABLE EXCUSES FOR LATE WORK
Course Requirements

Grades for this seminar will be assigned for the following activities

- **Reading, discussion of articles (30%)** – Participate in threaded discussion from online articles from eCampus. Individual On-Line Assignments assigned from eCampus.
- **Student Travel document (10%)**
- **Seminar attendance and participation (10%)** You should come to class prepared discuss the readings from the on-line reading assignments.
- **Ethics Certificate (10%)**
- **Mental Health Certificate (10%)**
- **Dyslexia Certificate (10%)**
- **Completion of TExES PPR work sheets (5%)**
- **Completion of Reflection draft paper Assignment (15%)**

**All assignments must be completed and turned in on time.**

**10% reduction, per day for late work.**

<table>
<thead>
<tr>
<th>Grading</th>
<th>A = 92-100</th>
<th>B = 81-91</th>
<th>C = 72-80</th>
<th>D = 66-71</th>
</tr>
</thead>
</table>

2
# Calendar for Fall 2018 Semester

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Reading</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 27</td>
<td>On-Line Assignments</td>
<td>Begin journal for classroom concerns with thoughts for help. Reflection on your classes</td>
<td>Dec 5</td>
</tr>
<tr>
<td>Aug 28</td>
<td>On-Line Assignments</td>
<td>1. Assigned Reading and Reflection</td>
<td>Sept 4</td>
</tr>
<tr>
<td>Sept. 4</td>
<td>On-Line Assignments</td>
<td>2. Assigned Reading and Reflection</td>
<td>Sept 11</td>
</tr>
<tr>
<td>Sat Seminar Sept. 21 9:00 RM 303</td>
<td>TExES PPR Review in class</td>
<td>Competencies 1 thru 7</td>
<td>Saturday Seminar 9:00 RM 303</td>
</tr>
<tr>
<td>Sept 11</td>
<td>On-Line Assignments</td>
<td>3. Assigned Reading and Reflection</td>
<td>Sept 18</td>
</tr>
<tr>
<td>Sat Seminar Sept. 28 9:00 RM 303</td>
<td>TExES PPR Review in class</td>
<td>Competencies 1 thru 7</td>
<td>Saturday Seminar 9:00 RM 303</td>
</tr>
<tr>
<td>Sept 25</td>
<td>Travel Document</td>
<td>Travel Document</td>
<td>Due Oct 2</td>
</tr>
<tr>
<td>Oct 9</td>
<td>On-Line Assignments</td>
<td>4. Assigned Reading and Reflection</td>
<td>Due Oct 16</td>
</tr>
<tr>
<td>Oct 16</td>
<td>On-Line Assignments</td>
<td>5. Assigned Reading and Reflection</td>
<td>Due Oct 23</td>
</tr>
<tr>
<td>Oct 23</td>
<td>On-Line Assignments</td>
<td>6. Assigned Reading and Reflection</td>
<td>Due Oct 30</td>
</tr>
<tr>
<td>Sat Seminar Oct 21 9:00 RM 303</td>
<td>TExES PPR Review in class</td>
<td>Competencies 8 thru 13</td>
<td>Saturday Seminar 9:00 RM 303</td>
</tr>
<tr>
<td>Nov 6</td>
<td>On-Line Assignments</td>
<td>7. Assigned Reading and Reflection</td>
<td>Due Nov 13</td>
</tr>
<tr>
<td>Sat Seminar Nov 4 9:00 RM 303</td>
<td>TExES PPR Review in class</td>
<td>Competencies 8 thru 13</td>
<td>Saturday Seminar 9:00 RM 303</td>
</tr>
<tr>
<td>Nov 13</td>
<td>Certificates</td>
<td>Ethics Certification&lt;br&gt;Mental Health Certification&lt;br&gt;Dyslexia Certification</td>
<td>Due Nov 20</td>
</tr>
<tr>
<td>Nov 20</td>
<td>Reflection Paper</td>
<td>Draft Reflection Paper</td>
<td>Due Dec 5 11:30 PM</td>
</tr>
</tbody>
</table>
Texas A&M University Rules and Regulations Academic Integrity Statement and Policy

Texas A&M Code of Honor: An "Aggie does not lie, cheat, or steal, nor do tolerate those who do." "The Aggie Code of Honor is an effort to unify the aims of all Texas A&M men and women toward a high code of ethics and personal dignity. For most, living this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics, which Aggies have always exemplified. The Aggie Code of Honor functions as a symbol to all Aggies promoting understanding and loyalty to truth, and confidence in each other."

Please visit the Academic Integrity website at http://aggiehonor.tamu.edu/ to learn more about the Aggie Honor System Office at Texas A&M University.

Student Rules and Grading:
10.1 The course instructor shall provide in writing the following information to the class during the first-class meeting:
A statement of the nature, scope and content of the subject matter to be covered in the course.
All course prerequisites as listed in the catalog. All required course text and material.
The grading rule, including weights as applicable for tests, laboratory assignments, field student work, projects, papers, homework, class attendance and participation and other graded activities in the calculation of the course grade. No such rule should be in contradiction to other provisions of the University Student Rules.

10.2 The student's semester grade shall be based upon the grading rule statement in 10.1 (above). No such rule should be in contradiction to other provisions of the University Student Rules. To review the Student Rules, go to: http://student-rules.tamu.edu/

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 contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information, visit http://disability.tamu.edu/

Statement on Plagiarism
The handouts used in this course are copyrighted. By "handouts" I mean all materials generated for this class, which include but are not limited to syllabi, quizzes, exams, lab problems, in-class materials, review sheets, and additional problem sets. Because these materials are copyrighted, you do not have the right to copy the handouts, unless I expressly grant permission. As commonly defined, plagiarism consists of passing off as one's own the ideas, words, writings, etc., which belong to another. In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you should have the permission of that person. Plagiarism is one of the worst academic sins, for the plagiarist destroys the trust among colleagues without which research cannot be safely communicated. If you have any questions regarding plagiarism, please consult the latest issue of the Texas A&M University Student Rules, under the section "Scholastic Dishonesty."

Teaching, Learning and Culture (TLAC) Statement
The Department of Teaching, Learning and Culture (TLAC) does not tolerate discrimination, violence, or vandalism. TLAC is open and affirming departments for all people, including those who are subjected to racial profiling, hate crimes, heterosexism, and violence. We insist that appropriate action be taken against those who perpetuate discrimination, violence, or vandalism. Texas A&M University is an Affirmative Action and Equal Opportunity institution, and affirms its dedication to non-discrimination on the basis of race, color, religion, gender, age, sexual orientation, domestic partner status, national origin, or disability in employment, programs, and services. Our commitment to non-discrimination and affirmative action embraces the entire university community including faculty, staff, and students.
Texas A & M University
Teaching, Learning and Culture
Concern/Opportunity/Acknowledgment Form (COAF)

Name_________________________________________ UIN: _____-_____-____ Date / / /

Address___________________________________________________________________
Street City Zip

Telephone: Home (___) _____-_______ Major __________________________
Work (___) _____-_______ EMAIL __________________________

Class: _________________________________________________________________
Circle Freshman Sophomore Junior Senior Graduate

Projected Graduation Semester___________ Year ____________

Explain Opportunity/Concern/Acknowledgement (Please be specific with your narrative.)

If this is a concern what are the possible solutions?
a.

b.

Professor/Advisor/Mentor/Administrator Recommendation

________________________________________ Date: / / /
Advisor/Professor/Facilitator

Department Head Recommendation (demiranda@tamu.edu)

Department Head /Designee ____________________________________________ Date: / / /
Dr. Michael de Miranda Department Head

Action/Follow-up: