

Memorandum

To: General Faculty

Date: September 10, 2014

Regarding: Agenda, Faculty Senate Meeting, September 12 at 3:00 p.m., TLC 1-203

The agenda for the September 12, 2014 Faculty Senate meeting will be as follows:

1. Call to order
2. Roll call
3. Approval of minutes of July 18 (see [Addendum I](#))
4. Committee reports

Committee I: Undergraduate Programs Committee (Julia Farmer, Chair)

Action Items: (see [Addendum II](#))

A. Richards College of Business

- 1) Course proposals
 - a) Department of Marketing
 - i) Course: MGTG 4868 Marketing Metrics
Request: Add

B. College of Education

- 1) Course proposals:
 - a) Department of Teaching and Learning
 - i) ECSE 4761 Teaching Content and Process: Social Studies Dual Certificate
Request: Add
 - ii) ECSE 3214 Exploratory Curriculum for Pre-K through 5
Request: Add
 - iii) ECSE 4762 Teaching Content and Process: Science Dual Certificate
Request: Add
 - iv) ECSE 4763 Teaching Content and Process: Math
Request: Add

- v) ECSE 4764 Teaching Content and Process: Literacy Dual Certificate
Request: Add
- vi) ECSE 4783 Practicum I
Request: Add
- vii) ECSE 4784 Practicum II
Request: Add
- viii) ESCE 4786 Teaching Internship
Request: Add
- ix) ECSE 4789
Request: Add

2) Program Modifications

- a) Department of Learning and Teaching
Request: Add Dual Certification Track in Early Childhood/Special Ed

Information Items:

A. XIDS Core Review Committee

1) Courses added proposals

- a) XIDS 2002: What Do You Really Know about the Honors College

B. QEP/Core Area B Outcome Revisions

The Strategic Planning Committee and UPC will convene a joint meeting to discuss proposed Core Area B outcome revisions.

Committee II: Graduate Programs Committee (Susan Welch, Chair)

Action Items: (see [Addendum III](#))

A. College of Education

1) Course proposals:

a) Department of Leadership and Instruction

- i) Course: SEED 6200 Comprehensive Exam for Master of Arts in Teaching
Request: Add

- ii) Course: SEED 7200 Comprehensive Exam for the Master of Education
Request: Add

- b) College of Education Dean's Office
 - i) CURR 6575 Curriculum Trends and Issues
Request: Add

Committee IV: Academic Policies Committee (Susana Velez-Castrillon, Chair)

Information item:

The APC reviewed the USG Adult Learning Consortium (ALC) following the July 19, 2014 Faculty Senate presentation about UWG's in joining the ALC. The APC supports a Faculty Senate Endorsement of UWG's joining of this initiative.

5. Old business

- A) Adult Learning Consortium (ALC): Request for Endorsement
- B) Information item: Following the Senate's approval and the President's acceptance earlier this year, a proposal to add GEOG 2202 and GEOG 2202L to Core D will be sent to the Board of Regents later this month. For syllabi to both courses, see [Addendum IV](#).
- C) Information item: ENGL 2112 and ENGL 2131 will be offered as eCore courses starting October 2014.

6. New business

7. Announcements

8. Adjournment

Addendum I

**University of West Georgia
Faculty Senate Meeting
Draft Minutes**

July 18, 2014

1. Call to order: the meeting convened in room 1-303 of the Technology-enhanced Learning Center and was called to order by Elizabeth Kramer, Chair, at 3:01 p.m.
2. Roll call

Present

Boldt, Butler, Connell, DeFoor, Chesnut (substituting for DeSilva), Farmer, Griffith, L. Haynes, C. Johnson, Keim, McKendry-Smith, L. Miller, Neely, Popov, Remshagen, C. Schroer, Stanfield, Gezon (substituting for Steere), Tekippe, Velez-Castrillon, Willox, Woodward, Yates

Absent

Banford, Basu-Dutt, Blair, Elman, Erben, Farran, Faucette, Geisler, H. Gerhardt, Hall, Insenga, Lopez, Mbaye, McCord, McCullers, McGuire, Ogletree, J. Roberts, L. Robinson, Seay, Skott-Myhre, Welch, Xu

3. Minutes for April were electronically approved on June 20. It was noted by the Chair that revisions may be proposed at any subsequent meeting, even years later.
4. Committee reports

**Committee VI: Strategic Planning Committee (Nadya Popov, Chair)
Information Items:**

A. Strategic Plan:

1. Key Performance Indicators (Kyle Marrero and Cathi Jenks)

Dr. Marrero provided a context for dialogue. He said that this process will be data-informed, not data-driven; data is *a* tool, not *the* tool. He praised the team working on this initiative, which is a spinoff of the Strategic Planning Committee. He emphasized that communication is critical for success.

Dr. Jenks distributed a handout (projected on the screen) that included 3 parts: 1) a draft of an Excel spreadsheet titled “2014-2020 UWG Strategic Plan Key Performance Indicators”; 2) a PDF titled “Strategic Plan 2020 Key Performance Indicators Considered” (three pages); and 3) a PDF titled “Suggested Peers and Aspirants for the University of West Georgia” (one page).

To view the spreadsheet, see:

<https://drive.google.com/file/d/0ByJcH12ZHo0idS0tRUx2cXF2OS1LaVJoWjVSaXloVkY5Qm1z/edit?usp=sharing>.

To view text of the KPIs Considered, see:

<https://drive.google.com/file/d/0ByJcH12ZHo0icDZ6VVBEODFKMjg/edit?usp=sharing>.

For the final page of the handout, the list of suggested peers and aspirants for UWG, see:

<https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0id2hVa1d0azkydXc/edit?usp=sharing>.

Dr. Jenks said that this is the quantitative piece, but they are looking at qualitative aspects. She recognized the 14 members of this team and various other experts that have been consulted.

At this point in the meeting, Dr. Marrero inserted a few comments about the administration's accountability; e.g., he will complete a "scorecard" in mid-August on 6-8 goals that he is trying to achieve. He mentioned that one goal is to move faculty equity from 85% to 88% of the CUPA salary median for FY16 pending available recurring funds.

Dr. Jenks continued, encouraging faculty to read over the document. An initial question was that very few numbers are written in the "Goal" column; will they be fleshed out? The answer is yes. More quantitative goals will be incorporated as they are determined. Data is being gathered from various places around campus and will be recorded in the graphs.

2. Peer and Aspirant Institutions (Cathi Jenks)

Dr. Jenks talked about the last page of this handout, "Suggested Peers and Aspirants" for UWG. She noted that they are listed in no particular order. After doing a cluster analysis, the group decided to go in a different direction and applied more filters. (There were over 7K institutions for analysis possibilities.) Dr. Jenks mentioned some of the filters. After doing that, they got a quantity of only four institutions that are comparable to UWG. They added qualitative analysis and developed the presented list. At the August 15th Leadership Institute they will present more information. When asked which are closest to UWG, she replied Valdosta, Austin State, and Indiana State.

Dr. Jenks said that in this data-informed style of management, some key indicators will rise to the top and will be displayed on a dashboard. Others will still be measured and tracked.

Dr. Jenks urged faculty to call or e-mail her with questions.

3. Successful Partnerships Task Force (Melanie McClellan)

Dr. McClellan has been leading this task force for about six weeks. She had a goal to get more involved in the community after retiring from UWG. She originally started as a volunteer in the nonprofit sector, but in consultation with Dr. Marrero, decided to work on Strategic Imperative #3, which is about developing "mutually beneficial partnerships."

To view her notes for the meeting, see:

<https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0iQ3lFNldnVzNwQmt1Z1VPQ2M1SU92SGloNXdJ/edit?usp=sharing>.

To view her preliminary plans as presented to the President's Advisory Council (PAC), see:

<https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0ieU05QWRHOudQYkJTS2c3LU0yTOI4bkxieWQ4/edit?usp=sharing>.

To view her PowerPoint presentation at this Faculty Senate meeting, see:

<https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0iLTR1TWYzM3BtZ3AxWmthTU1KczNqckZKdGx3/edit?usp=sharing> (click the Download button, then open the file).

Here are some highlights from her talk:

- She elaborated that whether we should seek the Carnegie Foundation Community Engagement Classification is a serious consideration. The application is a 100-page document. She assured us that we will think carefully about that first.
- Dr. McClellan stated that her three tentative goals are: 1) to inventory what we're doing now; 2) figure out how to communicate and collaborate with the campus; and 3) to form recommendations to a task force.
- Her office is located at the Chamber of Commerce, starting in August. She tentatively plans to have office hours on Tuesday and Wednesday afternoons. She stated that she will meet with you on campus. Please e-mail her to set up a time to meet (melmcc@westga.edu).
- She connects people to other people.
- State dollars and foundation dollars are different accounts.
- Dr. Sal Peralta suggested calling her website "Melanie's List" and this was cheered by the senators present.
- Continuity in these types of town/gown connections from year to year has been a problem.

5. New business

A. Adult learning initiative and USG Adult Learning Consortium (Micheal Crafton and Myrna Gantner) See:

<https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0iUjdNSnQ4N1JnTjg/edit?usp=sharing>.

The adult learning initiative is part of our plan for Complete College Georgia. Dr. Gantner presented a 10-slide PowerPoint to illustrate (see the above link). She stated that there is a plan for a new Center, but this is about the Academic Affairs piece. The idea is to get the adult learners out there who got some college but didn't finish a degree. She talked about "stop-outs," where life got in the way. We want to help them navigate through the re-entry process, addressing the barriers.

A number of institutions in the USG have been working with the Adult Learning Consortium (ALC) for the last 5 years. Because this grant-supported program is in its last year of funding, the consortium developed a Memorandum of Understanding (MOU) to institutionalize its work

in the USG. Non-ALC member institutions may be invited to join the consortium by agreeing, in principle, to the criteria listed in the MOU.

- Joining the ALC will give UWG a seat at the table as the USG ramps up its work with adult learners. It will also give us access to networks and possible future funding opportunities.
- Academically qualified adult learners are UWG's best opportunity for significant enrollment growth in the near future.
- The Chancellor wants all USG institutions to support adult learners in returning to school to finish their degrees and has started the new "Go Back Move Ahead" media campaign to reach out to "stop-outs."
- The MOU mostly addresses prior learning assessment.
- UWG already participates in most of the items listed in the MOU, with the exception of portfolio assessment. UWG can join the ALC without doing portfolio assessment ourselves. Rather, our institution would agree to allow UWG students to take a portfolio course online as a transient student at a sister USG school and transfer awarded credits here. This can be done on an individual course basis, as decided by UWG faculty with expertise in the relevant discipline/s.
- It is not necessary for UWG to meet each criterion exactly as outlined in the MOU, as none of the existing ALC institutions does so. Rather, signing the MOU means that UWG embraces the principles as outlined in the document.

Dr. Gantner asked that interested faculty let her know if they would like to serve on this committee. She said that she and Dr. Crafton will bring the topic back to the Faculty Senate in September to ask the Senate to endorse UWG's membership in the Adult Learning Consortium.

B. LEAP initiative (Micheal Crafton); see <http://www.aacu.org/leap>

The Liberal Education and America's Promise (LEAP) initiative is about forming a pact which affirms a commitment to liberal education. Dr. Crafton stated that we don't want to sacrifice academic integrity. He will come back to Faculty Senate in the fall to ask for volunteers to help.

6. Announcements

The Chair made the following announcements:

- Engage West initiatives: The Barrier team (dealing with Strategic Imperative #4—Operational Success) is off to a running start, with the following:
 1. Submitted a recommendation on the covering of work load for employees on extended leave;
 2. Working on the 27 steps for hiring faculty;
 3. Working on pulling together resources for helping at risk students;
 4. 20-member committee chaired by Denise Overfield, including senator Vickie Geisler.
- The first Engage West Leadership Development Institute was held in May and the next will be August 15th.

- Policy task force is at work. The website is at <http://www.westga.edu/policy>. The posting of revised policies will be announced via the Daily Report. The standard feedback period will be two weeks after posting. In some cases, that period may be extended. The policy task force, which consists of both faculty and administrators, will be working closely with the Faculty Senate on many of these policies.
- GO WEST branding has moved into a stage of more targeted outreach. They will be working with colleges and schools. Contact your dean's office if you have specific suggestions.
- The campus goes tobacco-product free on August 1, 2014. Notifications will be posted and sent to all those on campus. Support will continue to be available for those wishing to quit using tobacco.
- The Office of Institutional Effectiveness and Assessment (previously Institutional Research and Planning) has released its Factbook for the preceding academic year.
- The next meeting of Faculty Senate will be Fri., Sept. 12.

Dr. Marrero made an announcement about an accounting error with respect to student financial aid that was discovered and self-reported last year. UWG got a determination of liability, which resulted in a fine of \$2.4M paid on June 30, 2014, which is 1.1% of the dissemination of all financial aid during the period of assessment. The fine was paid from unspent funds at the end of the 2013-2014 fiscal year previously earmarked by Dr. Sethna.

Dr. Marrero emphasized the integrity of all the individuals at UWG involved in discovering, reporting, and correcting the error and provided context with various financial aid data. He noted that following this announcement, he would be sending out an e-mail memorandum to all faculty and staff. A story in the Times-Georgian local newspaper is also expected.

7. Adjournment

The meeting adjourned at 4:30 p.m.

Respectfully submitted,

Shelley Rogers,
Executive Secretary of the Faculty Senate and General Faculty

Addendum II

Course Update Request (Add, Delete, Modify)

Originator

Marketing and Real Estate
Department

Richards College of Business
College

Talpade, Sall M.
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

MKTG 4868 Marketing Metrics
Prefix Number Course Title

The Marketing Metrics Course will provide students with a methodology to measure and track marketing performance. The course has three primary objectives: Learn and understand key marketing metrics; Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics; Use the resulting analyses to make optimal marketing decisions.

Course Catalog Description

3 Lec Hrs 3 Credit Hrs Fall - 2014 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

MKTG 3803 or Permission of Dept. Chair

Corequisites

Rationale

Feedback from employers for students to have these skills.

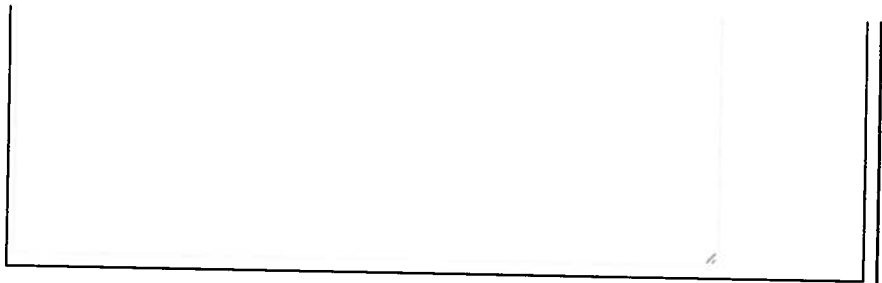
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 30

Comments



College Approvals

Salli M. Talpade [APPROVED 2014-02-25]
Chair, Course Department

Faye McIntyre [APPROVED 2014-04-22]
Dean, RCOB

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Hilde Patron [APPROVED 2014-04-14]
RCOB Undergraduate Program Committee Chair

Julia Farmer [APPROVED 2014-09-05]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Marketing Metrics Syllabus - Proposed

Instructor: David Nickell
Contact Information: office: 678 839 5486
cell: 404 664 0431
email: dnickell@westga.edu
Office Hours: by appointment
Prerequisites: MKTG 3803 Minimum Grade: D or MKT 303 Minimum Grade: D and (GPA 2.00 or above required 2.00 and College of Business Maj-Minor 1)

Course Objectives: Marketing managers are increasingly challenged by their firm's executives to provide metrics that can be translated to financial performance. As a result, this purpose of the Marketing Metrics Course is to provide students with a methodology to measure and track marketing performance. The course has three primary objectives:

- Learn and understand key marketing metrics
- Employ Microsoft Excel to analyze a firm's marketing performance through marketing metrics
- Use the resulting analyses to make optimal marketing decisions

The required text for the course is to be:
Marketing Metrics: The Definitive Guide to Measuring Marketing Performance by, Paul W. Farris; Neil T. Bendle; Phillip E. Pfeifer; David J. Reibstein
ISBN-10 0-13-705829-2
ISBN-13 978-0-13-705829-7

Prerequisite Classes:

- ACCT 2102 - Principles of Accounting II
- FINC 3511 - Corporate Finance
- MKTG 3803 - Principles of Marketing
- CISM 2201 - Fund of Computer Applications

Grading Policy: As the instructor, I am the final authority on grades.

The grading for this course is:

- | | |
|-------------------------------|-----|
| • Class Involvement | 10% |
| • Group Case Assignments (4) | 20% |
| • Exams (3) | 50% |
| • Group Student presentations | 20% |

Class Involvement consists of:

- Attendance (being in the classroom)
- Class Participation (actively engaged in classroom discussions)
- Professionalism in Class (being attentive, prepared, and respectful)

Attendance Policy: You are expected to attend every class meeting and attendance is a factor in determining my evaluation for your class involvement. You are responsible for any material you might miss due to an absence.

The grades will be assigned as follows:

A	90-100
B	80-89
C	70-79
D	60-69
F	59 or below

Academic Honesty: Academic dishonesty is the commission of an act, not the degree. Neither the amount of dishonesty nor the percent of course grade are relevant. Knowingly participating in or facilitating dishonesty makes a person equally subject to any punishment.

At West Georgia, the student is expected to achieve and maintain the highest standards of academic honesty and excellence. Not only does academic honesty preserve the integrity of both the student and the institution, but it is also essential in gaining a true education. The West Georgia student, therefore, pledges not to lie, cheat, steal, or engage in plagiarism in the pursuit of his or her studies and is encouraged to report those who do. See *Connection and Student Handbook*, Appendix E, Academic Dishonesty.

Plagiarism occurs when a student uses or purchases ghost-written papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to the person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the Student Handbook, Undergraduate Catalog, and Graduate Catalog.

The penalty for students who fail to maintain academic honesty for their work can include no credit on the assignment or exam or up to and including receiving a failing grade for the entire course.

Course Agenda

Week 1	Orientation Chapter 1 - Introduction
Week 2	Chapter 2 - Share of Hearts, Minds, and Markets:

	Customer perceptions, market share, and competitive analysis.
Week 3	Chapter 3 - Margins and Profits: Revenues, cost structures, and profitability.
Week 4	Chapter 4 - Product and Portfolio Management: The metrics behind product strategy, including measures of trial, growth, cannibalization, and brand equity.
Week 5	Chapter 5 - Customer Profitability: The value of individual customers and relationships.
Week 6	Chapter 6 - Sales Force and Channel Management: Sales force organization, performance, and compensation. Distribution coverage and logistics.
Week 7	Chapter 7 - Pricing Strategy: Price sensitivity and optimization, with an eye toward setting prices to maximize profits.
Week 8	Chapter 8 - Promotion: Temporary price promotions, coupons, rebates, and trade allowances.
Week 9	Chapter 9 - Advertising Media and Web Metrics: The central measures of advertising coverage and effectiveness, including reach, frequency, rating points, and impressions. Models for consumer response to advertising. Specialized metrics for Web-based campaigns.
Week 10	Chapter 10 - Marketing and Finance: Financial evaluation of marketing programs.
Week 11	Chapter 11 - The Marketing Metrics X-Ray: The use of metrics as leading indicators of opportunities, challenges, and financial performance.
Week 12	Chapter 12— System of Metrics: Decomposing marketing metrics into component parts can improve measurement accuracy, add managerial insight into problems, and assist marketing model building.
Week 13	Catch up lectures and Working Sessions for Final Project
Week 14	Working Sessions for Final Project
Week 15	Final Presentations

The course syllabus provides a general plan for the course; deviations may be necessary.

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

Department

College of Education

College

Robbins, Sandra Hess

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item

Course Details

ECSE 4761 Teaching Content and Process: Social Studies Dual Cer
Prefix Number Course Title

Candidates will examine the current content and methodology of social studies education for young learners (grades P-5) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. Field experience required.

Course Catalog Description

3 3 Fall - 2015 Yearly Letter Grade
Lec Hrs Lab Hrs Credit Hrs Effective Term Frequency Grading

Prerequisites

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Corequisites

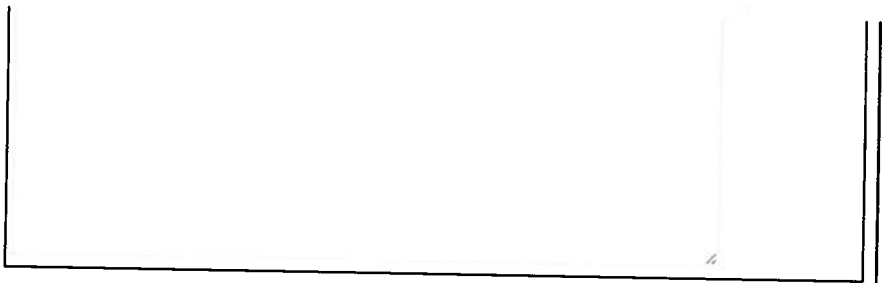
Rationale

Candidates will examine the current content and methodology of social studies education for young learners (grades P-5) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. Field experience required.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
Is this a SACS substantive change? NO
Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julla Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Rationale

ECSE 4761 – Teaching Content and Process: Social Studies Dual Certificate

Candidates will examine the current content and methodology of social studies education for young learners (grades P-5) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. Field experience required.

Proposed Syllabus: ECSE 4761:
Teaching Content and Process: Social Studies Dual Certificate

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Direct Line:
Department Line:

Email

Online Support

D2L Home Page
<https://westga.view.usg.edu/>

D2L UWG Online help
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning
<http://uwgonline.westga.edu/>

Distance Learning Library Services
<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students
<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Candidates will examine the current content and methodology of social studies education for young learners (grades P-5) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. Field experience required.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (Council for Exceptional Children, INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Approaches to instruction for this course will include online instruction, guest speakers, small group activities, large group discussion, and case studies.

