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
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*

*Absent*

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/0ByJcH12ZHo0idS0tRUx2cXF2OS1LaVJoWjVSaXloVkJ5Qm1z/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/0ByJcH12ZHo0iQ3lFNdNvZnWqmttZ1VPQ2M1SU92SGloNXdJ/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/0ByJcH12ZHo0ieU05QWRHOUdQYkJTS2c3LU0yT0I4bkxieWQ4/edit?usp=sharing.

To view her PowerPoint presentation at this Faculty Senate meeting, see:
https://drive.google.com/a/westga.edu/file/d/0ByJcH12ZHo0iLTR1TWYzZ3BtZ3AxWmthTU1KczNqckZKdGx3/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 Details

Course: **Marketing Metrics**

Prerequisites: **MKTG 3003 or Permission of Dept. Chair**

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**

Present or Projected Annual Enrollment: **30**
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

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:

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<tr>
<th>Grade</th>
<th>Percentage</th>
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<tr>
<td>A</td>
<td>90-100</td>
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<td>B</td>
<td>80-89</td>
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<td>C</td>
<td>70-79</td>
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<td>D</td>
<td>60-69</td>
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<td>F</td>
<td>59 or below</td>
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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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Orientation</th>
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<tbody>
<tr>
<td></td>
<td>Chapter 1 - Introduction</td>
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<p>| Week 2 | Chapter 2 - Share of Hearts, Minds, and Markets: |</p>
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<thead>
<tr>
<th>Week 3</th>
<th>Chapter 3 - Margins and Profits: Revenues, cost structures, and profitability.</th>
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<tr>
<td>Week 4</td>
<td>Chapter 4 - Product and Portfolio Management: The metrics behind product strategy, including measures of trial, growth, cannibalization, and brand equity.</td>
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<td>Week 5</td>
<td>Chapter 5 - Customer Profitability: The value of individual customers and relationships.</td>
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<td>Week 6</td>
<td>Chapter 6 - Sales Force and Channel Management: Sales force organization, performance, and compensation. Distribution coverage and logistics.</td>
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<td>Week 7</td>
<td>Chapter 7 - Pricing Strategy: Price sensitivity and optimization, with an eye toward setting prices to maximize profits.</td>
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<td>Week 8</td>
<td>Chapter 8 - Promotion: Temporary and permanent promotions, coupons, rebates, and trade allowances. 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.</td>
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<tr>
<td>Week 9</td>
<td>Chapter 10 - Marketing and Finance: Financial evaluation of marketing programs.</td>
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<td>Week 10</td>
<td>Chapter 11 - The Marketing Metrics X-Ray: The use of metrics as leading indicators of opportunities, challenges, and financial performance.</td>
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<td>Week 11</td>
<td>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.</td>
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<td>Week 12</td>
<td>Catch up lectures and Working Sessions for Final Project</td>
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<tr>
<td>Week 13</td>
<td>Working Sessions for Final Project</td>
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<tr>
<td>Week 14</td>
<td>Final Presentations</td>
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The course syllabus provides a general plan for the course; deviations may be necessary.
Course Update Request (Add, Delete, Modify)

**Originator**
Learning and Teaching
College of Education
Robbins, Sandra Hess

**Action**
Modify
Delete

**Modifications**
Prerequisites
Description
Title
Credit
See Comments
Senate Action Item

**Course Details**
ECSE 4761 Teaching Content and Process: Social Studies Dual Cc:
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.

**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 (See Policy)
Present or Projected Annual Enrollment: 50

**Comments**

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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/
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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

   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.

   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.

   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.

   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 .

   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.

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

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

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


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

<table>
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<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via:</th>
<th>Due Date</th>
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<td>2@10 = 20 pts.</td>
<td>Rubric</td>
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<td>Assignment 2 History through a child's eyes</td>
<td>10 pts.</td>
<td>Checklist</td>
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<tr>
<td>Assignment 3 Choice Board</td>
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<td>Rubric</td>
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<td>Assignment 4 Student Created Choice Board</td>
<td>10 pts.</td>
<td>Checklist</td>
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<tr>
<td>Assignment 5 Content Area / Lesson Presentation</td>
<td>40 pts.</td>
<td>Rubric</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