COURSE OBJECTIVES

Students will:

1. integrate content from social science disciplines appropriate for elementary grade children (Maxim, 2012; Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 4; ACEI 15.1 CEC 2-5, 7, 8)*

2. identify the skills needed by children to participate effectively in a democratic society. (Maxim, 2012; Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 4, 7; ACEI 5.7, 15; CEC 2-5, 7, 8)*

3. critique materials available to use in teaching social studies
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 1, 9; ACEI 1.3, 2.1, 9.1, 9.2, 9.3, 9.4, 15.2 CEC 2-5, 7, 8)*

4. design and implement strategies used in teaching social studies, including students with disabilities and students from multicultural backgrounds.
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 1, 4; ACEI 5.4, 6.4, 7.1, 7.2, 7.3, 7.4, 7.5 CEC 2-5, 7, 8)*

5. integrate current topics and trends (i.e., multicultural education, global education, career education, character education, and current events) in the elementary social studies curriculum.
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 1, 4; ACEI 5.1; 15.1 CEC 2-5, 7, 8)*

6. demonstrate knowledge and application for evaluating and assessing children's learning of social studies.
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: INTASC 8; ACEI 4.2, 5.4, 5.4, 7.3 CEC 2-5, 7, 8)*

7. demonstrate knowledge of learning and teaching strategies, including differentiation of instruction and content enhancement strategies, that apply to enhancing thinking, listening, vocabulary development, reading, writing and content areas .
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: CEC 2-5, 7, 8,, INTASC 1,4, 5, and GaPSC 3/3/iii, 4/4/iv, 5/5/v, 7/7/vii*

8. Select, modify, and evaluate instructional materials and techniques to meet the specific needs of individual students based on evaluated outcome, develop supplementary curriculum materials to meet individual needs, and plan for continuous evaluation.
(Maxim, 2012;Chapin, 2013; Sunal & Haas, 2011; Schell & Fisher, 2007, Wyman, 2005)

Standards: CEC 2-5, 7, 8, INTASC 1,2,3,6]*

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): Chapin, J. R. (2013). *Elementary social studies: A practical guide*. Boston, MA: Pearson.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at
<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

Maxim, G. W. (2014). *Dynamic social studies for constructivist classrooms: Inspiring tomorrow's social scientists* (10th ed.). Boston, MA: Pearson.

Schell, E., & Fisher, D. (2007). *Teaching social studies: A literacy-based approach*. Boston, MA: Pearson.

Sunal, C. S. (2011). *Social studies for the elementary and middle grades: A constructivist approach* (4th ed.). Boston, MA: Pearson.

Wyman, R. M. (2005). *America's history through young voices: Using primary sources in the K-12 social studies classroom*. Boston, MA: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: Article Critiques

Students will review and critique 2 articles related to social studies methods. (Course Objectives 1-8)

Assignment 2: History through a child's eyes: In order to plan and implement instruction, it is essential to understand what children already know. Since all instruction must build on students' prior knowledge and experience, you must become familiar with students' thinking. This assignment gives you the chance to do that in the area of social studies.

In this assignment, you will interview 2-3 children. (The interview form is attached.) You should either record the interview to use in writing your essay, or work with another student who takes notes during the interview. (Course Objectives 2 & 6)

Assignment 3: Choice Board – Students will select one activity from an activity board that is based on the GPS. More information will be provided in class. (Course Objectives 1, 2, 3, 4, 6, 7, 8)

Assignment 4: Student Created Choice Board – Students will create a choice board that would be used for a unit of instruction in a specific grade. More information will be provided in class (Course Objectives 1, 2, 3, 4, 6, 7, 8)

Assignment 5: Content Area / Lesson Presentation – In pairs (aka – a team of two), you will present a differentiated Social Studies lesson and supporting activities to the entire class (See sign-up sheet for subjects and dates.). Your presentation will last a minimum 30 minutes and a maximum of 45 minutes. You must present the lesson as you would if you were teaching an elementary school class. You must have all necessary materials for the class to be **ACTIVELY** involved in the concept being taught. More information will be provided in class (Course Objectives 1 -8)

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Assignment 1 Article Critiques	2@10 = 20 pts.	Rubric		
Assignment 2 History through a child's eyes	10 pts.	Checklist		
Assignment 3 Choice Board	20 pts.	Rubric		
Assignment 4 Student Created Choice Board	10 pts.	Checklist		
Assignment 5 Content Area / Lesson Presentation	40 pts.	Rubric		

Grading

Please include your grading scale, such as:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: *If you factor attendance into your grading, you should include that info here.*

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability,

special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Describe class, departmental or personal policy regarding extra credit

Late Work: Describe class, departmental or personal policy regarding acceptance and grading of late work

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website.

CLASS OUTLINE

Class Session	Class Topics	Things to do or read for class	Assignments Due
1	Introduction to the course		
2	The Elementary Social Studies Curriculum	Chapter 1	
3	Planning for Social Studies Instruction	Chapter 2	
4	Instructional Strategies	Chapter 3	
5	Using Multiple Assessments to Evaluate Student Learning in the Social Studies	Chapter 4	
6	Teaching History	Chapter 5	
7	<i>Student Lesson Presentations</i>		<i>Student Lesson Presentations</i>
8	Teaching Civic and Global Education	Chapter 6	
9	<i>Student Lesson Presentations</i>		<i>Student Lesson Presentations</i>
10	Teaching Geography	Chapter 7	
11	<i>Student Lesson Presentations</i>		<i>Student Lesson Presentations</i>
12	Teaching Economics	Chapter 8	
13	<i>Student Lesson Presentations</i>		<i>Student Lesson Presentations</i>
14	Teaching for Diversity	Chapter 9	
15	Reading and Literacies in Social Studies	Chapter 10	

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 3214 Exploratory Curriculum for Pre-K-5 Classrooms
Prefix Number Course Title

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

Course Catalog Description

2 Lec Hrs 2 Lab Hrs 2 Credit Hrs Fall - 2015 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

Prerequisite: Admission to Teacher Education.

Corequisites

Rationale

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

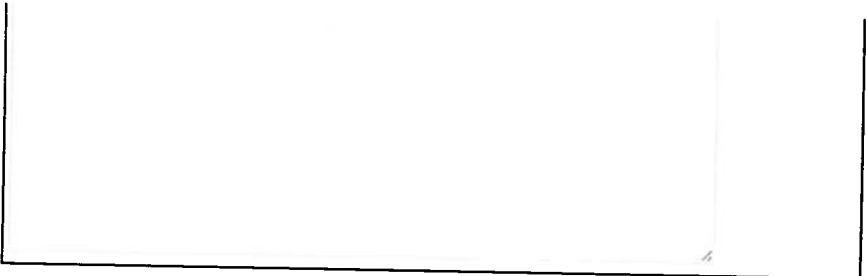
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]
 Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]
 Associate Dean, College of Education

Cross Listing Approvals

N/A
 Chair, Cross Listed Department

N/A
 Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]
 Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
 Final Approver

Rationale**ECSE 3214 – Exploratory Curriculum**

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

ECSE 3214: Exploratory Curriculum for Pre-K-5 Classrooms

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone

Email

Online Support

D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online help

<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help

<https://d2lhelp.view.usg.edu/>

UWG Distance Learning

<http://uwgonline.westga.edu/>

Elementary Health & Physical Activity Wiki Site

<http://elementaryhealthphysicalactivity.wiki.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education.

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping

themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards; Association for Childhood Education International (ACEI), the Interstate Teacher Assessment and Support Consortium (INTASC), the American Association for Health, Physical Education, Recreation & Dance (AAHPERD), the National Sexuality Education Standards (NSES), The Common Core Georgia Performance Standards (CCGPS), and the Georgia Health and Physical Education, Dance, Music, Theatre Arts, and Visual Arts Performance Standards (GPS), are also incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

COURSE OBJECTIVES

Students will:

1. Identify strategies for effective planning and teaching exploratory curriculum (fine arts, physical activity, and health). (Rink, 2010; Rink, Hall & Williams, 2010; Kovar et al., 2012; Cone, Werner & Cone, 2009; Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2010; Isenberg & Jalongo, 2010; Edwards, 2011; O'Brien, 2009); (Standards: ACEI 1- 3; INTASC 1-4 & 7-8); (*Conceptual Framework Descriptors: Knowledgeable, Empathetic, Adaptive, Leading, Decisive, Collaborative, Lifelong Learners & Culturally Sensitive*).
2. Identify common health disparities, risks, and developmental growth patterns among children, and describe strategies for maintenance of proper health, prevention of diseases, and meeting curricular standards; (Telljohann, Symons & Pateman, 2009; Mayeski, 2009; Kovar et al., 2012); (Standards: ACEI 1-2, 4; INTASC 4 & 7 NHES 1, 3-7); (*Conceptual Framework Descriptors: Knowledgeable, Inquisitive, Decisive, Adaptive, Proactive, Leading, Culturally Sensitive & Empathetic*).
3. List and describe all components of a school wellness program including comprehensive physical activity and identify strategies for effective implementation; (Rink, Hall & Williams, 2010; NASPE, 2012, Telljohann, Symons & Pateman, 2009); (Standards: ACEI 2-3 & 5; INTASC 3 & 10; NHES 1-3 & 8); (*Conceptual Framework Descriptors: Knowledgeable, Decisive, Adaptive, Proactive, Leading, Collaborative, Culturally Sensitive & Empathetic*).
4. Develop appropriate learning experiences for Pre-K-5 classrooms and develop a resource file of student learning activities; (Wankleman & Wiggs, 2007; Graham, Holt-Hale, & Parker, 2007; Cornett 2007); (Standards: ACEI 1 & 5; INTASC 1-5, 7-8); (*Conceptual Framework Descriptors: Knowledgeable, Proactive, Leading, Collaborative & Lifelong Learners*).
5. Demonstrate knowledge of appropriate adaptations and supports to ensure participation of children with disabilities in drama, art, music, physical activity, and health activities (Rapp, & Arndt, 2012); (Standards: ACEI 1-3; INTASC 1-5 & 7-8); (*Conceptual*

Framework Descriptors; Knowledgeable, Reflective, Empathetic, Adaptive, Decisive, Collaborative, & Culturally Sensitive).

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): Crawford, Linda. (2004). *Lively Learning Using The Arts to Teach the K-8 Curriculum*. Northeast Foundation for Children, Inc.

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.
If you have purchased a subscription previously, DO NOT re-subscribe.
For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References:

- Anspaugh, D. J., & Ezell, G. (2012). *Teaching today's health*. (10th ed.). San Francisco, CA: Pearson/Benjamin Cummings.
- Baldwin, P., & Fleming, K. (2003). *Teaching literacy through drama: Creative approaches*. New York, NY: Routledge/Falmer.
- Blecher, S., & Jaffee, K. (2007). *Weaving in the arts*. Portsmouth, NH: Heinemann.
- Bloomfield, A. (2000). *Teaching integrated arts in the primary school: Dance, drama, music, and the visual arts*. UK: David Fulton Publishers.
- Bruess, C. E., & Greenberg, J. S. (2013). *Sexuality education: Theory and practice*. (6th ed.). Sudbury, MA: Jones and Bartlett.
- Cornett, C. E. (2010). *Creating meaning through literature and the arts: An integration resource for classroom teachers* (4th edition). Columbus, OH: Prentice Hall.
- Eisner, Elliott W., (2002). *The Arts and the Creation of Mind*. Harrisonburg, VA: R.R. Donnelly & Sons.
- Gilbert, G. G., & Sawyer, R. G. (2009). *Health education: Creating strategies for school and community health* (3rd ed.). Sudbury, MA: Jones and Bartlett.
- Goldberg, M. (2005). *Integrating the arts: An approach to teaching and learning in multicultural and multilingual settings*. (3rd ed.). New York, NY: Allyn & Bacon.
- Graham, G., Holt/Hale, S., & Parker, M. (2012). *Children moving*. (9th ed.). Upper Saddle River, NJ: McGraw-Hill.
- Jensen, E. (2000). *Learning with the body in mind*. Thousand Oaks, CA: Corwin Press.

- Kovar., S. K., Combs, C. A., Campbell, K., Napper-Owen, G., & Worrell, V. J. (2012). *Elementary classroom teachers as movement educators* (4th ed.). New York, NY: McGraw-Hill.
- Lengel, T., & Kuczala, M. (2010). *The kinesthetic classroom: Teaching and learning through movement*. Thousand Oaks, CA: Corwin Press.
- Mayesky, M. (2009). *Creative activities for young children*. (9th ed.). Albany, NY: Delmar.
- Meeks, L., & Heit, P. (2012). *Totally awesome strategies for teaching health* (8th ed.). New York, NY: McGraw-Hill.
- Merriam, M., & Rubin, J. (2012). *Creative approaches to elementary education*. Portsmouth, NH: Heinemann.
- Nelson, G. D. (2006). *Breaking the learning barrier for underachieving students*. Thousand Oaks, CA: Corwin Press.
- Pangrazi, R., Beighle, A., & Pangrazi, D. (2009). *Promoting physical activity & health in the classroom*. San Francisco, CA: Pearson/Benjamin Cummings.
- Rink, J. E., Hall, T. J., & Williams, L. H. (2010). *Schoolwide physical activity: A comprehensive guide to designing and conducting programs*. Champaign, IL: Human Kinetics.
- Schirmacher, R. (2008). *Art and creative development for young children*. (6th ed.). Albany, NY: Delmar.
- Schneider, J. J., Crumpler, T. P. & Rogers, T. (2006). *Process drama and multiple literacies: Addressing social, cultural, and ethical issues*. Portsmouth, NH: Heinemann.
- Telljohann, S. K., Symons, C. W., & Pateman, B. (2011). *Health education: Elementary and middle school applications* (7th ed.). New York, NY: McGraw-Hill.
- Tibbett, T. (2004). *Listen to learn: Using American music to teach language arts and social studies*. San Francisco, CA: Jossey-Bass.

Electronic References:

- Active Academics: www.activeacademics.org
- Activity Breaks: http://www.heart.org/idc/groups/heart-public/@wcm/@fc/documents/downloadable/ucm_455767.pdf
- Adventure to Fitness: www.adventuretofitness.com
- Art Education Discussions: www.artsednet.getty.edu
- Art Projects: http://www.pacificnet.net/mandel/The_Arts.html
- Art on the Net: <http://www.artsedge.kennedy-center.org/artsedge.html>
- ArtsEdNet: <http://artsednet.getty.edu/>
- Art Gopher/LC Marvel: gopher://marvel.loc.gov:70/11/global/arts
- Art Serve: <http://rubens.anu.edu.au>
- Body and Grace American Ballet Theatre: <http://www.i3tele.com/photo>
- Brain Breaks: [http://www.emc.cmich.edu/BrainBreaks/2005/TOC.htm#ALL SUBJECTS](http://www.emc.cmich.edu/BrainBreaks/2005/TOC.htm#ALL_SUBJECTS)
- Brain Gym: www.braingym.org

Circus Fit: <http://www.circusfit.com/?skipIntro=true>
 Dance: <http://www.cs.fsu.edu/projects/group4/dance.html>
 Energizers: <http://www.eatsmartmovemorenc.com/Energizers/Elementary.html>
 Expo World Wide Expedition: http://sunsite.unc.edu/expo/ticket_office.html
 Fish Philosophy: www.fishforschools.com
 Global Show and Tell: <http://www.manymedia.com/show-n-tell/>
 Global Student Art Exhibit: <http://www.botfri.se>
 Go Noodle: www.gonoodle.com
 Head Start/Body Start: <http://www.aahperd.org/headstartbodystart/activityresources/>
 Homemade Equipment: <http://www.pecentral.org/preschool/prekhomemadeequipmentmenu.html>
 International Kids Space: http://www.plaza.interport.net/kids_space/
 Just a Minute (JAM): <http://www.healthetips.com/jam-program.php>
 Let's Move Active Schools: <http://www.letsmoveschools.org>
 Metropolitan Museum of Art: <http://www.metmuseum.org/>
 Move to Learn: www.movetolearnms.org
 Music Educator's Homepage: <http://www.athena.athenet.net/~wslow/index.html>
 Music Educator's Online: <http://geocities.com/Athens/2405/index.html>
 National Museum of Art Gopher: <http://www.nmaa.si.edu/home.html>
 Nutrition Education: www.choosemyplate.gov
 PBS Kids Food Advertising: <http://pbskids.org/dontbuyit/advertisingtricks/>
 Peaceful Playgrounds: www.peacefulplaygrounds.com
 Recess Before Lunch: <http://www.peacefulplaygrounds.com/recess-before-lunch/>
 Resources for Music Educators: <http://www.ed.uiuc.edu/edpsy-387/tina-scott/project/home>
 Sexuality Education by State: <http://www.abstinenceworks.org/what-about-my-state-mainmenu-90>
 Smithsonian Web Server: <http://www.si.edu>
 Strong 4 Life: www.strong4life.com
 Take 10!: www.take10.net
 Web Museum of Paris: <http://www.sunsite.unc.edu/louvre/>
 World Art Treasures: <http://www.epfl.ch/BERGER/index.html>
 World Wide Art Resources: <http://www.wwar.com/>
 World Wide Web Virtual Library Museum Pages:
<http://www.comlab.ox.ac.uk/archive/other/museums.html>
 WWW of Music: <http://www.american.recordings.com/wwwofmusic/index.html>

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Only one absence is allowed. ONE absence may be excused with proper documentation (doctor's note, university event, funeral program). Additionally, 5 points are deducted from the final

course average, per each subsequent absence after one. Two incidents of leaving class early and/or arriving to class late and/or leaving class excessively constitutes one unexcused absence. Students needing to leave class early need to make the instructor aware of this need prior to the start of class.

The University of West Georgia allows faculty members to drop students who do not contact them or attend the first two class meetings for classes which meet daily (or the first class meeting for classes which meet less frequently). Students who do not intend to remain in a course should drop the course before the end of the official drop/add period. Depending upon an instructor's policies and the University's policies, failure to drop a course during the drop/add period will result in a grade of W, WF, or F in courses not attended.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Any extra credit for this course will be announced by the instructor in advance. Students should not expect or plan on extra credit.

Late Work: All assignments are due on the assigned date. Late assignments (without prior consent of the instructor) will not be accepted. Missed assessments (without prior consent of the instructor) cannot be made up. Reminder: computer failure does occur but is NOT an allowable excuse for missed or late work. It is the responsibility of the student to allow time for possible technology glitches.

Professional Conduct: Students are to follow the professional expectations outlined in the Professionalism/Participation Assignments as well as the COE Professional Disposition Rubric.

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. No assignments will be accepted via MyUWG email. Assignments will be either brought hard copy to class or posted in D2L as designated by the instructor.

D2L: Students are responsible for accessing the instructor's D2L site to print course materials for use in class and as outside enhancement of in-class activities. These materials include but are not limited to the course syllabus and the course content outline. D2L will also be used for on-line quizzes, reading assignments, posting discussion responses, and submitting some assignments. D2L will also be used to post any announcements, disseminate PowerPoint lectures, class cancellations and grades.

Written Format Policy: All submitted assignments are to be typed with double-spaced lines, 12-point font, and one-inch margin around the page. Typed assignments should be stapled at the upper left hand corner and NOT submitted in folders or jackets. Written expression is an important aspect of working with children and families as a literate teacher role model. Errors in written expression (spelling and/or grammar) will result in a reduction of points on assignments.

COE Writing Expectation and Rubric: Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to appropriate formatting (APA).

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

- 1. Integrated Lesson Plans:** Students will create two lesson plans using core curriculum and Georgia content standards; Language Arts, Social Studies, Science, or Math, and integrating a fine arts activity (music, visual arts, drama, or dance). An additional lesson plan will be created using health and/or physical activity integration. These lesson plans will be taught in the field and require a reflection for each experience (*Course Objectives: 1-3*).
- 2. Curriculum Resource File:** Students will locate and upload various activities and resources for Pre-K-5 grade levels for Reading, Language Arts, Math, Science, and Social Studies that incorporate exploratory curriculum; music, visual arts, drama, dance, physical activity, and health. Students will need to use the required template, and have the appropriate number of resources (*Course Objectives: 2-5*).
- 3. Content Evaluation/Discussion Responses:** Students will be required to participate in weekly online discussion boards, and complete content evaluation assignments; quizzes, recess observation, and a content specific energizer peer teaching experience (*Course Objectives: 1-5*).

Assignment	Points	Assessment Tools	Type
Integrated Lesson Plans	100 pts. (40%)	Rubrics	Individual
Curriculum Resource Notebook	50 pts. (20%)	Rubrics	Individual
Content Evaluation & Discussion Responses	100 pts. (40%)	Rubrics	Individual & Small Groups

GRADING

A:	90-100%	225-250 points
B:	80-89%	200-224
C:	70-79%	175-199
D:	60-69%	150-174
F:	below 60%	149 and below

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics
1		Introductions/Expectations/Syllabus
2		Health & Physical Activity Topics: Georgia Health Standards & Energizers
3		Topics: Social Health, Bullying & Sexuality
4	<i>*Peer-Led Energizer</i>	Topic: Substance Abuse & Nutrition
5	<i>*Peer-Led Energizer</i>	Topic: Childhood Obesity
6	<i>*Peer-Led Energizer</i>	Topic: Integrating Physical Activity & Academics
7	<i>*Peer-Led Energizer</i>	Topic: Children's Needs and Readiness for Physical Activity; Recess
8	<i>*Peer-Led Energizer</i>	Fine Arts Topics : Discussion & Chapters 1-2
9	<i>*Peer-Led Energizer</i>	Topic : Discussion & Chapters 3-4
10	<i>*Peer-Led Energizer</i>	Topic : Discussion & Chapters 5-7
11	<i>*Peer-Led Energizer</i>	Topic : Discussion & Chapters 9-10
12	<i>*Peer-Led Energizer</i>	Topic : Discussion & Chapter 11
13	<i>*Peer-Led Energizer</i>	Topic : Discussion & Chapter 12
14		Topic : Discussion & Chapter 13
15		Topic : Discussion & Chapter 14

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 4762 Teaching Content and Process: Science Dual Certificat

Prefix Number Course Title

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades P-5 by means of course discussions and assignments, field placements/assignments, and course readings. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and the integration of science with mathematics and other appropriate subject areas.

Course Catalog Description

3		3	Fall - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Corequisites

Rationale

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades P-5 by means of course discussions and assignments, field placements/assignments, and course readings. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and the integration of science with mathematics and other appropriate subject areas.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Rationale

ECSE 4762 - Teaching Content and Process: Science Dual Certificate

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades P-5 by means of course discussions and assignments, field placements/assignments, and course readings. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and the integration of science with mathematics and other appropriate subject areas.

**Proposed Syllabus: ECSE 4762:
Teaching Content and Process: Science Dual Certificate**

Semester Hours: 3

Semester/Year:

Time/Location:

Instructor:

Office Location:

Office Hours:

Telephone:

E-mail:

Online Support: D2L Home Page
<https://westga.view.usg.edu/>

D2L UWG Online help
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning
<http://uwgonline.westga.edu/>

Distance Learning Library Services
<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students
<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades P-5 by means of course discussions and assignments, field placements/assignments, and course readings. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and the integration of science with mathematics and other appropriate subject areas.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards (CEC), principles (INTASC), propositions (NBPTS), and standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will incorporate the use of interactive technology, small and large group discussions, guest speakers, collaborative learning projects, lecture, lab activities, peer evaluations, video, and teaching demonstrations.

COURSE OBJECTIVES

Candidates will:

1. demonstrate positive attitudes and interest in teaching and learning about science and the natural world (Davis & Keller, 2009; Harlan & Rivkin, 2012; Fraser-Abder, 2011; Seefeldt, Galper, & Jones, 2012)

(Standards: INTASC 1, 2, 3, 4, 5; ACEI 2, 7, 9, 12, 13, 14, 15, 16)

2. demonstrate an ability to select and appropriately utilize science equipment, resources, materials, technology, and teaching strategies for teaching science skills, attitudes, and knowledge to elementary children (Harlan & Rivkin, 2012; Finson, Ormsbee, & Jensen, 2011.)

(Standards: INTASC 3, 4, 5, 7, & 8; ACEI 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16)

3. identify and describe appropriate classroom organization and management procedures to support student behavior and success in a scientific learning environment (Fraser-Abder, 2011; Seefeldt, Galper, & Jones, 2012; Cook, Klein, & Chen, 2012)

(Standards: CEC 1, 2, 3, & 5)

4. demonstrate the integration of physical, life, and earth science concepts with other subject matter through the development of science lesson plans and units of study (Davis & Keller, 2009; Harlan & Rivkin, 2012)

(Standards: INTASC 4, 5, & 7; ACEI 1, 2, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16)

5. demonstrate knowledge of alternative learning and teaching strategies, including differentiation of instruction and content enhancement strategies, that apply to science related thinking, listening, and vocabulary development for all students, including those from disadvantaged, minority, and special populations (Fraser-Abder, 2011; Seefeldt, Galper, & Jones, 2012; Cook, Klein, & Chen, 2012)

(Standards: INTASC 1, 2, 3, 4, 5, 7, 8, & 10; ACEI 1, 3, 5, 6, 7, 8, 10, 12, 13, 14, 15, 16; CEC 1, 2, 3, 5, & 7)

6. assess student learning in science through use of authentic means such as performance tasks, anecdotal records, and portfolios (Harlan & Rivkin, 2012; Finson, Ormsbee, & Jensen, 2011)

(Standards: INTASC 2, 4, 6, & 9; ACEI 4, 9, 12, 13, 14, 15, 16)

7. utilize principles of best practice in order to evaluate, adapt, modify, and develop science materials, including those that are commercially available, for individuals and groups of students based upon the results of authentic, standardized, criterion referenced, and curriculum-based assessments, as well as other sources of pupil information (Fraser-Abder, 2011; Cook, Klein, & Chen, 2012; Finson, Ormsbee, & Jensen, 2011)

(Standards: CEC 1, 2, 3, 4, & 5)

8. demonstrate an understanding of the importance of involving the community and families of students with disabilities in school programs and be able to explain how developmental and cultural differences can affect science learning (Fraser-Abder, 2011; Cook, Klein, & Chen, 2012; Finson, Ormsbee, & Jensen, 2011)

(Standards: CEC 1, 6, & 7; INTASC 1, 9, & 10; ACEI 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16)

9. identify the dominant theories of science learning and teaching, be able to explain the strengths and weaknesses of each (Chaille & Britain, 2003; Seefeldt, Galper, & Jones, 2012)

(Standards: INTASC 1, 2, 3, 4, 5, 7, & 8; ACEI 1, 2, 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 16)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

Finson, K.D., Ormsbee, C.K., & Jensen, M.M. (2011). *Differentiating science instruction and assessment for learners with special needs, K-8*. Thousand Oaks, CA: Corwin.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

References:

Chaille, C.M., & Britain, L. (2003). *The young child as scientist: A constructivist approach to early childhood science education (3rd ed.)*. Boston, MA: Pearson.

Cook, R.E., Klein, M.D., & Chen, D. (2012). *Adapting early childhood curricula for children with special needs*. Boston, MA: Pearson.

Davis, G.A., & Keller, D.J. (2009). *Exploring science and mathematics in a child's world*. Boston, MA: Pearson.

Finson, K.D., Ormsbee, C.K., & Jensen, M.M. (2011). *Differentiating science instruction and assessment for learners with special needs, K-8*. Thousand Oaks, CA: Corwin.

Fraser-Abder, P. (2011). *Teaching emerging scientists: Fostering scientific inquiry with diverse learners in grades K-2*. Boston, MA: Pearson.

Harlan, J.D., & Rivkin, M.S. (2012). *Science experiences for the early childhood years: An integrated affective approach (10th ed.)*. Boston, MA: Pearson

Seefeldt, C., Galper, A., & Jones, I. (2012). *Active experiences for active children: Science (3rd ed.)*. Boston, MA: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Inquiry Science Lessons.** Based on the standards to be taught during field placement, construct three (3) inquiry based, constructivist science lessons which will be turned in for grading. Students will be expected to incorporate learning strategies, accommodations, and modifications to meet the needs of students with diverse needs and abilities. Details will be provided in class.
Course Objectives: 1, 2, 4, 6, 7, 8, 9, 10, 11, 12, 13; Decision Maker, Knowledgeable, Adaptive, Collaborative, Empathetic, Culturally Sensitive, Life Long Learner, Reflective, Proactive
2. **Child Change Project:** Using one (1) of the inquiry based lesson plans, students will be expected to develop a child change project involving a student with a mild disability. The outcome of the project will result in the submission of a binder with the following components:
 - b. objectives (science process skills)
 - c. intervention/activity (including materials used and implementation steps)
 - d. assessment process (daily, weekly, monthly)
 - e. evidence of child change (charts, table, graphs, etc.)
 - f. recommendations/future steps(Course Objectives 1-6; rubric)
3. **Internet Curriculum Project:** Students will be divided into specific curriculum areas (life science, earth science, physical science). The student will identify a minimum of 20 internet sites that are related to the curriculum area and valuable for use with students with disabilities. Each group will prepare an annotated list of sites and distribute to other class members. In addition, each group will identify software/hardware (total of 10) that will assist students in their classrooms learn more effectively. An annotated list of the software will be included as will the name of the company, the cost, and any other relevant material. (Course Objectives: 1, 3, 5, 6; rubric)
4. **Peer Teaching/Station Teaching Activity:** Small groups of students must present an inquiry-based science activity in the area of earth, life, and/or physical science during the semester. Each group must work with the instructor to ensure all materials are present and ready. Students will be evaluated following the Peer Teaching Rubric
(Objectives # 1, 2, 3, 4, 6, 7, and 8; INTASC: knowledge; Evaluation: rubric, teacher evaluation,)
5. **Article Reviews.** Reading assignments in the text, articles from professional publications, and/or web assignments will be included in this category. Directions for submission will be provided with the assignments. *Course Objectives 1 – 13; Decision Maker, Knowledgeable, Adaptive, Collaborative, Empathetic, Culturally Sensitive, Life Long Learner, Reflective, Proactive*

6. **Participation:** Students will actively participate in all online and in person discussions and activities. (Course Objectives 1-7, depending on content; observation and records)
7. **Final Exam:** Students will take a final examination (closed book). (Objectives # 1, 2, 3, 4, 6, and 7; INTASC: knowledge; Test)

Evaluation Procedures

Student work will be evaluated by the course instructor in terms of quality, completeness, and consistency with procedures and conventions discussed and/or practiced in class and/or provided in written guidelines.

Assignments	Points	Assessment Tools	Due Date
1. Inquiry Science Lessons	30	Rubric	
2. Child Change Project	30	Rubric	
3. Internet Curriculum Project	20	Rubric	
4. Peer Teaching/Station Teaching Activity	30	Rubric	Due Dates Vary
5. Article Reviews	20	Rubric	
6. Participation	30	Observation	
7. Final Exam	40	Percentage	
Total Points Possible	200		

Grading

Final grades will be distributed according to the following scale:

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: *If you factor attendance into your grading, you should include that info here.*

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Describe class, departmental or personal policy regarding extra credit

Late Work: Describe class, departmental or personal policy regarding acceptance and grading of late work

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. *You might want to add other ways you'll communicate with students, especially if you have an online course (e.g. via D2L).*

CLASS OUTLINE

Class Session	To Prepare For Class	Class Activities/Topics	Assignments Due
1		Introduction to Inquiry and Inclusion	
2	Professional Article 1	Levels of Inquiry	Article Review 1
3	Read chapter 1	Teaching inquiry to students with disabilities	Inquiry Science Lesson 1
4		Peer Teaching Activities	
5	Read chapter 2	Addressing specific learning difficulties	
6	Professional Article 2	Peer Teaching Activities	Article Review 2
7	Read chapter 3	Suggestions for revising science activities and assessments	Inquiry Science Lesson 2
8		Peer Teaching Activities	
9	Read chapter 4	Revising science activities	
10	Professional Article 3	Peer Teaching Activities	Article Review 3
11	Read chapter 5	Revising science assessments	
12		Peer Teaching Activities	Inquiry Science Lesson 3
13	Read chapter 6	Developing and using rubrics to evaluate student performance	Internet curriculum Project
14		Peer Teaching Activities	
15	Study for final exam		Final Exam

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 4763 Teaching Content and Process: Math Dual Certificate

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods and materials during field experience. Emphasis will be placed on developmentally appropriate practices for teaching mathematics to all children in Pre-K-5 classrooms, including children with mild disabilities.

Course Catalog Description

3		3	Fall - 2015	Yearly	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Corequisites

Rationale

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods and materials during field experience. Emphasis will be placed on developmentally appropriate practices for teaching mathematics to all children in Pre-K-5 classrooms, including children with mild disabilities.

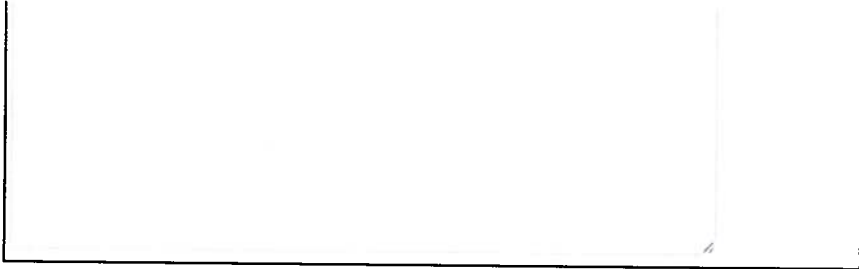
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

ECSE 4763 - Teaching Content and Process: Math Dual Certificate

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods and materials during field experience. Emphasis will be placed on developmentally appropriate practices for teaching mathematics to all children in Pre-K-5 classrooms, including children with mild disabilities.

Proposed Syllabus: ECSE 4763:
Teaching Content and Process: Math Dual Certificate

Semester Hours

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Telephone

Direct Line:

Department Line:

Email

Fax

Online Support

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods and materials during field experience. Emphasis will be placed on developmentally appropriate practices for teaching mathematics to all children in Pre-K-5 classrooms, including children with mild disabilities.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors, clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence [knowledgeable, reflective, inquisitive]; (b) Field-Based Inquiry [decisive, adaptive, proactive, leading]; and (c) the Betterment of Society [collaborative, culturally sensitive, empathetic]. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National standards also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

This course will incorporate the use of interactive technology, small and large group discussions, guest speakers, collaborative learning projects, lecture, lab activities, peer evaluations, video, and teaching demonstrations.

COURSE OBJECTIVES

Candidates will:

1. gain an understanding of how children construct mathematical knowledge and apply understanding to their experience (National Council of Teachers of Mathematics, 2000; Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC Principle 2; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 12)

2. gain an understanding of the national mathematics standards and how to implement the standards (NCTM, 2000)

(Standards: INTASC Principle 1; ACEI 1, 2, 4, 5, 6, 7, 8, 12)

3. describe shifts in mathematics content and instruction (Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC Principle 9; ACEI 2, 4, 5, 7, 9, 10, 12)

4. distinguish between conceptual and procedural knowledge in mathematics and prepare plans reflecting each (NCTM, 2000; Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC Principle 7; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 10, 12)

5. gain an understanding of NAEYC's developmentally appropriate guidelines for the mathematics curriculum and implement the guidelines in their planning and field experience (National Association for the Education of Young Children, 2009);

(Standards: INTASC Principle 2; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 12)

6. identify, describe and implement strategies for teaching problem solving, number sense, spatial sense and geometry, probability, statistics, operations, computations, measurement, and graphing (NCTM, 2000; Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC Principle 4; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 12)

7. become familiar with strategies to organize content, the classroom environment, and children for maximum learning in mathematics and apply these strategies in their planning (NCTM, 2000; Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC Principle 7; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 10, 12)

8. demonstrate knowledge of alternative learning and teaching strategies, including differentiation of instruction and content enhancement strategies, that apply to the thinking, listening, and vocabulary development of mathematics for all students, including those from disadvantaged, minority, and special populations (Bos & Vaughn, 2006; Cook, Klein, & Chen, 2012);

(Standards: INTASC 1, 2, 3, 4, 5, 7, 8, & 10; ACEI 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16; CEC 1, 2, 3, 5, & 7; CEC/GaPSC 3/iii, 4/iv, 5/v, 7/vii)

- utilize principles of best practice in order to evaluate, adapt, modify, and develop math related materials, including those that are commercially available, for individuals and groups of students based upon the results of authentic, standardized, criterion referenced, and curriculum-based assessments, as well as other sources of pupil information (Bos & Vaughn, 2006; Cook, Klein, & Chen, 2012)

(Standards: CEC 1, 2, 3, 4, & 5; CEC/GaPSC 2/ii, 4/iv, 5/v, 6/vi, 7/vii, 9/ix)

- apply knowledge gained during field experience (NCTM, 2000; Reys, Lindquist, Lambdin, Smith, 2009)

(Standards: INTASC 1, 2, 4, 6, 7, 9; ACEI 1, 2, 4, 5, 6, 7, 8, 9, 10, 12)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES Required Text(s)

As prescribed by instructor

Instructional Resources:

Material posted in D2L and course LiveBinder

Tk20 Subscription

Available at the University Bookstore or at

<http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu

References

- Bos, C. S., & Vaughn, S. (2006). Strategies for teaching students with learning and behavior problems (6th ed.). Boston, MA: Allyn and Bacon/Longman.
- Cook, Klein, & Chen, 2012. Adapting early childhood curricula for children with special needs (8th ed.). Boston, MA: Pearson.
- National Association for the Education of Young Children. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8*. Washington, DC: NAEYC.
- National Council of Teachers of Mathematics (2000). *Principles and standards for school mathematics*. Reston, VA: NCTM.
- Reys, R.E., Lindquist, M., Lambdin, D.V., Smith, N.L. (2009). Helping children learn mathematics. Hoboken, NJ: John Wiley & Sons.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Projects and papers are due at the BEGINNING OF CLASS on the designated date. Late assignments **will not be accepted** unless there are extreme circumstances. If accepted, the late penalty is a 25% grade reduction. *Remember: The quality of an assignment is never negotiable, however, due dates may be.* So, if there is a problem, then you need to contact your instructor at least 24 hours before it is due otherwise grade deductions will occur.

Grammar and spelling are extremely important. Proofread all assignments! Points will be deducted for grammatical mistakes, spelling mistakes and typographical errors.

If a student is absent, it is his/her responsibility to get any missed work and turn in any assignments that are due. An absence DOES NOT change an assignment's due date. Contact the instructor to make arrangements if necessary BEFORE the assignment is due.

Technical/computer problems are not an acceptable excuse for a late assignment. Do not wait until the due date to print out your assignment. Do not wait for the due date to post your assignment to Course Den or Tk20.

Description/Explanation of Assignments/Course Requirements:

1. **An Activities and Strategies Manual:** Each student in the class must develop an activity and strategies manual. This manual will require students to develop teaching activities and to research cognitive learning strategies (e.g., COPS Strategy, DRAW Strategy, etc).

This manual will consist of the following sections. Therefore, student research must enable the student to complete all sections of the manual.

(a) Introduction: philosophy, goals, and rationale of this approach.

(b) Substance: Each strategy will include: a name for the strategy, a brief description, purpose, population for whom it is appropriate, the steps of the strategy, a rationale for the students, and a generalization plan.

(c) Reflection:

(1) How can strategies be used to make students successful in general education?

(2) How are strategies taught? And why are they taught?

(3) How will students learn to generalize strategies?

(4) How will students learn content with strategies?

(d) Eight Activities: Each student in the class must develop an activity for each of the following content areas: number and operations K-2, number and operations 3-5, geometry, measurement, fractions, data analysis, algebra, and problem solving.

(e) Application: The manual will provide two (2) cognitive/metacognitive strategies for each of the eight activities.

(Course Objectives 1, 2, 3, 5, 6, 7; rubric)

2. **Child Change Project:** Students will be expected to develop a child change project involving a Pre-K-5 student who has a mild disability. The outcome of the project will result in the submission of a binder with the following components:
 - a. IEP annual goal (one mathematics standard)
 - b. objectives (re-write standard as one or more objectives)
 - c. intervention (including materials used and implementation steps)
 - d. assessment process (daily, weekly, monthly)
 - e. evidence of child change (charts, table, graphs, etc.)
 - f. recommendations/future steps(Course Objectives 1-6; rubric)

3. **Internet Curriculum Project:** Students will be divided into specific curriculum areas that are reflective of the general education curriculum for Pre-K-Grade 5 students who are eligible for services in special education under one of the mild disability categories. The student will identify a minimum of 10 internet sites for Pre-K-Grade 5 (total 20) that are related to mathematics and valuable for use with students with disabilities. Each group will prepare an annotated list of sites and distribute to other class members. *Internet resources may not be any already included in course LiveBinder.* In addition, each group will identify software/hardware (total of 10) that will assist students in their classrooms learn more effectively. An annotated list of the software will be included as will the name of the company, the cost, and any other relevant material.
(Course Objectives: 1, 3, 5, 6; rubric)

4. **Peer Teaching/Collaboration Activity — 1 activity**
 - a. Each student must present 1 mathematics activity during the semester.
 - b. When you share--you must print a hard copy of your activity and present it to the instructor.
 - c. You must supply all materials needed for the students in the class to complete the activity.
 - d. Students will be evaluated following the Peer Teaching Rubric.
(Objectives # 1, 2, 3, 4, 6, 7, and 8; INTASC: knowledge; Evaluation: rubric, teacher evaluation,)

5. **Examinations:** Students will take a midterm and a final examination (closed book).
(Objectives # 1, 2, 3, 4, 6, and 7; INTASC: knowledge; Test)

6. **Article Reviews/Readings.** Students are expected to read 1 current article about teaching mathematics in a Pre-K-5 inclusion and/or special needs environment. Students will write a short summary/critique of the article and a reflection of their thoughts about the article. Students are also expected to read reading assignments from the text, articles from professional publications, and/or web assignments and be prepared to answer questions or take a short quiz over the material.
(Objectives # # 1, 2, 3, 4, 6, and 7; INTASC: knowledge; Test)

7. **Participation:** Students will actively participate in all online and in person discussions and activities.
(Course Objectives 1-7, depending on content; observation and records)

Evaluation Procedures

Assignments	Points	Assessment Tools	Due
1. Activity and Strategy Manual	40 points	Rubric	
2. Child Change Project	50 points	Rubric	
3. Internet Curriculum Project	10 points	Rubric	
4. Peer Teaching/Collaboration	40 points	Rubric	
5a. Midterm Exam	50 points	Rubric	
5b. Final Exam	50 points	Teacher Evaluation	
6a. Article Critique	10 points	Teacher Evaluation	
6b. Article Reviews/Readings Quizzes	30 points	Teacher Evaluation	
7. Participation	20 points	Teacher Evaluation	
Total Possible	300 points		

Grading

Final grades will be distributed according to the following scale:

- A = 90-100%
- B = 80-89%
- C = 70-79%
- D = 60-69%
- F = 59% or Less

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: *If you factor attendance into your grading, you should include that info here.*

Americans with Disabilities Act: The official UWG policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Extra Credit: Describe class, departmental or personal policy regarding extra credit

Late Work: Describe class, departmental or personal policy regarding acceptance and grading of late work

Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website.