Course Title: Exploratory Curriculum for Pre-K-5 Classrooms

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

Fall - 2015

Effective Term: Yearly

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

Present or Projected Annual Enrollment: 50

Comments

Page 26 of 157
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

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES

Required Text(s):

Required Instructional Resource:
Tk20 Subscription
These are available at the University Bookstore or at http://westga.tk20.com/campuspublichighered/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:


**Electronic References:**

Active Academics: [www.activeacademics.org](http://www.activeacademics.org)

Activity Breaks: [http://www.heart.org/idx/groups/heart-public/@wenv/@fc/documents/downloadable/ucn_455767.pdf](http://www.heart.org/idx/groups/heart-public/@wenv/@fc/documents/downloadable/ucn_455767.pdf)

Adventure to Fitness: [www.adventuretofitness.com](http://www.adventuretofitness.com)

Art Education Discussions: [www.artsedge.getty.edu](http://www.artsedge.getty.edu)

Art Projects: [http://www.pacifcnet.net/mandel/The%20Arts.html](http://www.pacifcnet.net/mandel/The%20Arts.html)


ArtsEdNet: [http://artsedge.getty.edu](http://artsedge.getty.edu)


Art Serve: [http://rubens.anu.edu.au](http://rubens.anu.edu.au)

Body and Grace American Ballet Theatre: [http://www.i3tele.com/photo](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](http://www.braingym.org)
Circus Fit: http://www.circusfit.com/?skipintro=true
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.ponoodle.com
Head Start/Body Start: http://www.gahperd.org/headstartbodystart/activityresources/
Homemade Equipment: http://www.recentral.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.a.hena.athenet.net/~wslow/index.html
Music Educator's Online: http://geocities.com/Athens/2405/index.html
National Museum of Art Gopher: http://www.nmma.si.edu/home.html
Nutrition Education: www.choosemyplate.gov
PBS Kids Food Advertising: http://pbskids.org/dontbuy/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
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 Wide Art Resources: http://www.wwar.com/
World Wide Web Virtual Library Museum Pages:
http://www.conlab.ox.ac.uk/archive/other/museums.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](http://www.westga.edu/studentDev/index_8884.php) 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:

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](http://www.westga.edu/studentDev/index_8884.php) 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

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>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.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>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.</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>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 sophistocation; 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.</td>
</tr>
<tr>
<td>4 = Exemplary</td>
<td>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.</td>
</tr>
</tbody>
</table>

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).
<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Type</th>
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</thead>
<tbody>
<tr>
<td>Integrated Lesson Plans</td>
<td>100 pts. (40%)</td>
<td>Rubrics</td>
<td>Individual</td>
</tr>
<tr>
<td>Curriculum Resource Notebook</td>
<td>50 pts. (20%)</td>
<td>Rubrics</td>
<td>Individual</td>
</tr>
<tr>
<td>Content Evaluation &amp; Discussion Responses</td>
<td>100 pts. (40%)</td>
<td>Rubrics</td>
<td>Individual &amp; Small Groups</td>
</tr>
</tbody>
</table>

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

ECSE 4762 Teaching Content and Process: Science Dual Certificate

Prefix: ECSE
Number: 4762
Course Title: 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.

Course Catalog Description

Fall 2015

<table>
<thead>
<tr>
<th>Lec Hrs</th>
<th>Lab Hrs</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Effective Term: Fall 2015
Frequency: Yearly
Letter Grade: 

Prerequisites: Admission to Teacher Education, SPED 3713, SPED 4100, SPED 3702, and ECSE 3314.

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

Present or Projected Annual Enrollment: 50

Comments:

Page 38 of 157
College Approvals

Donna Harms  [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

Myra Ganttner  [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.)
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)


Suggested Text(s)

Required Instructional Resource:  Tk20 Subscription
These are available at the University Bookstore or at [http://westga.tk20.com/campustoolshighered/start.do](http://westga.tk20.com/campustoolshighered/start.do).
If you have purchased a subscription previously, DO NOT re-subscribe.
For assistance, email tk20@westga.edu.

References:


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:
   a. objectives (science process skills)
   b. intervention/activity (including materials used and implementation steps)
   c. assessment process (daily, weekly, monthly)
   d. evidence of child change (charts, table, graphs, etc.)
   e. 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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Due Date</th>
</tr>
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<tr>
<td>Inquiry Science Lessons</td>
<td>30</td>
<td>Rubric</td>
<td></td>
</tr>
<tr>
<td>Child Change Project</td>
<td>30</td>
<td>Rubric</td>
<td></td>
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<tr>
<td>Internet Curriculum Project</td>
<td>20</td>
<td>Rubric</td>
<td></td>
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<tr>
<td>Peer Teaching/Station Teaching Activity</td>
<td>30</td>
<td>Rubric</td>
<td>Due Dates Vary</td>
</tr>
<tr>
<td>Article Reviews</td>
<td>20</td>
<td>Rubric</td>
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</tr>
<tr>
<td>Participation</td>
<td>30</td>
<td>Observation</td>
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<tr>
<td>Final Exam</td>
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<td>Percentage</td>
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<tr>
<td><strong>Total Points Possible</strong></td>
<td><strong>200</strong></td>
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</table>

**Grading**

Final grades will be distributed according to the following scale:

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

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**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](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

<table>
<thead>
<tr>
<th>Class Session</th>
<th>To Prepare For Class</th>
<th>Class Activities/Topics</th>
<th>Assignments Due</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Introduction to Inquiry and Inclusion</td>
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</tr>
<tr>
<td>2</td>
<td>Professional Article 1</td>
<td>Levels of Inquiry</td>
<td>Article Review 1</td>
</tr>
<tr>
<td>3</td>
<td>Read chapter 1</td>
<td>Teaching inquiry to students with disabilities</td>
<td>Inquiry Science Lesson 1</td>
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<tr>
<td>4</td>
<td></td>
<td>Peer Teaching Activities</td>
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<td>5</td>
<td>Read chapter 2</td>
<td>Addressing specific learning difficulties</td>
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<tr>
<td>6</td>
<td>Professional Article 2</td>
<td>Peer Teaching Activities</td>
<td>Article Review 2</td>
</tr>
<tr>
<td>7</td>
<td>Read chapter 3</td>
<td>Suggestions for revising science activities and assessments</td>
<td>Inquiry Science Lesson 2</td>
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<td>8</td>
<td></td>
<td>Peer Teaching Activities</td>
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<td>9</td>
<td>Read chapter 4</td>
<td>Revising science activities</td>
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<tr>
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<td>Professional Article 3</td>
<td>Peer Teaching Activities</td>
<td>Article Review 3</td>
</tr>
<tr>
<td>11</td>
<td>Read chapter 5</td>
<td>Revising science assessments</td>
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<tr>
<td>12</td>
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<td>Peer Teaching Activities</td>
<td>Inquiry Science Lesson 3</td>
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<tr>
<td>13</td>
<td>Read chapter 6</td>
<td>Developing and using rubrics to evaluate student performance</td>
<td>Internet curriculum Project</td>
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<tr>
<td>14</td>
<td></td>
<td>Peer Teaching Activities</td>
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</tr>
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<td>15</td>
<td>Study for final exam</td>
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<td>Final Exam</td>
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<tr>
<td><strong>ECSE 4763</strong></td>
<td><strong>Teaching Content and Process: Math Dual Certificate</strong></td>
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</tbody>
</table>

**Prerequisites:** Admission to Teacher Education, SPED 3710, SPED 4710, SPED 3702, and ECSE 3214.

**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

**Present or Projected Annual Enrollment:** 50

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<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
</tr>
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<tbody>
<tr>
<td><strong>Dorna Harkins</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Cross Listed Department</td>
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<tr>
<td><strong>Rebecca Stanard</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Associate Dean, Cross Listed College</td>
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</table>

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<tr>
<th>Other Approvals</th>
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</thead>
<tbody>
<tr>
<td><strong>Julia Farmer</strong></td>
<td><strong>Myrna Gantner</strong></td>
</tr>
<tr>
<td>[APPROVED 2014-09-05]</td>
<td>[REQUIRED]</td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>Final Approver</td>
</tr>
</tbody>
</table>
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)
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, 9, 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)
9. 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)

10. 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
   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


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

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

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

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

**Prefix**  | **Number**  | **Course Title**  
--- | --- | ---  
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.

### Course Catalog Description

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<td>Letter Grade</td>
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<td></td>
<td>Grading</td>
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</tbody>
</table>

### Prerequisites

- Prerequisites: Admission to Teacher Education, ELED 3713, ELED 4710, ELED 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

<table>
<thead>
<tr>
<th>Is this a SACS substantive change?</th>
<th>NO</th>
<th>(See Policy)</th>
</tr>
</thead>
</table>

Present or Projected Annual Enrollment: 15

---

Page 61 of 157
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 Ganter  [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:


   (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)


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.