CLASS OUTLINE

Week	To Prepare For Class	Class Activities/Topics	Assignments Due
1		Introduction to course and requirements	None
2	Read Chapters 1 and 5 Read Chapter 3	NCTM Standards Georgia Performance Standards Lesson Plans/Differentiation/UDL	Read 1 article on mathematics instruction in the elementary school—write a summary and reflection
3	Read Chapters 2 and 7	Number and Operations K-2 Internet Activities (scrapbooks, treasure hunts)	None
4	Read Chapters 8, 9, and 11	Number and Operations 3-5 Thinking Maps and Graphic organizers	1 Number and Operations K-2 activity
5	Read Chapter 12	Fractions Study skills	1 Number and Operations 3-5 activity
6	Read Chapter 15	Geometry Test taking skills	1 Fraction activity
7	Read Chapter 16	Measurement Learning centers	1 Geometry activity
8	Read Chapter 17	Data Analysis Social Skills	1 Measurement activity
9	Bring paper and writing instrument	Midterm	None
10	Read Chapter 6	Problem Solving	1 Data Analysis activity
11	Read Chapter 4 and 14	Assessment & Algebra	1 Problem Solving activity
12	None	No class-work on manual	1 Algebra activity
13	Finish manual.	Class Presentations	Hard Copy of your final write-ups of activities and CD of group presentation if sharing today
14	Finish manual.	Tk20 Due by 9:00 pm	Hard Copy of your final write-ups of activities and CD of group presentation if sharing today
15		Final Examination	

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 4764 Teaching Content and Process: Literacy Dual Certificat
Prefix Number Course Title

Candidates will examine the theories, materials, and methods of literacy instruction. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Students will design and implement learning experiences that incorporate knowledge and skills appropriate for an elementary literacy program.

Course Catalog Description

3 Lec Hrs 3 Credit Hrs Fall - 2015 Effective Term Yearly Frequency Letter Grade Grading

Prerequisites

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Corequisites

Rationale

Candidates will examine the theories, materials, and methods of literacy instruction. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Students will design and implement learning experiences that incorporate knowledge and skills appropriate for an elementary literacy program.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

ECSE 4764 - Teaching Content and Process: Literacy Dual Certificate

Candidates will examine the theories, materials, and methods of literacy instruction. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Students will design and implement learning experiences that incorporate knowledge and skills appropriate for an elementary literacy program.

Proposed Syllabus: ECSE 4764:
Teaching Content and Process: Literacy Dual Certificate

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Direct Line:
Department Line:

Email

Online Support

D2L Home Page
<https://westga.view.usg.edu/>

D2L UWG Online help
<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help
<https://d2lhelp.view.usg.edu/>

UWG Distance Learning
<http://uwgonline.westga.edu/>

Distance Learning Library Services
<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students
<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Candidates will examine the theories, materials, and methods of literacy instruction. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Students will design and implement learning experiences that incorporate knowledge and skills appropriate for an elementary literacy program.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards (Council for Exceptional Children, INTASC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Approaches to instruction for this course will include online instruction, guest speakers, small group activities, large group discussion, and case studies.

COURSE OBJECTIVES

Students will:

1. Define the reading process at diverse developmental levels and through contemporary theories of literacy learning – namely constructivist, interactive, socio-linguistic, and reader response. (Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carmine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards: INTASC 1, 4; ACEI 13.1, 13.6 CEC* 2-5, 7, 8,)

2. Discuss skills, approaches, methods, and strategies for developing literacy in the primary and middle grades learner and content areas. (Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carnine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards: INTASC 1, 3, 4, 9; ACEI 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.9, 13.10, 13.11, 13.12)

3. Demonstrate knowledge of learning and teaching strategies, including differentiation of instruction and content enhancement strategies, that apply to enhancing thinking, listening, vocabulary development, reading, writing and content areas (Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carnine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards: CEC, INTASC, and GaPSC 3/3/iii, 4/4/iv, 5/5/v, 7/7/vii)

4. Select, modify, and evaluate instructional materials and techniques to meet the specific needs of individual students based on evaluated outcome, develop supplementary curriculum materials to meet individual needs, and plan for continuous evaluation. (Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carnine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards CEC* 2-5, 7, 8, INTASC 1, 4, ACEI 13.1, 13.6 and GaPSC)

5. Discuss and plan for appropriate reading instruction that includes assessment procedures, instructional sequences, and appropriate teaching strategies.

(Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carnine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards: INTASC 4, 7, 8; ACEI 3.1, 4.2 CEC* 2-5, 7, 8,)

6. Identify ways in which technology can assist with planning and managing the teaching and learning environment by using this tool to accomplish instructional objectives and integrating it into the instructional process.

(Temple & Ogle, 2014; Tompkins, 2014; Hipsky, 2010, Carnine, Silbert, Kame'enui, Tarver, & Jongjohann, 2006; Vacca, Vacca, & Gove, 2012)

(Standards: CEC* 4, 7, INTASC1, 3, 5, 9 and GAPSC)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): Tompkins, G. E. (2014). *Literacy for the 21st century* (6th ed.). Boston, MA: Pearson.

Suggested Text(s)

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.
If you have purchased a subscription previously, DO NOT re-subscribe.
For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

Course References

- Carnine, D. W., Silbert, J., Kame'enui, E. J., Tarver, S. G., & Jongjohannan, K. (2006). *Teaching struggling and at-risk readers: A direct instruction approach*. Boston, MA: Pearson.
- Hipsky, S. (2011). *Differentiated literacy and language arts strategies for the elementary classroom*. Boston, MA: Pearson.
- Temple, C. A., Ogle, D., Crawford, A. N., & Freppon, P. (2014). *All children read* (4th ed.). Boston, MA: Pearson.
- Tompkins, G. E. (2014). *Literacy for the 21st century* (6th ed.). Boston, MA: Pearson.
- Vacca, J. L., Vacca, R. T., Grove, M. K., Burkey, L. C., Lenhart, L. C., & McKeon, C. A. (2012). *Reading and learning to read* (8th ed.). Boston, MA: Pearson.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignment 1: National Reading Panel (NRP) Portfolio –

Part 1 - NRP Strategies–

Using the International Reading Association website (www.readwritethink.org) and course materials as a resource create a list of strategies (at least 4 per dimension) and an explanation for each strategy that could be used to teach each of the National Reading Panel (NRP) reading dimensions. The NRP dimensions are: (1) Phonemic Awareness (2) Phonics (3) Fluency (4) Vocabulary, and (5) Comprehension. Organize the Portfolio into a hardcopy format with 5 sections representing the NRP dimensions.

Part 2 - NRP Group Strategy Lesson Presentation –

Group members will share NRP dimension strategies from their individual NRP portfolios. The group will select and present to the class one favorite strategy per NRP dimension as scheduled in the syllabus outline.

Part 3 - NRP Activities –

You will develop five lesson activities that reflect the five dimensions of reading (one lesson for each dimension). You will integrate specific literacy (reading and writing) strategies into the lessons.

(objectives 1-6)

Assignment 2 - Chapter Readings and Graphic Organizers –

Individually read the assigned chapters and complete a graphic organizer that reflects the information in that chapter. You will focus on one specific type of graphic organizer for each of the chapters (Chapters 3, 4, 5, 7, 9, 11, 12). Specific information will be provided in class. *Bring the graphic organizer to class each week that a chapter is assigned.*

(Objectives 1-6)

Assignment 3 – UWG Lesson Plan -

Develop and teach a lesson using the UWG assigned template that addresses at least one of the five dimensions of reading and includes the following; evidence of direct instruction including both guided instruction and independent practice, evidence of differentiation, and evaluation of student learning. You will present your lesson in class during the last three weeks of class. You will need to be prepared to present on any of the last three days.

(Objectives 2-5)

Assignment 4 – In Class Activities –

Students will, at times, be required to complete activities either as an individual or part of a small group during class sessions. These activities will vary based on the content for that class session. In class activities cannot be made up.

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
NRP Strategies	40 pts.	Rubric		
NRP Group Strategy Lesson Presentation	10 pts.	Rubric		
NRP Activities	25 pts.	Rubric		
Chapter Readings and Graphic Organizers	35 pts.	Rubric		
UWG Lesson Plan	40 pts.			
In class Activities	50 pts.			
Total	200 pts.			

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, D = 60 - 69% and F = Below 60%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

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Extra Credit: Describe class, departmental or personal policy regarding extra credit

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Professional Conduct: Describe class, departmental or personal policy regarding expectations for professional conduct

Student Email Policy: The official email policy is contained in the link to the Common Language for Course Syllabi located on the Provost's website.

Class Outline

Class Session	Class Topics	Things to do or read for class	Assignments Due
1	Introduction to the course		
2	Becoming an Effective Teacher of Reading	Chapter 1	
3	The Reading and Writing Processes	Chapter 2	
4	Assessing Literacy Development	Chapter 3	Graphic Organizer on chapter 3
5	The Youngest Readers and Writers	Chapter 4	Graphic Organizer on chapter 4
6	Cracking the Alphabetic Code	Chapter 5	Graphic Organizer on chapter 5
7	Developing Fluent Readers and Writers	Chapter 6	Group Strategy Lesson Presentation
8	Expanding Academic Vocabulary	Chapter 7	Graphic Organizers on chapter 7
9	Promoting Comprehension: Reader Factors	Chapter 8	Group Strategy Lesson Presentation
10	Promoting Comprehension: Text Factors	Chapter 9	Graphic Organizer on chapter 9
11	Organizing for Instruction	Chapter 10	Group Strategy Lesson Presentation
12	Differentiating for Success	Chapter 11	Graphic Organizer on chapter 11
13	Reading and Writing in the Content Areas	Chapter 12	Graphic Organizers on chapter 12 Group Strategy Lesson Presentation
14	Student Presentations		Group Strategy Lesson Presentation UWG Lesson Plan Presentation
15	Student Presentations		UWG Lesson Plan Presentation National Reading Panel (NRP) Portfolio

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching
Department

College of Education
College

Robbins, Sandra Hess
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 4783 Practicum I
Prefix Number Course Title

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Course Catalog Description

1		1	Fall - 2015	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisite: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.
Application for field experience required prior to enrollment.

Corequisites

Rationale

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

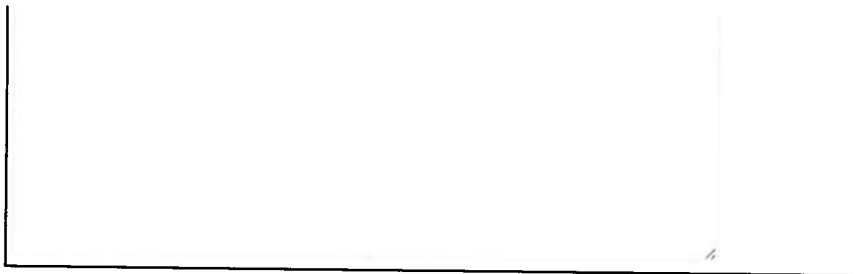
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Rationale

ECSE 4783 – Practicum I

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Proposed Syllabus: ECSE 4783: Practicum 1

Semester Hours 1

Semester/Year

Instructor

Office Location

Office Hours

Online Hours

Telephone

Direct Line:

Department Line:

Email

Fax

678-839-

Online Support

D2L Home Page

<https://westga.view.usg.edu/>

D2L Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. SPED 3713, SPED 4710, SPED 3702, and ECSE 3214.

Application for field experience required prior to enrollment.

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Association of Childhood Education International (ACEI), Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and Council for Exceptional Children (CEC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

Coaching and mentoring will be provided by university supervisors and classroom teachers. Online information will be available via Course Den, wikis, and email.

COURSE OBJECTIVES

Students will:

1. Develop observational skills and observe classroom practices and learning environments.
(Cruikshank, Jenkins, & Metcalf, 2005)
(Conceptual Framework Descriptors: Inquisitive, Decisive, Adaptive, Culturally Sensitive; *CEC 1, 2; INTASC 2, 3, 5; ACEI 1.1; PSC 4.1*)
2. Apply theoretical academic concepts from related courses to actual practices in the classroom.
(Darling-Hammond, L., & Bransford, 2005)

(Conceptual Framework Descriptors: Knowledgeable; Reflective; CEC 5, 6; INTASC 1 2, 3, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1.1, 1.2, 1.3, 1.6)

3. Reflect on initial experiences as a practitioner.
(Darling-Hammond, L., & Bransford, 2005)
(Conceptual Framework Descriptors: Inquisitive, Reflective; CEC 6; INTASC 9; ACEI 5.2; PSC 4.4)
4. Develop and review effective teaching skills through a variety of instructional designs.
(Cruikshank, Jenkins, & Metcalf, 2005)
(Conceptual Framework Descriptors: Inquisitive, Collaborative, Culturally Sensitive; CEC 4, 5; INTASC 2, 3, 4, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2., 4.2)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s) *Teacher education, field experiences, and internship: Policies and procedures handbook*. Carrollton, GA: College of Education. May be found on the College of Education web page at:
http://coe.westga.edu/Students/documents/Internship_HB_Current.pdf

Required Instructional Resource: Tk20 Subscription
These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php.
For assistance, email tk20@westga.edu.

References

- Baer, J. (1997). *Creative teachers, creative students*. Needham Heights, MA: Allyn and Bacon.
- Cruikshank, D. Jenkins, D., & Metcalf, K. (2005). *The act of teaching* (4th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Josey-Bass.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed). Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Kitchen, B. (2003). *It's your first year teaching...but you don't have to act like it*. Lanham, MD: R & L Education.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Participation: Students are expected to participate in activities, discussions, and projects assigned during class time. Students are expected to participate in the classroom to which they are assigned in the schools through interactions with children and adults throughout the school day.

(Course Objectives 1, 2, 3, 4)

Demonstrate professional behaviors of effective teachers: The professional literature documents that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, participatory, and have a sense of efficacy. These same professional behaviors will be expected of students as they participate in this course, during class, during field experience and during individual interactions with university faculty and staff.

(Course Objectives 1, 2, 3, 4)

4 Formal Lessons: Candidates must complete 4 formal lesson plans to meet the needs of the students in the assigned classroom.

(Course Objectives 1, 2, 3, 4)

Teaching Performance Portfolio: Students are expected to create and maintain a Performance Portfolio. This Portfolio will house information related to the Field Experience and should be available to the University supervisor at each on-site visit. This portfolio will be maintained throughout the last three Blocks.

(Course Objectives 1, 2, 3, 4)

Evaluation Procedures

Formal Observations: Cooperating teachers will observe the student while he/she teaches a lesson. The cooperating teacher will then complete an observation form, outlining the strengths and weaknesses exhibited by the student during that lesson.

Conferences: At the end of each placement during the semester, the student will have the opportunity to participate in a conference that includes the cooperating teacher and the university supervisor. The Intern Keys will be used to evaluate your progress at your field placement.

Additional documentation as needed: Should a student demonstrate problems, additional conferences may be conducted with the student throughout the semester. Also, the university supervisor or the cooperating teacher may request additional lesson plans, changes to existing lesson plans or other documents designed to support the student in improving the weak area.

Grading

A grade of **Satisfactory (S)** or **Unsatisfactory (U)** will be based on the evaluation procedures.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: There are no “excused” absences in the field. All missed days/ assignments in the field must be made up by the graduation date of that semester. Please work in coordination with your supervising teacher to schedule make up days and notify your university supervisor of your plans. See the addendum to the syllabus *Absence Procedures* for further details regarding attendance. Failure to make up work can impact your grade in this course. Additionally, failure to execute an assigned lesson could impact your grade in other Block 1 courses.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for credit in any other class will not be accepted for credit in this class. Lessons written in other Block 1 classes will be executed during your field experience.

Professional Conduct: Students are expected to exhibit professional behaviors at all times while in the university classroom and out in the field. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to

check this email account for important University related information. Telephone calls and face-to-face meetings are encouraged if clarification is needed.

5.4. Discontinuation Policy. *Adopted: 05/97 from Teacher Education Handbook*

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

- 1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.*
- 2. One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
- 3. The teacher candidate is informed of the decision, in writing and in conference.*
- 4. The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*

Note: *Unprofessional acts may result in immediate termination of the field experience.*

CLASS OUTLINE

Teacher candidates will attend field experience in the schools on **(insert days here)** during the **contract hours of the cooperating teacher**, beginning **(insert date here)**. The last day in the schools is **(insert date here)**. The following meetings are scheduled for the semester: **Dates to be determined.**

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item

Course Details

ECSE 4784 Practicum II
Prefix Number Course Title

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Course Catalog Description

Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Yearly Frequency	S/U/I Grading
1		1	Fall - 2015	Yearly	S/U/I

Prerequisites

Prerequisites: Admission to Teacher Education. ECSE 4761, ECSE 4762, ECSE 4763, ECSE 4764, and ECSE 4783.

Application for field experience required prior to enrollment.

Corequisites

Empty box for corequisites.

Rationale

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Planning Info

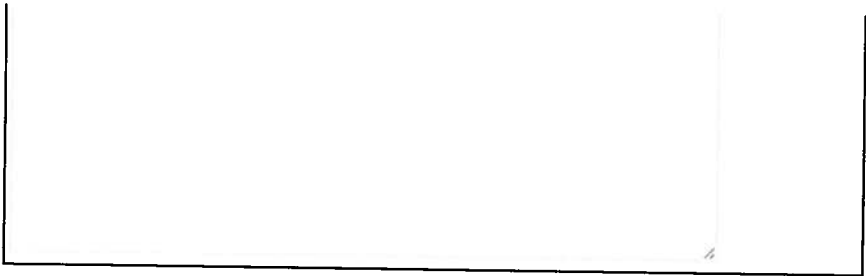
- Library Resources are Adequate
- Library Resources Need Enhancement

Is this a SACS substantive change? NO

Present or Projected Annual Enrollment: 50

Comments

Empty box for comments.



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-07-15]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

ECSE 4784 – Practicum II

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Proposed Syllabus: ECSE 4784: PRACTICUM II

Semester Hours: 1

Semester / Year:

Instructor:

Office Location: Education Annex

Office hours: By Appointment

Telephone: Direct line – 678.839.
Department line – 678.839.

E-mail:

Fax: 678.839.6063

Online Support:

D2L Home Page

<https://westga.view.usg.edu/>

D2L Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisite: Admission to Teacher Education. ECSE 4761, ECSE 4762, ECSE 4763, ECSE 4764, and ECSE 4783.

Application for field experience required prior to enrollment.

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Developing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. Association of Childhood Education International (ACEI), Interstate New Teacher Assessment and Support Consortium (INTASC) standards, and Council for Exceptional Children (CEC) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

A variety of approaches to instruction will be used throughout this course. Examples of the approaches are as follows: lecture, small group activities, individual activities, and online information (via email).

COURSE OBJECTIVES

Students will:

1. Develop observational skills and observe classroom practices and learning environments.
(Cruikshank, Jenkins, & Metcalf, 2005)
(Conceptual Framework Descriptors: Inquisitive, Decisive, Adaptive, Culturally Sensitive; *CEC 1, 2; INTASC 2, 3, 5; ACEI 1.1; PSC 4.1*)
2. Apply theoretical academic concepts from related courses to actual practices in the classroom.
(Darling-Hammond, L., & Bransford, 2005)
(Conceptual Framework Descriptors: Knowledgeable; Reflective; *CEC 5, 6; INTASC 1 2, 3, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5; PSC 1.1, 1.2, 1.3, 1.6*)
3. Reflect on initial experiences as a practitioner.
(Darling-Hammond, L., & Bransford, 2005)

(Conceptual Framework Descriptors: Inquisitive, Reflective; *CEC 6; INTASC 9; ACEI 5.2; PSC 4.4*)

4. Develop and review effective teaching skills through a variety of instructional designs. (Cruikshank, Jenkins, & Metcalf, 2005)
(Conceptual Framework Descriptors: Inquisitive, Collaborative, Culturally Sensitive; *CEC 4, 5; INTASC 2, 3, 4, 5; ACEI 3.1, 3.2, 3.3, 3.4, 3.5, 4; PSC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2., 4.2*)

TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text: *Teacher education handbook: Policies and procedures*. Carrollton, GA: College of Education. May be found on the College of Education web page at:
<http://coe.westga.edu/Students/TCFP/teacherhandbook.asp>.

Required Instructional Resource: TK20 Subscription

These are available at the University Bookstore or at
<http://westga.tk20.com/campustoolshighered/start.do>.
If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see <http://www.westga.edu/coe/index> 550.php
For assistance, email tk20@westga.edu.

References:

- Cruikshank, D. Jenkins, D., & Metcalf, K. (2005). *The act of teaching* (4th ed.). Boston, MA: McGraw-Hill.
- Darling-Hammond, L., & Bransford, J. (Eds.). (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Josey-Bass.
- Danielson, C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Denton, P., & Kriete, R. (2000). *The first six weeks of school*. Greenfield, MA: Northeast Foundation for Children.
- Kellough, R. D., & Jarolinek, K. D. (2007). *Teaching and learning K-8: A guide to methods and resources* (9th ed.). Upper Saddle River, NJ: Merrill.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments:

1. **Class participation / Professional Dispositions** Candidates are expected to participate in activities, discussions, and projects assigned during class time. Candidates will demonstrate professional behaviors and dispositions of effective teachers. The professional literature documents that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, participatory, and have a sense of efficacy. These same professional behaviors will be expected of students as they participate in this Practicum course.

Teacher candidates will follow the regular schedule of the classroom teacher and participate in school activities associated with a classroom teacher's responsibilities. Throughout the practicum, professional growth opportunities such as participation in faculty meetings, staff development, and

planning sessions are expected. Also expected, is teacher candidate involvement in parent meetings and conferences (as deemed appropriate by the school district), and in carrying out school responsibilities such as lunchroom and bus duty. **Documentation of participation in school activities will be done using the template titled “Professional Growth Opportunities”.**

At the end of the semester, a rubric titled *Professional Dispositions* will be completed by the University Supervisor. The classroom teacher will work with the supervisor to effectively score the rubric. The rubric may be implemented earlier in the semester if deemed necessary.

(Course Objectives 1, 2, 3, 4)

2. Teach 8 Lessons .

The lesson plans for Practicum II are written in the academic courses involved in Block II. These lesson plans are implemented during the field experience placement. Candidates must teach 8 formal lessons with written feedback from their Supervising Teachers/University Supervisors and a Peer Teacher Candidate. Lesson plans must follow the required format and include an agenda. Candidates will implement the lesson, discuss the written feedback, and complete a lesson reflection. The Classroom Teacher/University Supervisor completes the Field Experience Lesson Observation form for 7 lessons of the 8 lessons. One of the 8 lessons will be evaluated by a peer teacher candidate. The document titled "*Peer Evaluation*" will be used to evaluate the lesson. Candidates place each lesson plan, agenda, Lesson Observation Report, in the Performance Portfolio Notebook. The Practicum Supervisor will evaluate the Notebook during and at the end of the semester. **All documents will be housed in the Teaching Performance Portfolio throughout the semester.**

The final lesson taught will be videotaped and submitted to the University Supervisor.

3. Practicum Teaching Portfolio.

The candidate will organize and compile all required assignments into a three-ringed binder following the guidelines in the document titled "*The Teaching Performance Portfolio*". The Portfolio is cumulative throughout all field experiences.

(Course Objectives: 1, 2, 3, 4)

Grading Policy:

A grade of Satisfactory or Unsatisfactory will be based on performance in the classroom as evaluated by the Classroom Teacher and the university supervisor using the field experience observation instruments.

Evaluation Procedures

Assignments in the Practicum are integrated with course assignments in that lesson planning is taught and completed during the courses. A candidate's ability to write a lesson plan does not provide sufficient evidence that the candidate can effectively implement a lesson in the P-5 classroom. Therefore, it is imperative that candidates demonstrate ability to both write lesson plans and teach lessons before progressing to Practicum 3. Candidates must earn a grade of Satisfactory in Practicum 2 to be admitted to Practicum 3.

Documents utilized to evaluate the Teacher Candidate are the Performance Observation Report, Intern Teacher Keys, Professional Dispositions Rubric and the Performance Portfolio Notebook checklist.

I. TEACHING PERFORMANCE PORTFOLIO: (Checklist)

****Must be organized according to the document titled "The Teaching Performance Portfolio".**

Teaching - 8 Formal Lessons

Lesson 1: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 2: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 3: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 4: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 5: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 6: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 7: _____ Agenda _____ Lesson Plan _____ Obs. Report _____ Reflection
Lesson 8: _____ Agenda _____ Lesson Plan _____ Peer Evaluation Form

General Duties/Professional Responsibilities

_____ Attendance Log
_____ Professional Growth Opportunities
_____ School/Class Info. Section
_____ Mid Term Eval.
_____ Final Eval.

CIRCLE: S = All documents present U = 2 or more documents missing

**II. PROFESSIONAL DISPOSITIONS:
(Rubric)**

Teacher Candidates who are in Block II must have no more than **1 unsatisfactory** mark on the rubric in order to receive an S.

CIRCLE: S U

III. PEDAGOGY/CLASSROOM MANAGEMENT:

Documentation for review: *(Should support satisfactory classroom teaching ability)*

- Eval. (Mid-Term/Final) – completed by the classroom teacher & supervisor (TK20)
- Classroom Observation Forms – completed by the University Supervisor
- Professional Growth Plan (if mandated)

CIRCLE: S U

University Supervisor _____ Date _____

SUPERVISION POLICIES

For the complete list of Policies and Procedures for the College of Education, please find the *Teacher Education Handbook: Policies and Procedures* online at <http://coe.westga.edu/Students/TCFP/teacherhandbook.asp>, Section 3 and Section 4. In addition, students must adhere to the following policies:

Failure of a Block Course and/or Field Experiences - Students who fail a block course must repeat the failed course. Students who fail a field experience (Practicum course) must repeat that field experience.

Practicum Attendance Policy - Regular practicum attendance is considered an important part of the Early Childhood Education Special Education program. For this reason, it is vital that ECSE teacher candidates demonstrate regular and punctual attendance. Attendance habits not only represent a candidate's work ethic, but have a significant influence on practicum evaluations. Irregular attendance and poor punctuality will be addressed immediately by the supervising teacher and university supervisor. The ECSE Practicum Attendance Policy outlined below will apply to all ECSE block practicum courses.

- 1) If a candidate does not report when expected, this is deemed an absence.
- 2) When a candidate has determined she or he is unable to report as expected, the candidate must notify the supervising teacher, the university supervisor, and the school's Office of Attendance as soon as possible. Notification to the above named individuals must occur no later than the start of the practicum site school day in which the absence is to occur.
- 3) All absences, regardless of the reason, must be made-up during the semester in which they occur. The semester ends on the day of graduation.
- 4) Absences not made up in the semester in which they occur will result in the candidate receiving an Unsatisfactory (U) grade, for the practicum course.
- 5) No candidate will be allowed to make up absences that exceed more than 15% of the total number of days of attendance required for the block practicum. If a candidate's absences exceed 15% of the total number of days of attendance required for the block practicum, the candidate will receive an Unsatisfactory (U) grade for the course.
- 6) Any and all make-up dates for absences will be scheduled with the supervising teacher and approved by the university supervisor **PRIOR** to the make-up date(s).
- 7) Candidates who report to the practicum site **ANY** time after the start of the practicum site school day are considered tardy.
- 8) Candidates who leave the practicum site **PRIOR** to the end of the practicum site school day are considered to have left early.

University and Assigned School Breaks – For students in Practicum 1 and 2 university breaks and school breaks are not counted as absences.

Professional Development Days – For all blocks, students must attend teacher workdays that fall on their field experience days.

CLASS POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: There are no “excused” absences in the field. All missed days/ assignments in the field must be made up by the graduation date of that semester. Please work in coordination with your supervising teacher to schedule make up days and notify your university supervisor of your plans. See the addendum to the syllabus *Absence Procedures* for further details regarding attendance. Failure to make up work can impact your grade in this course. Additionally, failure to execute an assigned lesson could impact your grade in other Block 1 courses.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit/Work Completed in Other Classes: No extra credit assignments will be accepted. Work completed for credit in any other class will not be accepted for credit in this class.

Professional Conduct: Students are expected to exhibit professional behaviors at all times while in the university classroom and out in the field. Additionally, professional behaviors are expected when interacting with faculty members and other professionals, in both verbal and written forms.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Additionally, CourseDen will be used to communicate information and to provide necessary forms and handouts. Telephone calls and face-to-face meetings are encouraged if clarification is needed.

5.4. Discontinuation Policy. Adopted: 05/97 from Teacher Education Handbook

When the actions of the teacher candidate present a negative impact on the learning environment or on the safety of the students, as determined by the site administration or the Assistant Dean, the termination of the placement may be immediate.

- 1. The university supervisor or course instructor, Department Chair and the Assistant Dean review the data and confer immediately with the teacher candidate to be sure that he or she is aware of the seriousness of the situation and provide the teacher candidate with an opportunity to present additional information.*

2. *One of the following actions is recommended by the Department Chair and the Assistant Dean to the Dean of the College of Education: (1) a second classroom placement; or (b) administrative withdrawal from all courses associated with the field experience; or (c) a failing grade, D or F, is earned in each course associated with the field experience. If the teacher candidate is in the second placement, the option of earning a failing grade is usually chosen.*
3. *The teacher candidate is informed of the decision, in writing and in conference.*
4. *The Assistant Dean and/or Department Chair discuss with the teacher candidate other career alternatives, available supporting campus resources, and/or options for a second opportunity in the teacher education program. The teacher candidate is informed of the appropriate appeal procedures.*

Note: Unprofessional acts may result in immediate termination of the field experience.

TENTATIVE CLASS OUTLINE

Teacher candidates will attend field experience in the schools on **(insert days here)** during the contract hours of the cooperating teacher, beginning **(insert date here)**. The last day in the schools is **(insert date here)**. The following meetings are scheduled for the semester: **Dates to be determined.**

Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

ECSE 4786 Teaching Internship

Prefix Number Course Title

Teaching one semester in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education. A student teaching seminar (ECSE 4789) accompanies student teaching.

Course Catalog Description

6		6	Fall - 2015	Yearly	S/U/I
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisite: Admission to Teacher Education, SPED 3714, SPED 4712, ECRD 4251, READ 4251, and ECSE 4784. Application for field experience required prior to enrollment.

Corequisites

Must be taken concurrently with ECSE 4789.

Rationale

Teaching one semester in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education. A student teaching seminar (ECSE 4789) accompanies student teaching.

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-08-22]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

ECSE 4786 – Internship

Teaching one semester in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education. A student teaching seminar (ECSE 4789) accompanies student teaching (must be taken concurrently.)

Proposed Syllabus: ECSE 4786: Teaching Internship

Semester Hours 6

Semester/Year

**Time/Location
Instructor**

Office Location

Office Hours

Telephone Direct Line:
 Department Line:

Email

Fax

Online Support D2L Home Page
 <https://westga.view.usg.edu/>

 D2: Help & Troubleshooting
 <http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
 <http://distance.westga.edu/>

 Distance Learning Library Services
 <http://westga.edu/~library/depts/offcampus/>

 Ingram Library Services
 <http://westga.edu/library>

 University Bookstore
 <http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education. SPED 3714, SPED 4712, ECED 4251, READ 4251, and ECSE 4784.

Application for field experience required prior to enrollment.

Teaching one semester in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education. A student teaching seminar (ECSE 4789) accompanies student teaching.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instructional approaches used for this class include discussion, reflection, and activities designed to increase teaching skills and improve skills of P-12 students.

COURSE OBJECTIVES

Students will:

1. apply knowledge and skills from didactic coursework in implementation of the full range of instructional activities expected of teachers in the public school system, moving from an assistive to a directive role (College of Education, 2013-2014; Taylor, Richards, & Brady, 2005); (Standards: CEC 1,3,5; INTASC 1-8)

2. follow the rules and regulations of the school re: discipline, attire, meetings, attendance, parking, etc., unless notified differently by the supervising teacher (College of Education, 2013-2014); (Standards: CEC 6; INTASC 1, 4-8)
3. participate in instruction as directed by the supervising teacher and approved by the University supervisor and as outlined in course requirements (College of Education, 2013-2014; Olson & Platt, 2004; Turnbull, Turnbull, Erwin, & Soodak, 2006); (Standards: CEC 1-7; INTASC 1-10)
4. be in charge of all activities (take on the teacher role), including activities related to assessment, instruction, management of the learning environment, collaboration, and performance of duties in line with federal and state laws and regulations (College of Education, 2013-2014; Male, 2003; Olson & Platt, 2004; Salvia, Ysseldyke, & Bolt, 2007); (Standards: CEC 1-7; INTASC 1-10)
5. write lesson plans for all lessons planned, using formats approved by the supervising teacher and/or University supervisor (College of Education, 2013-2014; Olson & Platt, 2004); (Standards: CEC 2-5; INTASC 1-10)
6. demonstrate appropriate professional interaction and interpersonal skills required for success in school settings, including attention to ethical and professional standards, and to individual student needs (i.e., multicultural, community, and developmental diversity) (College of Education, 2013-2014; Heflin & Alaimo, 2006; Male, 2003; Olson & Platt, 2004; Taylor et al., 2005; Thomas, Correa, & Morsink, 2001); (Standards: CEC 6, 7; INTASC 1, 2, 5, 6, 7, 8)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

College of Education, University of West Georgia. (2013-2014). *Educator preparation handbook: Policies and procedures* Carrollton, GA: Author. major portions may be downloaded from: http://www.westga.edu/assetsDept/fieldexp/EducatorPreparationHdbk_final.pdf

Required Instructional Resource:

Tk20 Subscription. These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>. For more information about this resource, see http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu

References

College of Education, University of West Georgia. (2013-2014). *Educator preparation handbook: Policies and procedures* Carrollton, GA: Author. major portions may be

downloaded from:

http://www.westga.edu/assetsDept/fieldexp/EducatorPreparationHdbk_final.pdf

- Heflin, L. J., & Alaimo, D. F. (2006). *Students with autism spectrum disorders: Effective instructional practices*. Upper Saddle River, NJ: Prentice Hall.
- Male, M. (2003). *Technology for inclusion: Meeting the special needs of all students* (4th ed.). Boston, MA: Allyn & Bacon.
- Olson, J., & Platt, J. (2004). *Teaching children and adolescents with special needs* (4th ed.). Upper Saddle River, NJ: Merrill/Prentice-Hall.
- Salvia, J., Ysseldyke, J. E., & Bolt, S. (2007). *Assessment in special and inclusive education* (10th ed.). Boston, MA: Houghton Mifflin.
- Taylor, R. L., Richards, S. B., & Brady, M. P. (2005). *Mental retardation: Historical perspectives, current practices, and future direction*. Boston, MA: Pearson Allyn Bacon.
- Thomas, C. C., Correa, V. I., & Morsink, C. V. (2001). *Interactive teaming: Enhancing programs for students with special needs* (3rd ed.). Upper Saddle, NJ: Merrill (Prentice Hall).
- Turnbull, A. P., Turnbull, H. R., Erwin, E. J., & Soodak, L. C. (2006). *Families, professionals, and exceptionality: Positive outcomes through partnership and trust* (5th ed.). Upper Saddle River, NJ: Prentice Hall.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

1. **Attendance:** Each intern will demonstrate regular and timely attendance in the school setting and at University meetings. The student will report to the assigned school on all of the days and for the same time period the Supervising Teacher is required to report. (Students may have to leave early a few times to attend activities at UWG. In addition, students generally are not required to participate in activities of an individual teacher that are scheduled outside the normal contract day.) Daily sign-in is required following school procedures and through the use of the attendance log. Any student who is physically unable to attend or will be late or have to leave early should contact both the University Supervisor and the school promptly. Any exceptions to the days or time of attendance are to be approved, in advance when possible, by both the University Supervisor and the Supervising Teacher. Any necessary absences will be made up. Interns will comply with the school schedule in case of school closure due to emergency conditions. A time log will be provided for documentation of attendance. This time log must be filled out on a daily basis and signed each week by the cooperating teacher.

Note: Failure to provide the Coordinator or University Supervisor with required information may result in days needing to be made up; for example, if the time log is not signed weekly by the cooperating teacher, the days in which the time log had not been signed may need to be made up. Meaning if you have your teacher sign the log every Friday but you are observed by your University supervisor on Monday and the time log was not signed for the previous week you may need to make up Monday – Friday where the log was not signed.

(Course Objectives 1-6; observations, documentation of attendance, *Intern Keys*)

2. **Initial Information:**
 - a. classroom schedule
 - b. map/directions, including parking information
 - c. school system calendar
 - d. dates not available for observations (i.e., work days, field trips, CBI, Special Olympics)

Note: Failure to provide the University Supervisor with required information may result in days needing to be made up; for example, if initial information is submitted 5 school days late, those 5 days may need to be made up.
(Course Objective 6; dispositions; timely completion of required information/forms)
3. **Routine Instructional Activities:** Each intern will engage in routine instructional activities throughout the experience. Observations will be conducted of the intern while engaged in routine activities by the University Supervisor and the Supervising Teacher. Instruction and performance of routine duties will be evaluated using formats required by the College/Department and additional forms identified by supervisors (if desired). Specific potential assignments/components include the following:
 - a. Attend and participate in team meetings
 - b. Participate in delineation of primary instructional targets for each student
 - c. Participate in planning and follow classroom schedules
 - d. Lead and assist in implementation of planned instructional activities, including field trips and community-based instruction
 - e. Collect and analyze data
 - f. Use principles of systematic instruction
 - g. Use specialized equipment, materials, and techniques appropriate for youngsters with specific handicapping conditions and youngsters from culturally diverse backgrounds
 - h. Interact appropriately with parents, families, and significant others, as well as with other professionals

(Course Objectives 1-7; observations, *Intern Keys*)
4. **Time-in-Charge:** Each intern will take on the **full teacher role** (within legal or other constraints identified by the school system and University) **for a minimum of three weeks**. You must identify the 3 weeks in which you will be in charge and give this information to your University Supervisor/Instructor by **insert date**. These weeks must be scheduled between **insert date** and **insert date**. Failure to inform your University Supervisor of your schedule to be in charge may result in you needing to make up time or having to repeat this field experience. Failure to take over responsibility for three full weeks is grounds for failing this course. (Course Objectives 1-6; observations, *Intern Keys*)
5. **Code of Ethics and Standards of Conduct:** Each intern will observe the *Georgia Code of Ethics for Educators*, as well as the Code of Ethics and Standards for Professional Practice of the Council for Exceptional Children. Failure to follow these ethical guidelines and/or acting in an unethical or dishonest manner is grounds for failing this course. These may be downloaded from:
<http://www.gapsc.com/professionalpractices/rules/505-6-.01.pdf>

<http://www.cec.sped.org/ps/ps-ethic.html>

Any conflicts with which interns need assistance should be brought to the attention of the University Supervisor, Course Instructor, and/or UWG Office of Field Experiences.
(Course Objectives 1-6; observations, *Intern Keys*)

6. **Student Teaching Notebook:** This notebook will contain the following information and be kept at the school location for the University Supervisor to evaluate during observation visits.
- **Weekly Reflection** – this should be **approximately 1 page long** and include any significant changes that occurred during the week, what new things you did, any positives and negatives experienced, and a description of anything that you would do differently the next time. Also make note of anything else your University Supervisor should know. Label each reflection by the week number and include dates (Week 1 – August 26-August 30). Your weekly reflection should also be emailed to your university supervisor by Friday at 11:59pm of each week. For example, your first reflection should be emailed to your university supervisor by Friday August 30 11:59pm. Failure to submit your accurate reflection by the due date and time each week is grounds for failure of this course.
(Course Objective 6; timely completion of report)
 - **Attendance Log** (see form below) – this should be signed each week by your cooperating teacher.
 - **Class Schedule**
 - **All lesson plans**
 - **Schedule for taking over full teaching responsibilities**
(Course Objective 3; written feedback w/ use of rubrics) (Course Objectives 1-6; observations, Intern Keys, written feedback)
7. **Child Change Project and Proposal:** Each intern will design, implement, and evaluate at least one specific child for the change project using a “teaching design” and a baseline/intervention procedure. A written report following the outline that will be distributed and discussed will be required at the end of the project. The pupil must be identified or identifiable as being mildly disabled (e.g., LD, OHI); if a group is used, at least one pupil must be identified or identifiable as mildly disabled. Supervising Teachers are asked to assist in identification of a pupil (or small group of pupils) and a behavior/skill for this project, and to facilitate assignment of some of the student’s classroom time (e.g., 20 minutes, 4-5 times per week) to this activity. You must explain your plan, including student information and data collection forms, to your instructor prior to beginning these projects. **You must submit the child change proposal for approval prior to completing this assignment.**
- Note:** A project demonstrating ability to bring children from diverse groups to high levels of achievement must be submitted for program exit. This is one of the portfolio projects needed to demonstrate achievement of program standards. Students must obtain a passing grade on this assignment in order to pass the class.
(Course Objectives 1, 3, 4, 5, 6; rubric)

8. **Lesson Plans:** Each intern is required to complete written plans for all lessons for which he/she has responsibility for planning, including those for the Child Change Project, the three weeks during which the intern takes over full teaching duties, activities gradually leading up to the time in charge, and activities subsequent to the time in charge. Plans are to be written in advance.

All lesson plans are to be made available to the Supervising Teacher and University Supervisor by keeping the plans in the student teaching notebook. Initially, all interns are required to submit “long” lesson plans. Any plans requiring remediation will need to be resubmitted with corrections. *Long lesson plan means your lesson needs to have enough detail so that anyone, for example a substitute or your University Supervisor could come in and implement your lesson without any confusion or question.* Your University Supervisor will inform you when you may “graduate” to “short” plans. “Short” plans may be written on forms provided by your cooperating teacher with approval by the University Supervisor.

(Course Objectives 1-6; observation, written feedback)

9. **Observations:** Each intern will be observed by the assigned University Supervisor a minimum of 4 times. Your University Supervisor will also visit to complete the mid-term and final Intern Keys evaluation with both you and your Supervising Teacher. At least 2 of these observations will take place during the time in which you are fully “in charge” of the classroom and therefore may be unscheduled. You must be following the schedule and teaching at all times during your weeks fully in charge. Failure to do so may result in your failing this course. Additional observations of your teaching may be conducted at the discretion of the University Supervisor or at the request of the Supervising Teacher. Additionally, your cooperating teacher should also observe you and provide a written evaluation of your teaching skills at least 3 times during the semester.

(Course Objectives 1-6; *Intern Keys*, other observation formats selected by University Supervisors)

Evaluation Procedures

Each intern will be evaluated on each of the above assignments/activities. Specific items submitted will be graded as Satisfactory or Unsatisfactory. Interns initially earning an Unsatisfactory are expected to resubmit and/or remediate. **The Child Change Project** is a portfolio assignment. In order to pass this course this assignment must be passed satisfactorily. You must also upload all necessary materials to TK20. More specific directions, including the reflection rubric will be provided in class. Finally, the electronic portfolio must be submitted and earn a score of satisfactory in order to pass student teaching seminar.

Grading

All assignments must be passed satisfactorily to pass this course. Portfolio assignments and accompanying reflections must be passed satisfactorily to pass this course.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

University policy requires that all students have regular access to a computer with at least a certain capability level (see *Undergraduate Catalog*, *Student Handbook*, etc.). All students are required to make use of technological advances in coursework. Students will be required to make use of computer resources in several different ways, including communication (e.g., class announcements) via e-mail and accessing some materials needed for class online.

Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared outside of class. Points will be subtracted for inappropriate work.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance at all field placement days is required. If you are unable to make it to a schedule day of field placement you will need to contact your cooperating teacher and UWG supervisor. Any missed days must be made up in order to successfully pass this course.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Extra Credit: There are no extra credit possibilities for this course.

Late Work: All work must be completed by the due date to be considered for credit. If an assignment is not submitted on time you will not receive credit for that assignment.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important University related information. Information for this course will be provided via CourseDen. You must check

both of these locations for communication from the university and your instructor on a regular basis (3-5 days a week).

Statement on Liability Insurance: Students in College of Education programs need tort liability insurance. They, not the State University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.