(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.


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

TEXTS, READINGS, INSTRUCTIONAL RESOURCES, AND REFERENCES


Suggested Text(s)

Required Instructional Resource: Tk20 Subscription
Course References


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

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
<th>Assessment Tools</th>
<th>Submit via</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>NRP Strategies</td>
<td>40 pts.</td>
<td>Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRP Group Strategy Lesson</td>
<td>10 pts.</td>
<td>Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NRP Activities</td>
<td>25 pts.</td>
<td>Rubric</td>
<td></td>
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</tr>
<tr>
<td>Chapter Readings and Graphic</td>
<td>35 pts.</td>
<td>Rubric</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizers</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>UWG Lesson Plan</td>
<td>40 pts.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>In class Activities</td>
<td>50 pts.</td>
<td></td>
<td></td>
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<tr>
<td>Total</td>
<td>200 pts.</td>
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</tr>
</tbody>
</table>

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

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

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### Class Outline

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

Prerequisites

Prerequisite: Admission to Teacher Education, ELED 3713, ELED 4710, ELED 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.

Library Resources are Adequate

Library Resources Need Enhancement!

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

Present or Projected Annual Enrollment: 50
<table>
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<td>Donna Harkins</td>
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<tr>
<td>Chair, Course Department</td>
<td>Chair, Cross Listed Department</td>
</tr>
<tr>
<td>Rebecca Staaard</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Associate Dean, Cross Listed College</td>
</tr>
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<td>Other Approvals</td>
<td>Final Approval</td>
</tr>
<tr>
<td>Julia Farmer</td>
<td>Myrna Gantner</td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>REQUIRED</td>
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<td></td>
<td>Final Approver</td>
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</tbody>
</table>
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

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)
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 webpage at:

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

References

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 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 | 1 Credit Hrs |

**Prerequisites**

- Admission to Teacher Education, ECSE 4761, ECSE 4762, ECSE 4763, ECSE 4764, and ECSE 4765.

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

Present or Projected Annual Enrollment: 50

**Comments**
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)
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://cce.westga.edu/Student/TCFP/teacherhandbook.asp.

Required Instructional Resource:  TK20 Subscription

These are available at the University Bookstore or at
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:

Hill.
teachers should learn and be able to do. San Francisco, CA: Josey-Bass.
Association for Supervision and Curriculum Development.
for Children.
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-ring 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  ___ Mid Term Eval.
___ Professional Growth Opportunities  ___ Final Eval.
___ School/Class Info. Section

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](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 Details

BCSE 4786 Teaching 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 (BCSE 4789) accompanies student teaching.

Course Catalog Description

Fall - 2015

Prerequisite: Admission to Teacher Education, EDPP 3714, EDPP 4712, BCSE 4281, READ 4250, and BCSE 4784.

Application for field experience required prior to enrollment.

Corequisites

Must be taken concurrently with BCSE 4789.

Planning Info

Library Resources are Adequate

Library Resources Need Enhancement

Is this a SACS substantive change? Yes

Present or Projected Annual Enrollment: 50

Comments
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<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
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<tr>
<td><strong>Donna Harkins</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Chair, Course Department</td>
<td>Chair, Cross Listed Department</td>
</tr>
<tr>
<td><strong>Rebecca Stanard</strong></td>
<td><strong>N/A</strong></td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Associate Dean, Cross Listed College</td>
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<th>Other Approvals</th>
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<tbody>
<tr>
<td><strong>Julia Farmer</strong></td>
<td><strong>Merna Gantner</strong></td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>[REQUIRED]</td>
</tr>
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</table>
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


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

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 successful 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](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

<table>
<thead>
<tr>
<th>Dates</th>
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<td>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.</td>
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<td>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.</td>
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<td></td>
<td>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.</td>
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<td></td>
<td>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</td>
<td>Child Change Projects due through email to the course</td>
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<td>teaching</td>
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<td>You should complete your three weeks of full-time teaching</td>
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<td>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</td>
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<td>You should be teaching approximately 1-2 lessons a day and assisting with other lessons and responsibilities within the class.</td>
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<tr>
<td>You should be teaching approximately 1 lesson a day and assisting with other lessons and responsibilities within the class.</td>
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<td>Your completed and signed attendance logs should be turned in</td>
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</table>
Attendance Log:
Name: 917#
Total number of hours:
**please note – I will not total your hours for you. If you don’t have the total number of hours you may not pass student teaching**