CLASS OUTLINE – dates may be adjusted as necessary to accommodate holidays from school

Dates	Assignment/Activities	Due Dates
	First days of internship placement – you should be observing and learning the schedule for your class	
	Identify at least two students for the child change project. Begin to think about your intervention or teaching plan and your data collection method. You should be teaching at least one lesson a day with your cooperating teacher’s help and guidance as you plan that lesson.	Time in Charge – you must turn in the dates of the 3 weeks in which you will be in charge to your university supervisor
	You should be teaching at least one lesson each day.	Child Change Proposal Due
	Begin to take baseline data for your child change project. If the data show a consistent trend, begin to implement either the behavior intervention or the teaching method to change this behavior. Take post intervention data. Graph data regularly to evaluate the effectiveness of the intervention. Make changes as necessary. You should now begin taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	Communicate with your instructor as to when to begin your intervention for your child change project – (after approximately 4-5 days of baseline data)
	Continue to work on your child change project. You should now be taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	
	Continue to work on your child change project. You should now be taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	
	Your child change projects should be almost completed. Begin to write up your reports. You should now be taking on the teaching responsibility for at least 2 lessons each day.	
	Finish implementation of intervention for child change projects. Complete data collection; create graphs to visually represent the data. You should be teaching at least three lessons a day in addition to the lesson for your child change project.	
	You should begin to take over full teaching responsibilities if you have not already done so. You should complete your three weeks of full-time	Child Change Projects due through email to the course

	teaching	instructor
	You should complete your three weeks of full-time teaching	
	You should be teaching approximately 2 lessons a day and assisting with other lessons and responsibilities within the class. You should complete your three weeks of full-time teaching	
	You should be teaching approximately 1-2 lessons a day and assisting with other lessons and responsibilities within the class.	
	You should be teaching approximately 1 lesson a day and assisting with other lessons and responsibilities within the class.	
	Your completed and signed attendance logs should be turned in	

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Course Update Request (Add, Delete, Modify)

Originator

Learning and Teaching

College of Education

Robbins, Sandra Hess

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites

Description

Title

Credit

See Comments

Senate Action Item

(See Procedure)

Course Details

ECSE 4789 Teaching Internship Seminar

Prefix Number Course Title

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

Course Catalog Description

3		3	Fall - 2015	Yearly	Letter Grade
Loc Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

Prerequisites: Admission to Teacher Education, SPED 3714, SPED 4712, ECED 4251, READ 4251, and ECSE 4784.

Corequisites

Must be taken concurrently with ECSE 4786.

Rationale

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

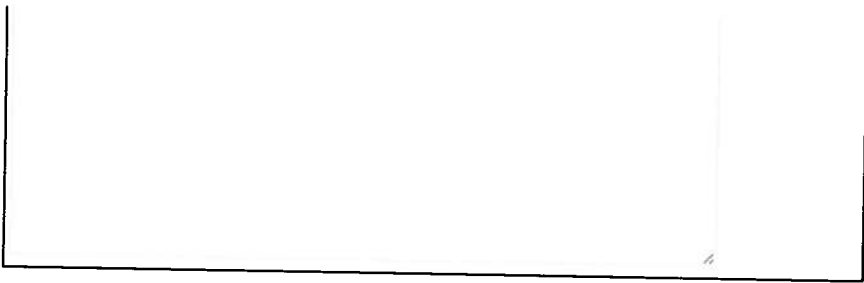
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Donna Harkins [APPROVED 2014-05-15]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-08-22]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-05]
Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Rationale

ECSE 4789 – Teaching Internship Seminar

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

Proposed Syllabus: ECSE 4789 – Teaching Internship Seminar

Semester Hours: 3

Semester/Year:

Time/Location

Instructor:

Office Location:

Office Hours:

Telephone:

E-Mail:

FAX:

Online Support

Desire 2 Learn Home Page
<https://wcstga.view.usg.edu/>

D2L Help & Troubleshooting
<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning
<http://distance.westga.edu/>

Distance Learning Library Services
<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services
<http://www.westga.edu/library/>

University Bookstore
<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

Prerequisites: Admission to Teacher Education; SPED 3714, SPED 4712, ECED 4251, READ 4251, and ECSE 4784.

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards (CEC, INTASC) are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instructional approaches used for this class include discussion, reflection, and activities designed to increase teaching skills and improve skills of Pre-K-5 students.

COURSE OBJECTIVES

Students will:

1. attend meetings related to areas of need (or deficiency) pertinent to the internship experience, as well as to future teaching experiences
(College of Education, 2013-2014; Friend & Cook, 2003; Wong & Wong, 2004)
(Standards: CEC 1-7; INTASC 1-10 (depending in part on topics covered in meetings))
2. discuss issues related to internship, including topics derived from didactic coursework, topics of group interest and topics introduced by guest speakers/the course instructor
(College of Education, 2013-2014; Friend & Cook, 2003; Rosenberg, O'Shea, & O'Shea, 2006; Ysseldyke, Algozzine, & Thurlow, 2000; Turnbull, Turnbull, Erwin, & Soodak, 2006; Wong & Wong, 2004)
(Standards: CEC 1-7; INTASC 1-10 (depending in part on topics covered in meetings))
3. complete a portfolio designed to demonstrate mastery of program content and support job interviewing
(Rosenberg et al., 2006; Wong & Wong, 2004)
(Standards: CEC 1-7; INTASC 1-10)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text

College of Education, University of West Georgia. (2009). Teacher education, field experiences and internship: Policies and procedures handbook. Carrollton, GA: Author. major portions may be downloaded from: <http://coe.westga.edu/Students/TCFP/teacherhandbook.asp>

Instructional Resources

Handouts
Posted Items (CourseDen)
Other items as designated

References

- College of Education, University of West Georgia. (2013-2014). *Educator preparation handbook: Policies and procedures* Carrollton, GA: Author. major portions may be downloaded from:
http://www.westga.edu/assets/Dept/fieldexp/EducatorPreparationHdbk_final.pdf
- Friend, M., & Cook, L. (2003). *Interactions: Collaboration skills for school professionals* (4th ed.). Boston, MA: Allyn & Bacon.
- Rosenberg, M. S., O'Shea, L., & O'Shea, D. J. (2006). *Student teacher to master teacher: A practical guide for educating students with special needs* (4th ed.). Upper Saddle River, NJ: Merrill (Prentice Hall).
- Turnbull, A., Turnbull, H. R., Erwin, E., & Soodak, L. (2006). *Families, professionals, and exceptionalities: Positive outcomes through partnership and trust* (5th ed.). Collaborating for empowerment (4th ed.). Upper Saddle River, NJ: Prentice Hall.
- Wong, H., & Wong, R. T. (2004). *The first days of school: How to be an effective teacher* (3rd ed.). Mountain View, CA: Wong.
- Ysseldyke, J. E., Algozzine, B., & Thurlow, M. L. (2000). *Critical issues in special education* (3rd ed.). Boston, MA: Houghton Mifflin.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Assignments

1. Attendance, Punctuality, Participation: Participation in online discussion/activities on D2L reflect a positive professional demeanor. Participation includes professional behavior and participation in large group, small group and individual in-class activities/ assignments. This includes participation in required remediation activities if necessary (e.g., IEP remediation group meetings and activities). Issues with attendance, punctuality, or participation may be grounds for failure of this course and/or your field experience.

(Course Objectives 1-2; instructor records based on observation and reports from cooperating teacher and university supervisor)

2. Student Teaching Notebook: This notebook will contain the following information and be kept at the school location for the University Supervisor to evaluate during observation visits.
 - **Weekly Reflection** – this should be **approximately 1 page long** and include any significant changes that occurred during the week, what new things you did, any positives and negatives experienced, and a description of anything that you would do differently the next time. Also make note of anything else your University Supervisor should know. Label each reflection by the week number and include dates (Week 1 – August 26-August 30). Your weekly reflection should also be emailed to your university supervisor by Friday at 11:59pm of each week. For example, your first reflection should be emailed to your university supervisor by Friday August 30 11:59pm. Failure to submit your accurate reflection by the due date and time each week is grounds for failure of this

course.

(Course Objective 3; written feedback ; Course Objective 6; timely completion of report)
Failure to provide thoughtful weekly reflections or to write appropriate lesson plans may be grounds for failure of this course.

3. **Child Change Project and Proposal:** students will demonstrate ability to bring children from diverse groups to high levels of achievement must be successfully completed and written up in order to pass the Portfolio project, the Seminar class, and Student Teaching. Additional guidelines will be distributed and discussed in class. **You must first complete the child change proposal and get approval from your instructor before you can complete the project.** This requirement also must be completed satisfactorily in order to obtain an "S" (Satisfactory) in Student Teaching. Resubmission is allowed. This is one of the portfolio projects needed to demonstrate achievement of program standards. **Students must obtain a passing grade on this assignment in order to pass the class.**

(Course Objectives 1, 3-4; instructor written feedback using grading form and/or rubrics)

Evaluation Procedures

Assignment (as listed above)	Evaluation procedure:
<p>1. Attendance, Punctuality, Participation 30 points You should be at your field placement for at least 65 days (this takes into account spring break and 5 other days where your school may be closed)</p>	<ul style="list-style-type: none"> • Attend all class sessions (field placement and university) =30 points • Absent for 1 class session (field placement or university) = 25 points • Absent for 2 class sessions (field placement or university) = 20 points • Absent for 3 class sessions (field placement or university) = 15 points • Absent for 4 sessions (field placement or university) = 10 points • Absent for 5 sessions (field placement or university) = 5 points • Absent for more than 5 sessions (field placement or university) = 0 points
<p>2. Student teaching notebook 30 points</p>	<p>All materials including weekly reflections, lessons, and attendance log must be kept in the student teaching notebook. Lesson plans and attendance log must be available when your university supervisor visits the school.</p> <ul style="list-style-type: none"> • All materials are included (lessons for all observations and lessons appropriate for 3 full weeks in charge) and all weekly reflections were submitted on time= 30 points • 1 weekly reflection not submitted on time but all required lessons = 25 points • 2 weekly reflections not submitted on time but all required lessons = 20 points

	Assignment (as listed above)	Evaluation procedure:
		<ul style="list-style-type: none"> • 3 weekly reflections not submitted on time and missing one required lesson for an observation = 15 points • 4 weekly reflections not submitted on time and missing one required lesson for an observation required lessons = 10 points • More than 4 weekly reflections not submitted on time and/or missing more than 1 required lesson for an observation = 0 points <p>**Attendance log must be submitted with signatures and a total number of hours to pass this course.</p>
3.	Project demonstrating ability to bring children from diverse groups to high levels of achievement (child change project) 40 points	Required for Seminar and Teaching Internship (and exit from program) – must be “satisfactory” to pass ECED 4786 and 4789 See rubric for specific evaluation guidelines

Grading

- 90 – 100 points = A
- 80 – 89 points = B
- 70 – 79 points = C
- 60 – 69 points = D
- Less than 60 points = F

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

1. **Academic Honesty:** All work completed in this course must be original work developed this semester with the exception of the portfolio. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest Connection and Student Handbook.
2. **Extra Credit:** Opportunities for extra credit will not be provided for this class except potentially under unusual circumstances.
3. **Disability:** All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification, or testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php
4. **Student email policy:** University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student’s responsibility to check this email account for important university related information. In general, CourseDen should be used for correspondence concerning this class. It is your responsibility to learn and use the designated tools in CourseDen that will be required for this course. There is access to

- tutorials and Distance Learning contact information on the CourseDen login page. If you need technical assistance, please contact Distance Learning, not your course instructor. They usually can help you get your computer set up to work with the CourseDen tools.
5. Language that is consistent with IDEA and emphasizes people more than disabilities (“people-first” language) is to be used on assignments prepared for this class. Points will be subtracted for inappropriate language.
 6. Students needing to miss class should let the instructor know in advance (as a matter of courtesy and to facilitate access to information/resources presented in class). Students who miss class (or any portion of class) are responsible for the content; while the instructor does provide additional time for students needing more information about a particular assignment or particular content, this time is not designed to replace class time. Any student who misses a class should take steps to get notes, etc. from another student(s). If additional assistance is still necessary, an appointment may be scheduled. Class time is not to be used to go over material with students who have missed class. Class time is also not to be used for meeting with University supervisors unless it is an emergency; routine matters must be taken care of outside of class time.
 7. Statement on Liability Insurance: Students in College of Education programs need tort liability insurance. They, not the State University of West Georgia, are responsible for things done while participating in professional clinical experiences. Financial penalties can be extreme, particularly when public school students are injured. Students are to obtain professional tort liability insurance through one of the professional organizations or from some other source. Information concerning these organizations is available from each College of Education department.

COURSE OUTLINE

Dates	Assignment/Activities	Due Dates
	First days of internship placement – you should be observing and learning the schedule for your class	
	Identify at least two students for the child change project. Begin to think about your intervention or teaching plan and your data collection method. You should be teaching at least one lesson a day with your cooperating teacher’s help and guidance as you plan that lesson.	Time in Charge – you must turn in the dates of the 3 weeks in which you will be in charge to your university supervisor
	You should be teaching at least one lesson each day.	Child Change Proposal Due
	Begin to take baseline data for your child change project. If the data show a consistent trend, begin to implement either the behavior intervention or the teaching method to change this behavior. Take post intervention data. Graph data regularly to evaluate the effectiveness of the intervention. Make changes as necessary. You should now begin taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	Communicate with your instructor as to when to begin your intervention for your child change project – (after approximately 4-5 days of baseline data)
	Continue to work on your child change project. You should now be taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	
	Continue to work on your child change project. You should now be taking on the teaching responsibility for at least 2 lessons each day. This is in addition to the lesson you may be teaching for your child change project.	
	Your child change projects should be almost completed. Begin to write up your reports. You should now be taking on the teaching responsibility for at least 2 lessons each day.	
	Finish implementation of intervention for child change projects. Complete data collection; create graphs to visually represent the data. You should be teaching at least three lessons a day in addition to the lesson for your child change project.	
	You should begin to take over full teaching responsibilities if you have not already done so. You should complete your three weeks of full-time teaching	Child Change Projects due through email to the course instructor
	You should complete your three weeks of full-time teaching	
	You should be teaching approximately 2 lessons a day and assisting with other lessons and responsibilities within the class. You should complete your three weeks of full-time teaching	
	You should be teaching approximately 1-2 lessons a day and assisting with other lessons and responsibilities within the class.	
	You should be teaching approximately 1 lesson a day and assisting with other lessons and responsibilities within the class.	
	Your completed and signed attendance logs should be turned in	

Program View Request (Read-Only)

Originator

College of Education College	Learning and Teaching Department	Robbins, Sandra Hess Originator
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Action <input type="radio"/> Add <input checked="" type="radio"/> Modify <input type="radio"/> Deactivate <input type="radio"/> Terminate <input type="radio"/> Reactivate	Modifications <input type="checkbox"/> Program Name <input type="checkbox"/> Program Description <input type="checkbox"/> Degree Name <input checked="" type="checkbox"/> See Modification Details <input type="checkbox"/> Senate Action Item <input type="checkbox"/> (See Procedure)
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Program Selection

College of Education College	Bachelor of Science in Education with a Major in Early Childhood Education Program	On Campus Program Location	Undergraduate Degree Level
Bachelor of Science in Education with a Major in Early Childhood Education Program Name	Bachelor of Science in Education Degree Name	Fall Effective Semester/Year	2015

Modification Details

Ongoing evaluative feedback from university faculty, public school personnel, and students has resulted in the modification of the B. S. Ed. program in Early Childhood Education. This proposal is to add a dual certification track to the existing B. S. Ed. in Education in Early Childhood Education. Professional Standards Commission (PSC) rules have been reviewed and will be met through Core Curriculum and Professional Education course work. Program coordinators and chairs from departments who could potentially be affected by this change have been informed of the pending changes. This modification will give candidates expanded opportunities with regard to program tracks and will increase the program's marketability

(Max 4000 characters)

Rationale

Ongoing evaluative feedback from university faculty, public school personnel, and students has resulted in the modification of the B. S. Ed. program in Early Childhood Education. This proposal is to add a dual certification track to the existing B. S. Ed. in Education in Early Childhood Education. Professional Standards Commission (PSC) rules have been reviewed and will be met through Core Curriculum and Professional Education course work. Program coordinators and chairs from departments who could potentially be affected by this change have been informed of the pending changes. This modification will give candidates expanded opportunities with regard to program tracks and will increase the program's marketability

(Max 4000 characters)

Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement
 Is this a SACS substantive change? NO (See Policy)
 Present or Projected Annual Enrollment: 50

Comments

Comments

(Max 4000 characters)

College Approvals

Rebecca Stanard [APPROVED 2014-06-24]

Associate Dean, College of Education

Donna Harkins [APPROVED 2014-05-15]

Chair, Course Department

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Julia Farmer [APPROVED 2014-09-09]

Chair, Undergraduate Academic Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

Current
UNIVERSITY OF WEST GEORGIA
B.S. Ed.
EARLY CHILDHOOD EDUCATION
Plan of Study

Name: _____

Student #: 917

CORE CURRICULUM	HRS	GR	TRF/ SUB	PROFESSIONAL	HRS	GR	TRF/ SUB
A. Essential Skills	9			Professional Education *1 *3	66		
1. ENGL 1101 *1	3			Block I *4	17		
2. ENGL 1102 *1	3			CEPD 4101 Educational Psychology	3		
3. MATH (1001 or 1111) *2	3			ECED 3271 Integ C, I, & CM	3		
B. Institutional Priorities	5			ECED 3282 Practicum I	1		
1. COMM 1110 *1 *6	3			PHED 4650 Health & Physical Act in Elem School	2		
2. Area B Elective	2			MATH 3803 Algebra for Teachers	3		
C. Humanities/Arts	6			ECED 3214 Explor Act in Music & the Fine Arts	2		
1. XIDS 2100 *6	3			READ 3251 Children's Literature	3		
2. ENGL 2110, 2120, or 2130 *6	3			Block II *4	17		
D. Science, Math, Technology	10			MATH 3703 Geometry for Teachers	3		
1. BIOL 1010/1010L *6	4			ECED 4261 Tchng C&P: Soc Stud Ed	3		
2. GEOL 1121 *6	3			ECED 4262 Tchng C&P: Science Ed	3		
3. CS 1030 Intro to Comp. Concepts	3			ECED 4263 Tchng C&P: Math Ed	3		
E. Social Sciences	12			ECED 4283 Practicum II	2		
1. HIST 1111 or 1112	3			READ 3262 Tchng C&P: Rdg Ed	3		
2. HIST 2111 or 2112	3			Block III *4	18		
3. POLS 1101	3			ECED 4251 Assess & Corr: Math Ed	3		
4. GEOG 1013 *6	3			ECED 4251L Assess & Corr: Clinical Lab	1		
F. Program Related Courses *1	18			ECED 4284 Practicum III	2		
1. ISCI 2001 Life/Earth Science	3			MATH 4713 Prob & Stat for Tchrs	3		
2. ISCI 2002 Physical Science	3			READ 3263 Tchng C&P: Integ Lit	3		
3. MATH 2008 Foundations of Numbers & Operations	3			READ 4251 Assess & Corr: Rdg Ed	3		
4. EDUC 2110 Investigating	3			SPED 3715 Inclusive	3		

Critical & Contemporary Issues in Ed				Classroom: Differentiating Instruction			
5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3			Block IV *4	12		
6. EDUC 2130 Exploring Teaching & Learning	3			ECED 4286 Teaching Internship	9		
Note: Area F restricted to 1000-2000 level				ECED 4289 Teaching Internship Seminar	3		
G. Physical Education	3			Summer	2		
1. PWLA 1600	2			MEDT 3402 Integ Technology into the Classroom *5	2		
2. PWLA Activity Course	1						
Total Core Curriculum (Areas A-F)	60			Total Professional Education	66		
Physical Education	3			Total (Areas A-G)	63		
Total (Areas A-G)	63			Total Program	129		

Program Notes:

1. A grade of C or better is required in courses in these sections. (See catalog for English and Mathematics requirements.)
2. Recommend MATH 1111 to prepare for GACE Basic Skills Math.
3. Admission to Teacher Education is required before enrolling in Block Courses.
4. Field Experience/Internship applications must be submitted by posted deadlines.
5. MEDT 3401 may be substituted for MEDT 3402.
6. To ensure proper background in required content areas, candidates are strongly advised to complete the following (or equivalence):

Area B-1: COMM 1110	Area C-1: XIDS 2100	Area C-2:
ENGL 2110, 2120, or 2130		
Area D-1: BIOL 1010/1010L	Area D-2: GEOL 1211	Area E-4:
GEOG 1013		

Admission to Teacher Education

GACE Program Admission			SAT		ACT		GRE	
Reading	Math	Writing	Verbal	Math	English	Math	Verbal	Quant

Candidate signature: _____

Advisor signature: _____

Date: _____

Proposed Program Modification

University of West Georgia Early Childhood / Special Education/Early Childhood Dual Certification Plan of Study

CORE CURRICULUM	HRS
A. Essential Skills	9
ENGL 1101 *1	3
ENGL 1102 *1	3
MATH (1001 or 1111) *2	3
B. Institutional Priorities	5
COMM 1110 *1 *5	3
Area B Elective	2
C. Humanities/Arts *5	6
XIDS 2100	3
ENGL 2110, 2120, 2130	3
D. Science, Math, Technology	10
BIOL 1010/1010L *5	4
GEOL 1121 *5	3
CS 1030 Intro to Computer Concepts	3
E. Social Sciences	12
HIST 1111 or 1112	3
HIST 2111 or 2112	3
POLS1101	3
GEOG 1013 *5	3
F. Program Related Courses *1	18
ISCI 2001 Life/Earth Science	3
ISCI 2002 Physical Science	3
MATH 2008 Foundations of Numbers & Operations	3
EDUC 2110 Investigating Critical & Contemporary Issues in Ed	3
EDUC 2120 Exploring Socio Cultural Perspectives on Diversity	3
EDUC 2130 Exploring Teaching and Learning	3
Physical Education	3
PWLA 1600	2
Activity Course	1
Total Core Curriculum (A-F)	60
Physical Education	3
TOTAL	63

Proposed Program Modification

**University of West Georgia
Early Childhood / Special Education/Early Childhood Dual Certification
Plan of Study**

PROFESSIONAL – Early Childhood Education		PROFESSIONAL – SPED/ECED Dual Certification	HRS
Professional Education *1 *3 *4		Professional Education *1 *3 *4 *6	
Block I	17	Block I	16
CEPD 4101 Educational Psychology	3	CEPD 4101 Educational Psychology	3
PHED 4650 Health & Phys Act in Elem School	2	SPED 3713 Intro to SPED & Mild Disabilities	3
ECED 3271 Integ C, I, & CM	3	SPED 4710 Ethics, Policies, & Procedures	2
MATH 3803 Algebra for Teachers	3	MATH 3803 Algebra for Teachers I	3
ECED 3214 Explor Act in Music & the Fine Arts	2	ECSE 3214 Exploratory Curriculum	2
ECED 3282 Practicum I	1	SPED 3702 Assess of Child with Dis	3
READ 3251 Children’s Lit	3		
Block II	17	Block II	16
MATH 3703 Geometry for Teachers	3	MATH 3703 Geometry for Teachers	3
ECED 4261 Tchng C&P: Soc St Ed	3	ECSE 4761 Teaching C&P Social Studies	3
ECED 4262 Tchng C&P: Science Ed	3	ECSE 4762 Teaching C&P Science	3
ECED 4263 Tchng C&P: Math Ed	3	ECSE 4763 Teaching C&P Math	3
READ 3262 Tchng C&P: Reading Ed	3	ECSE 4764 Teaching C&P Literacy	3
ECED 4283 Practicum II	2	ECSE 4783 Practicum I	1
Summer	2	Summer	6
MEDT 3202 Integ Technology	2	READ 3251 Children’s Literature	3
		READ 3263 Tchng C&P: Integ Literacy	3
Block III	18	Block III	16
SPED 3715 Inclusive Classroom: Differentiating Instruction	3	SPED 3714 Behavior & Class Management	3
MATH 4713 Prob & Stat for Teachers	3	MATH 4713 Probability and Statistics	3
READ 4251 Assess & Corr: Rdg Ed	3	READ 4251 Assess & Correct Reading Ed	3
ECED 4251 Assess & Corr: Math Ed	3	SPED 4712 Lang. Comm. & Tech. Mild	3
ECED 4251L Assess & Corr: Clinical Lab	1	ECED 4251 Assess & Correct Math Ed	3
ECED 4284 Practicum III	2	ECSE 4784 Practicum II	1
READ 3263 Tchng C&P: Integ Lit	3		
Block IV	12	Block IV	12
ECED 4286 Teaching Internship	9	MEDT 3401 Integrating Tech Into The Class	3
ECED 4289 Teaching Intership Seminar	3	ECSE 4786 Teaching Internship	3
		ECSE 4789 Teaching Internship Seminar	3
Total Professional Education	66	Total Professional Education	66
Total Core Curriculum	63	Total Core Curriculum	63
TOTAL PROGRAM	129	TOTAL PROGRAM	129

Program Notes:

- *1. A grade of C or better is required in courses in these sections. See catalog for English and Math requirements.
- *2. Recommend MATH 1111 to prepare for the GACE Program Admission (formerly Basic Skills) test.
- *3. Admission to Teacher Education is required before enrolling in Block courses.
- *4. Practicum or Internship application must be submitted by posted deadline.
- *5. To ensure proper background in required content, students are strongly advised to complete the following courses or their equivalents:
 Area B-1: COMM 1110 Area C-1: XIDS 2100 Area C-2: ENGL 2110, 2120, 2130
 Area D-1: BIOL 1010/1010L Area D-2: GEOL 1121 Area E-4: GEOG 1013
- *6. Candidates are admitted to the ECED/SPED dual certification only in fall semester.

Admission to Teacher Education

GACE Program Admission			SAT		ACT		GRE	
Reading	Math	Writing	Verbal	Math	English	Math	Verbal	Quant

Candidate signature: _____

Advisor signature: _____

Date: _____

Rationale for the Modification of the Bachelor of Science in Education in Early Childhood Education Degree Program

Ongoing evaluative feedback from university faculty, public school personnel, and students has resulted in the modification of the B. S. Ed. program in Early Childhood Education. This proposal is to add a dual certification track to the existing B. S. Ed. in Education in Early Childhood Education.. Professional Standards Commission (PSC) rules have been reviewed and will be met through Core Curriculum and Professional Education course work. Program coordinators and chairs from departments who could potentially be affected by this change have been informed of the pending changes. This modification will give candidates expanded opportunities with regard to program tracks and will increase the program's marketability

Block I Modification

ECSE 3214 – Exploratory Curriculum

This course provides students with the basic pedagogical skills and developmentally appropriate practices for teaching exploratory curriculum (drama, art, music, physical activity, and health) in Pre-K-5 classrooms, including children with mild disabilities. The course will provide foundational pedagogy for candidates to begin their pre-service experience creating and evaluating lesson plans, exploring various instructional strategies, and methods for effective planning and instruction. Students will also apply knowledge of content, methods and materials during field experience.

Block II Modification

ECSE 4761 – Teaching Content and Process: Social Studies Dual Certificate

Candidates will examine the current content and methodology of social studies education for young learners (grades P-5) including those with disabilities. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Candidates will design and implement learning experiences that incorporate the knowledge and skills appropriate for an elementary social studies program. Field experience required.

ECSE 4762 - Teaching Content and Process: Science Dual Certificate

Students will examine curricular content, methodology, classroom organization and management, and materials used to teach science to children in grades P-5 by means of course discussions and assignments, field placements/assignments, and course readings. Emphasis will be placed on developmentally appropriate practices, teaching students with mild disabilities in science, and the integration of science with mathematics and other appropriate subject areas.

ECSE 4763 - Teaching Content and Process: Math Dual Certificate

Mathematics education content, methods and materials which are appropriate for the cognitive development of the young child from Pre-K to Grade 5 will be investigated by means of course discussions and assignments, field placements/assignments, and course readings. Students will apply knowledge of content, methods and materials during field experience. Emphasis will be placed on developmentally appropriate practices for teaching mathematics to all children in Pre-K-5 classrooms, including children with mild disabilities.

ECSE 4764 - Teaching Content and Process: Literacy Dual Certificate

Candidates will examine the theories, materials, and methods of literacy instruction. Candidates will explore ways to differentiate instruction to meet the needs of all learners. Students will design and implement learning experiences that incorporate knowledge and skills appropriate for an elementary literacy program.

ECSE 4783 – Practicum I

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Block III Modification

ECSE 4784 – Practicum II

Students are placed in a designated early childhood/elementary site that includes students who have and students who do not have disabilities. Requirements include observing children and planning and implementing learning activities with the guidance of a qualified supervisor.

Block IV Modification

ECSE 4786 - Internship

Teaching one semester in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education. A student teaching seminar (ECSE 4789) accompanies student teaching.

ECSE 4789 – Teaching Internship Seminar

Information and issues related to student teaching in the public schools under the supervision of an experienced, qualified classroom teacher on the level and in the field of early childhood and/or special education.

Addendum III

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction

College of Education

Huss, Robyn

Department

College

Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

SEED 6200 Comprehensive Exam for Master of Arts in Teaching
Prefix Number Course Title

A comprehensive final examination is administered during the fall or spring semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching degree. The written exam is administered on the UWG campus in a computer lab.

Course Catalog Description

0 Lec Hrs 0 Lab Hrs 0 Credit Hrs Fall - 2014 Effective Term Every Term Frequency S/U/I Grading

Prerequisites

Corequisites

SEED 7289

Rationale

Record-keeping course to meet the needs of students taking comprehensive exams. Students will have a CourseDen site to gain information relevant to the exam administration and content.

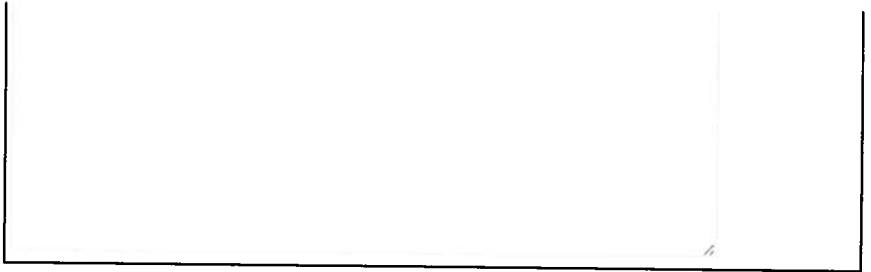
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 50

Comments



College Approvals

Frank Butts [APPROVED 2014-03-06]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-03-31]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-09-08]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

SEED 6200: Comprehensive Exam for the Master of Arts in Teaching

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Direct Line:

Department Line:

Email

Online Support

CourseDen Home Page

<https://westga.view.usg.edu/>

CourseDen Help & Troubleshooting

<http://www.westga.edu/~distance/webct1/help>

UWG Distance Learning

<http://distance.westga.edu/>

UWG On-Line Connection

<http://www.westga.edu/~online/>

Distance Learning Library Services

<http://westga.edu/~library/depts/offcampus/>

Ingram Library Services

<http://westga.edu/~library/info/library.shtml>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

A comprehensive final examination is administered during the fall or spring semester immediately preceding graduation to all candidates seeking a Master of Arts in Teaching degree. The written exam is administered on the UWG campus in a computer lab.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards are also incorporated as criteria against which candidates are measured, e.g. the Interstate Teacher Assessment and Support Consortium (InTASC).

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The written comprehensive examination will be administered in a UWG computer during the second half of the semester.

COURSE OBJECTIVES

Students will:

1. demonstrate professional growth in the ten areas specified by the InTASC Principles;
2. demonstrate the ability to formulate a lesson plan based on state standards that includes appropriate objectives, delivery of instruction, student-centered activities, and assessment;
3. communicate an understanding of current trends and issues that affect the field of education, and justify a logical perspective.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): none

Suggested Text(s): A review of each text or other reading required for courses taken throughout the MAT program

Required Instructional Resource: Tk20 Subscription, available at the University Bookstore or at http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Three written exam questions will be completed in a computer lab; essays will be uploaded to Tk20.

1. **The first question will be based on the InTASC Principles (objective 1).**
Choose **three** of the InTASC Principles for which you feel you have made the most significant progress and describe your growth.
2. **The second question will be based on a Content Area Item (objective 2).**
When you come to the exam, you will be given a Georgia Standard in your content area and a blank lesson template like you were taught to use in your strategies classes. You are to write a lesson plan based on that standard. The plan must include appropriately written objectives, differentiation, technology, and performance assessment. In addition, address literacy as prescribed in the Common Core.
3. **The third question will be based on Trends and Issues (objective 3).**
A final area of investigation includes topics related to:
 - a. Technology in education
 - b. Common Core or other developments in national/state standards for other disciplines
 - c. Impacts of generational differences on instruction
 - d. Appropriate educational environments that ensure equitable instruction for groups based on culture/minority, issues related to LGBTQ students, sociocultural/economic circumstances, homelessness, poverty, etc.
 - e. Differentiation of instruction for students of different groups such as ELL, special education, gifted, etc.

In reflecting upon all of the classes you have had and the discussions related to these categories, select a trend/issue and be prepared to write a position statement that includes references from readings you have had in those classes. Take a stand and support your position with relevant details and examples.

Evaluation Procedures

Scoring will be done on Tk20 using rubrics. Each item will receive a score based on the rubric categories for that item. Successful candidates will have a final score of 3 or greater based on the average of the final scores from all three items. Overall average scores of less than 3 **WILL NOT** be rounded up.

Grading

The final grade for the MAT Comprehensive Exam will be recorded as Pass / Fail. Written exams may be retaken one time during a future semester. Students who do not pass the second time will have a third and final opportunity as an oral exam with three professors as questioners.

CLASS OUTLINE

Announcements concerning the exam, including procedures to prepare for and write the exam, will be posted online.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance on the exam date is mandatory; there will not be a make-up date. An absence on the exam date will be recorded as an "F" and the student will be required to re-enroll in a future semester. Students who arrive late to the exam session will not be granted extended time at the end of the session.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Course Update Request (Add, Delete, Modify)

Originator

Leadership and Instruction
Department

College of Education
College

Huss, Robyn
Originator

Action

Add Modify Delete

Modifications

Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

SEED 7200 Comprehensive Exam for the Master of Education
Prefix Number Course Title

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a Master of Education degree. The written exam is administered on the UWG campus in a computer lab.

Course Catalog Description

0 Lec Hrs 0 Lab Hrs 0 Credit Hrs Summer - 2014 Effective Term Every Term Frequency S/U/I Grading

Prerequisites

To be taken during the final semester of the MEd program.

Corequisites

Rationale

Record-keeping course to meet the needs of students taking comprehensive exams. Students will have a CourseDen site to gain information relevant to the exam administration and content.

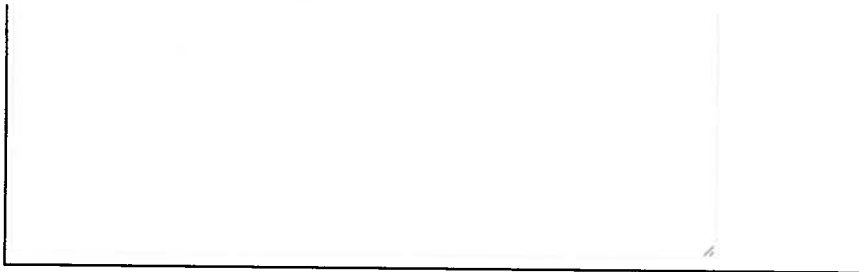
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 20

Comments



College Approvals

Frank Butts [APPROVED 2014-03-06]

Chair, Course Department

Rebecca Stanard [APPROVED 2014-03-31]

Associate Dean, College of Education

Cross Listing Approvals

N/A

Chair, Cross Listed Department

N/A

Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-09-08]

Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]

Final Approver

SEED 7200: Comprehensive Exam for the Master of Education

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone Direct Line:
 Department Line:

Email

Online Support CourseDen Home Page
 <https://westga.view.usg.edu/>

 CourseDen Help & Troubleshooting
 <http://www.westga.edu/~distance/webct1/help>

 UWG Distance Learning
 <http://distance.westga.edu/>

 UWG On-Line Connection
 <http://www.westga.edu/~online/>

 Distance Learning Library Services
 <http://westga.edu/~library/depts/offcampus/>

 Ingram Library Services
 <http://westga.edu/~library/info/library.shtml>

 University Bookstore
 <http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

A comprehensive final examination is administered during the semester immediately preceding graduation to all candidates seeking a Master of Education degree. The written exam is administered on the UWG campus in a computer lab.

CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. With the goal of *Preparing Exemplary Practitioners*, our programs incorporate ten descriptors (knowledgeable, reflective, inquisitive, decisive, adaptive, proactive, leading, collaborative, culturally sensitive, empathetic), clustered into three interrelated and overlapping themes, that demonstrate our commitment to (a) Professional Excellence; (b) Field-Based Inquiry; and (c) the Betterment of Society. These themes and descriptors are integral components of the conceptual framework and provide the basis for developing exemplary practitioners who are prepared to improve schools and communities. National and state standards are also incorporated as criteria against which candidates are measured, e.g. the National Board of Professional Teaching Standards (NBPTS).

The mission of the College of Education is to provide excellence in the initial and advanced preparation of professionals for a variety of settings, to foster an innovative learning community, and to empower a faculty committed to teaching and the dissemination of knowledge. This course's objectives, activities, and assignments are related directly to the conceptual framework and national standards, as identified below.

APPROACHES TO INSTRUCTION

The written comprehensive examination will be administered in a UWG computer lab during the second half of the semester.

COURSE OBJECTIVES

Students will:

1. demonstrate professional growth in the content area of certification;
2. demonstrate professional growth as related to diversity, multiculturalism and pluralism;
3. communicate an understanding of current issues that affect the field of education, and justify a logical perspective.

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s): none

Suggested Text(s): A review of each text or other reading required for courses taken throughout the MEd program

Required Instructional Resource: Tk20 Subscription, available at the University Bookstore or at http://www.westga.edu/coe/index_550.php. If you have purchased a subscription previously, DO NOT re-subscribe. For more information about this resource, see http://www.westga.edu/coe/index_550.php. For assistance, email tk20@westga.edu.

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Three written exam questions will be completed in a computer lab; essays will be uploaded to Tk20.

1. **The first question will be based on the content area of certification (objective 1).**
Students will be asked to write a paper on a topic of current significance to their content area of certification that includes:
 - a. a review of relevant literature to provide background information and research,
 - b. a position on the topic with evidence that leads to this position, along with a discussion of various other positions people might hold, and
 - c. an explanation of how this information is significant to and/or impacts educational interests in the content area.

2. **The second question will be based on Diversity in Classrooms and Schools (objective 2).**
Students will respond to a question which has been developed to provide feedback on student perceptions of their work and thinking as related to diversity, multiculturalism and pluralism experienced during their coursework at UWG. These questions will vary from student to student.

3. **The third question will be based on Educational Issues (objective 3).**
Students will respond to topics from such areas as:
 - a. Technology in Education
 - b. General Curriculum
 - c. Philosophy/Sociology
 - d. History of Education

The above four areas are covered in various graduate courses taken by students in their programs with specific test questions being developed based on these basic areas.

Evaluation Procedures

Scoring will be done on Tk20 using rubrics. Each item will receive a score based on the rubric categories for that item. Successful candidates will have a final score of 3 or greater based on the average of the final scores from all three items. Overall average scores of less than 3 WILL NOT be rounded up.

Grading

The final grade for the MEd Comprehensive Exam will be recorded as Pass / Fail. Written exams may be retaken one time during a future semester. Students who do not pass the second time will have a third and final opportunity as an oral exam with three professors as questioners.

CLASS OUTLINE

Announcements concerning the exam, including procedures to prepare for and write the exam, will be posted online.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Attendance: Attendance on the exam date is mandatory; there will not be a make-up date. An absence on the exam date will be recorded as an "F" and the student will be required to re-enroll in a future semester. Students who arrive late to the exam session will not be granted extended time at the end of the session.

Disability: All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Student Email Policy: University of West Georgia students are provided a MyUWG email account, which is the official means of communication between the University and student. It is the student's responsibility to check this email account for important University related information.

Course Update Request (Add, Delete, Modify)

Originator

Dean	College of Education	Putney, Dawn
Department	College	Originator

Action: Add Modify Delete

Modifications: Prerequisites Description Title Credit See Comments Senate Action Item (See Procedure)

Course Details

CURR	6575	Curriculum Trends and Issues
Prefix	Number	Course Title

This course is a critical study of the design and implementation of curricula in the field of education.

Course Catalog Description

3	0	3	Spring - 2015	Every Term	Letter Grade
Lec Hrs	Lab Hrs	Credit Hrs	Effective Term	Frequency	Grading

Prerequisites

none

Corequisites

none

Rationale

This course has been developed to replace several departmental specific curriculum courses at the M.Ed. level and collapse low enrollments in several courses into one course. This new course will provide a K-12 perspective of current trends and issues that all educators should be aware of and be able to address. The prefix CURR was determined to be appropriate and will be housed in the College of Education Dean's Office rather than in a specific academic department. Approval for the new prefix CURR, the course number 6575, and the course syllabus are submitted for approval.

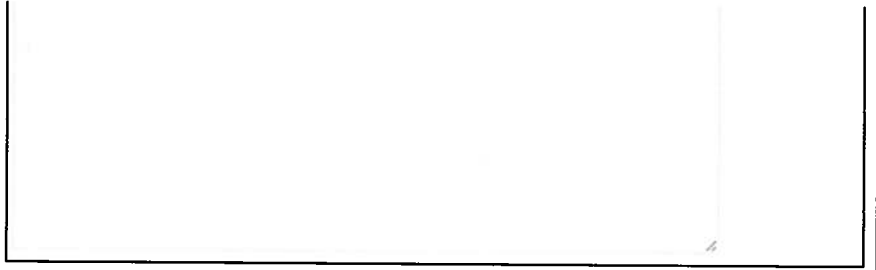
Planning Info

Library Resources are Adequate
 Library Resources Need Enhancement

Is this a SACS substantive change? NO (See Policy)

Present or Projected Annual Enrollment: 75

Comments



College Approvals

Rebecca Stanard [APPROVED 2014-07-30]
Chair, Course Department

Rebecca Stanard [APPROVED 2014-08-12]
Associate Dean, College of Education

Cross Listing Approvals

N/A
Chair, Cross Listed Department

N/A
Associate Dean, Cross Listed College

Other Approvals

Susan Welch [APPROVED 2014-09-06]
Chair, Graduate Programs Committee

Final Approval

Myrna Gantner [REQUIRED]
Final Approver

Curriculum Trends and Issues CURR 6575

Semester/Year

Time/Location

Instructor

Office Location

Office Hours

Online Hours

Telephone

Direct Line:

Department Line:

Email

Online Support

D2L Home Page

<https://westga.view.usg.edu/>

D2L UWG Online help

<http://uwgonline.westga.edu/students.php>

D2L 24 hour Help

<https://d2lhelp.view.usg.edu/>

UWG Distance Learning

<http://uwgonline.westga.edu/>

Distance Learning Library Services

<http://libguides.westga.edu/content.php?pid=194430>

Resources for Distance & Off-Campus Students

<http://libguides.westga.edu/content.php?pid=194459>

Ingram Library Services

<http://www.westga.edu/library/>

University Bookstore

<http://www.bookstore.westga.edu/>

COURSE DESCRIPTION

This course is a critical study of the design and implementation of curricula in the field of education.

COE Vision

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that contribute to educational improvement and the betterment of society.

COE Mission

Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful careers in diverse settings. Spanning undergraduate through doctoral study, we are committed to depth of knowledge and excellence in teaching, professional practice, and applied research.

The vision and mission of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. National and state standards GaPSC are incorporated as criteria against which candidates are measured. This course's objectives, activities, and assignments are related directly to the appropriate standards, as identified below.

APPROACHES TO INSTRUCTION

Instruction in this course will take place through online tools such as discussion boards, chat rooms, posting materials within CourseDen, and on the UWG server. There will be some required online class sessions. Students will be allowed to select from a list of days and times for these required online sessions.

This course will be delivered approximately 100% online. This requires the online equivalent of 2250 minutes of instruction (seat-time) and an additional 4500 minutes of supporting activities.

As such, you will be required to complete the following online activities during this course:

<u>Activity</u>	<u>Instructional Equivalent</u>	<u>Supporting Activity Equivalent</u>
Online Participation	225 minutes	450 minutes
Discussions	225 minutes	450 minutes
Article Critiques	281 minutes	562 minutes
Curriculum Project	675 minutes	1350 minutes
Impact of historical people/events	365 minutes	839 minutes
K-12 Curriculum Overview	365 minutes	839 minutes

Additionally, it is anticipated that students will need to work independently for twice the number minutes listed above to complete the online activities. Since students work at various paces in an online environment, the total number of minutes required to complete the course will vary among students. The minutes indicated above are estimates.

COURSE OBJECTIVES

Students will:

1. Demonstrate knowledge of the interaction of student characteristics and social, political, pedagogical, and subject matter issues and how they impact curriculum (Banks, 2002; Jacobs, 2010; Null, 2011; Posner, 2001; Sowell, 2005) (Standards: NBPTS 2)
2. Demonstrate knowledge of the historical foundations of P-12 curriculum and application of current theories and research that form the basis of curriculum development (scope and sequence) and instructional practice that addresses the needs of individuals and groups using state standards and commercially available curricula (Dewey, 1916; Jacobs, 2010; Jenlink, 2009; Tyler, 1987) (Standards: NBPTS 2)
3. Evaluate, select, adapt, modify, and/or develop curricula and/or instructional materials and resources that meet students' needs (Anderson, 2001; Banks, 2002; Hlebowitsh, 2005; Jacobs, 2010; McNeil, 2008; Null, 2011; Ornstein & Hunkins, 2012; Tyler & Hlebowitsh, 2013) (Standards: NBPTS 2)
4. Demonstrate formal and informal assessments to evaluate curriculum development work and student progress in educational settings and appropriate instruction representing curricular modifications for diverse individual and group needs (e.g. cultural, social, economic, gender, race diversity) (Hlebowitsh, 2005; Schiro, 2012; Sowell, 2005; Tyler & Hlebowitsh, 2013; Wiles, 2010) (Standards: NBPTS 2)
5. Demonstrate knowledge of curriculum content, curriculum scope and sequence necessary to facilitate students' acquisition, maintenance, and generalization of knowledge and skills across learning environments, subject areas, and P-12 programs (Glatthorn, Boschee & Whitehead, 2006; Glatthorn, Boschee & Whitehead, 2011; McNeil, 2008; Null, 2011; Oliva, 2009; Posner & Rudnitsky, 2001; Wiles, 2010) (Standards: NBPTS 2)
6. Demonstrate and develop knowledge of current state K-12 standards (curriculum) to implement in the content areas of English Language Arts, Reading, Math, Sciences, and Social Sciences (Glatthorn, Boschee & Whitehead, 2006; Glatthorn, Boschee & Whitehead, 2011; Henson, 2010; Kendall & Marzano, 2000; Marzano, 2003; Oliva, 2009) (Standards: NBPTS 2)
7. Identify ways in which technology and assistive technology can be infused into the learning environment to accomplish instructional objectives and facilitate the instructional process (Glatthorn, Boschee & Whitehead, 2006; Glatthorn, Boschee & Whitehead, 2011; Henson, 2010; Jacobs, 2010; Ornstein & Hunkins, 2012; Schiro, 2012) (Standards: NBPTS 2)

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s)

None – materials will be posted in CourseDen

Required Instructional Resource: Tk20 Subscription

These are available at the University Bookstore or at <http://westga.tk20.com/campustoolshighered/start.do>.

If you have purchased a subscription previously, DO NOT re-subscribe.

For more information about this resource, see

http://www.westga.edu/coe/index_550.php.

For assistance, email tk20@westga.edu.

Course References

- Anderson, L.W. & Krathwohl, D.R. (2001). *A Taxonomy for Learning and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. New York: Longman.
- Banks, J. A. (2002). *An Introduction to Multicultural Education*. Boston: Allyn & Bacon.
- Dewey, J. (1916). *Democracy and Education*. New York: Macmillan Co.
- Glatthorn, A. A., Boschee, F. & Whitehead, B.M. (2006). *Curriculum Leadership: Strategies for Development and Implementation*. Thousand Oaks, CA: Sage Publications.
- Glatthorn, A. A., Boschee, F. & Whitehead, B.M. (2011). *Curriculum Leadership: Development and Implementation*. Thousand Oaks, CA: Sage Publications.
- Henson, K. T. (2010). *Curriculum planning: Integrating multiculturalism, constructivism, and educational reform*. Long Grove, IL: Waveland Press.
- Hlebowitsh, P. S. (2005). *Designing the School Curriculum*. Boston: Pearson Educ., Inc.
- Tyler, Ralph W. & Hlebowitsh, Peter S. (2013). *Basic principles of curriculum and instruction*. Chicago: University of Chicago Press.
- Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Independence, KY: Cengage.
- Jenlink, P. M. Ed. (2009). *Dewey's democracy and education revisited*. Lanham, MD: Rowman & Littlefield.
- Kendall, J. S. & Marzano, R. J. (2000). *Content Knowledge: A Compendium of Standards and Benchmarks of K-12 Education*, (3rd. ed.). Aurora, Col.: Mid-Continent Regional Educational Laboratory and Alexandria, Va.: Association for Supervision and Curriculum Development.
- Marzano, R. J. (2003). *What Works in Schools: Translating Research into Action*. Alexandria, Va.: Association for Supervision and Curriculum Development.
- McNeil, J. (2008). *Contemporary curriculum: In thought and action*. Hoboken, NJ: Wiley.
- Null, W. (2011). *Curriculum: From theory to practice*. Lanham, MD: Rowan and Littlefield
- Olivia, P. F. (2009). *Developing the curriculum*, (7th ed.). Boston, MA: Pearson.
- Ornstein, A. C. & Hunkins, F. P. (2012). *Curriculum: Foundations, principles, and issues*, (6th.ed.). Boston: Allyn and Bacon.
- Posner, C. & Rudnitsky, A. (2001). *Course Design: A Guide to Curriculum Development for Teachers* (6th ed.). New York: Longman
- Schiro, M. S. (2012). *Curriculum theory: Conflicting visions and enduring concerns* (2nd ed.). Thousand Oaks, CA: Sage.
- Sowell, E. J. (2005). *Curriculum: An Integrative Introduction* (4th Edition). Columbus, Ohio: Merrill.
- Tyler, R. (1987). *The Five Most Significant Events in the 20th Century*. Educational Leadership, 44 (4), 6-38.
- Wiles, J. W. & Bondi, J. C. (2010). *Curriculum development: A guide to practice*. (8th ed.). Boston, MA: Pearson

ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING

Assignments

Assignments will focus on the objectives of this course: the historical perspective of curriculum development, the current trends, issues, and research concerning child growth and development and their implications for curriculum development, planning, and implementation, and the diverse models of curriculum development and implementation with the opportunity to apply these objective related discussion and project assignments in meaningful ways.

Class Participation. Attend and participate in online sessions and class discussions.

- Throughout the course students will have opportunities to read, reflect on, and respond to comments and ideas posted by other students. Participation in the discussion will greatly enhance student learning.
- Students will complete the assigned online activities. Students are expected to participate in any required online sessions and to participate weekly in discussions. Students can expect responses from the instructor within 48 hours. If students have any problems with CourseDenD2L they are to contact the Distance Office for assistance and the instructor immediately. The help line e-mail address is on page one of this syllabus as well as the distance office e-mail address and phone number. If this fails call the Distance Learning Office and then the instructor for assistance. Remember, there are computer labs on campus for student use. There will be opportunities to interact with the instructor and other students through chat, discussion boards, Collaborate, and other tools.
- Students need to go through the tutorials that are available by clicking on the “Student” tab at the top of the CourseDenD2L page. Do not wait to ask for help with CourseDenD2L. Seek assistance immediately (see contact info on page 1).
- Since this is an online course, you are responsible for monitoring your work time in order to complete and submit assignments by the established due dates. Assignments will be accepted late but there will be a loss of points due to the lateness of submission – at least 1 point per day that an assignment is late. All assignments must be submitted by the end of the course in order to be considered.
- Extra credit is not available for assignments in this course
- All student work submitted during the course is required to be original.
- Work created in another course will not be excepted unless approved by the instructor.
- All assignments must follow APA format unless otherwise specified.
- Always double check documents attached or posted. Make sure the file extension is correct. You cannot attach or post a document while it is open on your computer. The person on the other end will not be able to open it. **For example, if your file extension is .lnk the file cannot be opened.** Word document files will have .doc or .docx as the file extension.

(Course Objectives 1-7)

Discussions – potential topics – Participate in required class discussions

- Impact of historical people and events – posting projects to share and provide peer feedback
- K-12 curriculum scope and sequence – posting projects to share and provide peer feedback
- Article critiques – posting articles to share and provide peer feedback
- Curriculum project – posting action plans to share and provide peer feedback

(Course Objectives 1-7)

Impact of historical people and events. Identify either a person such as: John Dewey, George Counts, Horace Mann, William H. Kilpatrick, Temple Grandin, Emma Willard, Lisa Delpit, Jamie Escalante, Booker T. Washington, etc. or a significant historic event in education, such as: “The Eight Year Study” or “The Committee of Ten,” “The Seven Cardinal Principles of Secondary Education,” “House Bill 671,” etc. Read and investigate this individual or event in depth-- analyzing and understanding the significance of the person or event and impact on current educational practices. Write a short paper (3-5 pages) or create a presentation on this person or event.
(Course Objective 2)

K-12 Curriculum Overview. Select a content area (math, science, social studies, language arts, art, music, physical education, etc. Examine standards across all grade levels. Develop a brief overview – scope and sequence – utilizing any graphic organizer format. Write a narrative description of teacher responsibility at each level. Also describe the types of professional development and other support necessary for smooth transition from one grade level to another across the grade levels for one specific content area.
(Course Objectives 2, 6)

Article Critiques. Locate five articles in your area of certification discussing a current problem/issue related to curriculum in your area of certification and the issues effect on teachers, student learning, and/or student behavior. Review and analysis of the articles will be in preparation for work on the Curriculum Project.
(Course Objective 6)

Curriculum Project. Identify and specifically describe a current problem/issue related to curriculum in your area of certification and clearly articulate how this problem is having an adverse effect on teachers, student learning, and/or student behavior. A reasonable action plan for solving the problem will be recommended. The action plan should include the following:

- a) Developmentally appropriate research-based strategies/approaches to teaching and learning in your area of certification as outlined by the Common Core/Georgia Performance Standards (<https://www.georgiastandards.org/common-core/Pages/default.aspx>).
- b) Evidence of racial/cultural diversity in planning.
- c) A plan for the use of emerging technologies.
- d) Plans for a variety of accommodations and modifications
- e) Plan to measure indicators of action plan success.

The project must also integrate information gleaned from at least ten professional resources, potentially from the Article Critiques. Ideally this information will validate that the chosen topic is indeed a problem and that the solution posed is grounded on pertinent, professional, and current literature. A reference list must also be included.

(Course Objectives 3, 4, 5, 6, 7)

Evaluation Procedures

Assignment	Points	Assessment Tools	Submit via:	Due Date
Class Participation		Observation	D2L	
Discussions		Checklist	D2L	
Impact of Historical People & Events		Checklist	D2L	
K-12 Curriculum Overview		Rubric	D2L	
Article Critiques		Checklist	D2L	
Curriculum Project		Rubric	Tk20	

Grading

A = 90 - 100%, B = 80 - 89%, C = 70 - 79%, and F = Below 70%.

CLASS, DEPARTMENT, AND UNIVERSITY POLICIES

Please carefully review the information at [Common Language for Course Syllabi](#). It contains important information related to your rights and responsibilities in this class. Because these statements are updated as federal, state, university, and accreditation standards change, you should review the information each semester. In addition to the above information the following policies apply to this course.

Academic Honesty: All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Student Handbook* and the *Graduate Catalog*.

Americans with Disabilities Act: The official UWG policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website. All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php.

Student Email Policy: The official email policy is contained in the link to the [Common Language for Course Syllabi](#) located on the Provost's website.

UWG Cares: If you or someone you know is in a distressing situation, support is available at <http://www.westga.edu/UWGCares/>. The website contains access to helpful resources and phone numbers related to emergency or crisis situations and safety concerns, medical concerns, multicultural, psychological and personal issues and interpersonal conflict.

IMPORTANT: It is important that you take your writing in this class very seriously. In addition to the criteria delineated above, structural, grammar, and/or mechanical errors will result in a loss of points. Papers or projects with numerous structural, grammar or mechanical errors will NOT pass. If you are not a very good writer, you will need to find a writing tutor or helper to proofread your papers. If you are concerned about your proficiency, please make use of the UWG Writing Center or a personal tutor.

COE WRITING EXPECTATION AND RUBRIC

Students will write in standard English, defined as using the rules and patterns of English associated with educated citizens. This includes writing with clarity, complexity, and good organization, using prescribed rules for syntax, grammar, usage, and punctuation, and adhering to APA formatting .

COE Writing Rubric	
1 = Unacceptable	There is confusion about the topic with absence of support for main ideas; there is little or no awareness of the intended audience; paper lacks organization; paragraph structure is weak; syntax is garbled (e.g. word choice and order often does not make sense or is confusing); paper contains multiple and serious errors of sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting not appropriate to the assignment.
2 = Emerging, Needs Improvement	Ideas are mostly simplistic and unfocused, there is little awareness of the intended audience; paragraphs are mostly stand-alones, with few transitions; the organization, while attempted, is still disjointed; the syntax is weak (e.g., very simplistic word choices and/or sentences that do not make sense); there are several errors in sentence structure (e.g., run-on sentences, fragments), grammar, spelling, capitalization, and/or punctuation; formatting is attempted, but poorly done.
3 = Proficient	The topic is developed with ideas supported sufficiently; paragraphs are competently structured; there is clear awareness of the intended audience; the organization is competent, without sophistication; the syntax is effective (e.g. with wording and sentences that make clear sense); there is effective and varied sentence structure; the paper contains only occasional errors in grammar, spelling, capitalization, and/or punctuation; there are few formatting errors.
4 = Exemplary	There is in-depth development of the topic with ideas well supported; there is accurate awareness of the audience; paragraphs are well-developed and have effective transitions; the organization is appropriate for the assignment; the syntax is rich (e.g., with sophisticated vocabulary); there is variety in sentence style and length, the paper is virtually free of errors in grammar, spelling, capitalization, and/or punctuation; the formatting is appropriate for the assignment.

File Naming Protocol

You will want to use a consistent file naming protocol in order to keep track of your work and to make it easy for your instructors to identify your work and to make things easier on you when it comes to compiling all of your required assessment and program portfolio materials. This is important: The file name should contain NO SPACES and NO CAPITAL LETTERS. You also want to keep the file names as short as possible! Keep file names as short as possible and keep files organized so it will be easy for you to find projects when it is time to build your portfolio.

ONLINE CLASS POLICIES

Students are expected to conduct themselves professionally. This is an essential quality for all professionals who work in the schools. Professionalism includes, but is not limited to, the following:

- Participating in class activities in the online environment in a positive manner
- Collaborating and working equitably with students in the class
- Actively participating in class each week
- Turning in assignments on time
- Completing assignments without spelling and grammatical errors
- Attending required live online sessions and arriving on time
- Treating class members and colleagues with respect
- Limiting disruptions in the online class environment
- Students who display a lack of professionalism will be contacted by the instructor and informed of the consequences

If you have a valid reason for missing assignment deadlines, please contact the instructor in advance. Missing deadlines can seriously impact the student's ability to complete the course satisfactorily.

Students must use Microsoft Office application software (Word, PowerPoint, etc.) to complete written and other assignments. The Microsoft Office software is available to UWG students free of charge (funded by technology fees). If you do not have Microsoft Office, information about acquiring it is available at <http://www.westga.edu/~mcastu/>.

Student e-mail Policy

All formal e-mail communication between instructor and students (outside of CourseDen) will be through campus e-mail (your my.westga.edu e-mail account through gmail). This is a University policy, so it is imperative you check your my.westga.edu e-mail account regularly.

Extra Credit/Duplicative Course Work

Coursework that will be completed in another course that dovetails with an assignment in this course may be submitted if prior approval is granted by the instructor during the first 10 days of class. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission. Extra credit activities are not available in this course.

Attendance

Participation in all online components of the course is required and will be factored into the course grade.

Academic Honesty

All work completed in this course must be original work developed this semester. Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes ideas or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in the latest *Connection and Student Handbook* and the *Graduate Catalog*.

Disability

All students are provided with equal access to classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc. If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please do not hesitate to make those known, either yourself or through the Coordinator of Disability Services. Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. For more information, please contact Disability Services at the University of West Georgia: http://www.westga.edu/studentDev/index_8884.php. Any student with a disability documented through Student Services is encouraged to contact the instructor right away so that appropriate accommodations may be arranged. In addition, certain accommodations (which will be discussed in class) are available to all students, within constraints of time and space.

Disciplinary procedures described in the latest State University of West Georgia

The Connection, Undergraduate Catalog, and Graduate Catalog, will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

Remember that CourseDenD2L will be down every other Friday night.

Do not wait until the last minute to post work.

Late submissions may be subject to a loss of points. You can always post work early!!

Optional face-to-face sessions will be available if requested. Ask for help if you need it!

Required online sessions and Optional Chat Sessions will provide opportunities for help.

CLASS OUTLINE (sample)

Class Session	Class Activities/Topics	Assignments Due
Session 1, 2	History of Curriculum Development	Introductions
Session 3, 4	Curriculum Standards	Impact of History
Session 5, 6	Curriculum Issues Represented in Literature	Article Critiques
Session 7, 8	Curriculum Issues Represented in Literature	Article Discussions
Session 9, 10	Curriculum Scope and Sequence	Article Discussions
Session 11, 12	Curriculum Roles and Responsibilities	K-12 Curriculum Overview
Session 13, 14	Demographic Impacts on Curriculum	Curriculum Project
Session 15, 16	Reviewing Curriculum Projects	Peer Reviews

Addendum IV

SAMPLE

GEOG 2202: Environmental Science

Course Description:

This course will focus on the key principles of environmental science, paying special attention to environmental systems and human interactions with these systems. The aim of the course is to give the student a solid, scientifically based understanding of the earth's current environment and how to analyze, assess, and begin to address human populations' impact on this environment.

Learning Objectives:

- 1) Define the term environment and identify important environmental concerns we face today.
- 2) Gain a foundational understanding of the earth's environmental systems
- 3) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.
- 4) Expressing scientifically informed opinions about current environmental policy debates

Text:

Principles of Environmental Science: Inquiry and Applications [Paperback]
William Cunningham (Author), Mary Cunningham (Author).

There will also be additional readings, mostly media articles, that can be accessed via D2L.

Assessment:

Students will be assessed by means of Exams, Assignments and a Project. There is no extra credit.

Midterm Exam 30 points

Final Exam 30 points

Assignments 40 points

Exams will be multiple choice and short answer. Assignments will be typed responses to readings, films, and discussions. These will be generally be about 2 pages long and must be submitted into a dropbox in D2L.

CLASS SCHEDULE

- | Week | TOPIC |
|---------------------|---|
| 1. Aug. 23, 25 | Syllabus; Introduction |
| 2. Aug. 30, Sept. 1 | Science and the Environment |
| 3. Sept. 6, 8 | Environment and the Economy |
| 4. Sept. 13, 15 | Earth as a Changing Planet |
| 5. Sept. 20, 22 | Principles of Ecology |
| 6. Sept. 27, 29 | Biological Communities; Exam 1 |
| 7. Oct. 4, 6 | Project Work |
| 8. Oct. 11, 13 | Biodiversity |
| 9. Oct. 18, 20 | Human Populations and Ecological Footprints |
| 10. Oct. 25, 27 | The Science of Sustainable Agriculture |
| 11. Nov. 1, 3 | Water Resources |
| 12. Nov. 8, 10 | Climate and Air Pollution |
| 13. Nov. 15, 17 | Energy, |
| 14. Nov. 22, 24 | Thanksgiving Recess |
| 15. Nov. 29, Dec. 1 | Sustainable Futures |

SAMPLE

GEOGRAPHY 2202: ENVIRONMENTAL SCIENCE LAB

COURSE DESCRIPTION: This lab course will bring key principles of environmental science to a lab setting. The aim of the lab exercises is to give the student a hands-on experience involving basic observation, evaluation, and assessment of environmental themes and problems.

LEARNING OBJECTIVE:

- 1) Gain a foundational understanding of the earth's environmental systems through hands on, scientific activities.
- 2) Develop analytical skills, critical thinking, and demonstrate problem-solving skills using scientific techniques.

INSTRUCTOR: TBA

LABS: Once a week, for 50 minutes. Attendance is required. You are allowed 2 absences. After the first unexcused absence, each absence will result in your final grade being lowered by 1 letter grade.

LAB MANUAL: Can be purchased in the bookstore

LAB EXERCISE: For each lab, there will be an exercise sheet and/or experiment log to be turned in. These exercises will make up your grade for the course.

Lab Exercises: You do not have to turn in the lab for grading. Instead you should complete the

Schedule

Wed, Jan 8	Introduction and Course Mechanics Pre-test
Wed, Jan 15	<u>Experimental Analysis</u>
Wed, Jan 22	<u>The Atmosphere</u>
Wed, Jan 29	<u>Ecological Footprint Calculator</u>
Wed, Feb 5	<u>Ground-Level Ozone: Smog City</u>

Wed, Feb 12	<u>Ground-Level Ozone: Your Vehicle</u>
Wed, Feb 19	<u>Acid Rain</u>
Wed, Feb 26	<u>Drinking Water Treatment</u>
Wed, March 5	<u>Food Calories and Land</u>
Wed, March 12	<u>Ballistic Pendulum</u>
Wed, March 19	<u>Greenhouse Effect, Climate Change, Global Warming</u>
Wed, March 26	<u>Fossil Fuels: Coal</u>
Wed, Apr 2	<u>Home Energy Audit</u>
Wed, Apr 9	<u>Home Energy Analysis</u>
Wed, Apr 16	<u>Carbon Emission Capstone</u>