<table>
<thead>
<tr>
<th>Date</th>
<th>Arrival time</th>
<th>Departure time</th>
<th>Cooperating Teacher’s Signature</th>
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Course Details

**Course Number:** ECSE 4789  
**Course Title:** 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.

<table>
<thead>
<tr>
<th>Course Catalog Description</th>
<th>3</th>
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<tbody>
<tr>
<td>Lab Hrs</td>
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<td>Credit Hrs</td>
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**Prerequisites:** Admission to Teacher Education, SPED 3714, SPED 4712, ECED 4251, HHS 4251, and ECSE 4782.

**Corequisites:** Must be taken concurrently with ECSE 4766.

**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

**Comments:**
- Is this a SACS substantive change? No (See Policy)
- Present or Projected Annual Enrollment: 30

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https://annex01.wwu.edu/catalog/content/inc/inf_view.ph?inc_id=146200-113500-01
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://westga.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
   (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
   (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

Instructional Resources

Handouts
Posted Items (CourseDen)
Other items as designated

References


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

<table>
<thead>
<tr>
<th>Assignment (as listed above)</th>
<th>Evaluation procedure:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Attendance, Punctuality, Participation</td>
<td>• Attend all class sessions (field placement and university) = 30 points</td>
</tr>
<tr>
<td>60 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)</td>
<td>• Absent for 1 class session (field placement or university) = 25 points</td>
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<td>• Absent for 2 class sessions (field placement or university) = 20 points</td>
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<td></td>
<td>• Absent for 3 class sessions (field placement or university) = 15 points</td>
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<td></td>
<td>• Absent for 4 sessions (field placement or university) = 10 points</td>
</tr>
<tr>
<td></td>
<td>• Absent for 5 sessions (field placement or university) = 5 points</td>
</tr>
<tr>
<td></td>
<td>• Absent for more than 5 sessions (field placement or university) = 0 points</td>
</tr>
<tr>
<td>2. Student teaching notebook</td>
<td>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.</td>
</tr>
<tr>
<td>60 points</td>
<td>• 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</td>
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<td></td>
<td>• 1 weekly reflection not submitted on time but all required lessons = 25 points</td>
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<td></td>
<td>• 2 weekly reflections not submitted on time but all required lessons = 20 points</td>
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<tr>
<td>Assignment (as listed above)</td>
<td>Evaluation procedure:</td>
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</table>
| 3. Project demonstrating ability to bring children from diverse groups to high levels of achievement (child change project) | • 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  
**Attendance log must be submitted with signatures and a total number of hours to pass this course.** |

**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 t 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](http://www.westga.edu/studentDev/index_8884.php)

4. **Student email policy:** University of West Georgia students are provided a MyLWG 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

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<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td>Child Change Projects due through email to the course instructor</td>
</tr>
<tr>
<td></td>
<td>You should complete your three weeks of full-time teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>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</td>
<td></td>
</tr>
<tr>
<td></td>
<td>You should be teaching approximately 1-2 lessons a day and assisting with other lessons and responsibilities within the class.</td>
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<tr>
<td></td>
<td>You should be teaching approximately 1 lesson a day and assisting with other lessons and responsibilities within the class.</td>
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</tr>
<tr>
<td></td>
<td>Your completed and signed attendance logs should be turned in</td>
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</table>
## Attendance Log

Total number of hours:

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<thead>
<tr>
<th>Date</th>
<th>Arrival time</th>
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<th>Cooperating Teacher’s Signature</th>
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<tr>
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### Program Selection

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Bachelor of Science in Education with a Major in Early Childhood Education</th>
</tr>
</thead>
</table>

**Degree Name**

- Bachelor of Science in Education

**Program Name**

- Bachelor of Science in Education with a Major in Early Childhood Education

**Action**

- Add

**Modifications**

- Program Name
- Program Description
- Degree Name

**On Campus**

- Yes

**Program Location**

- Undergraduate

**Degree Level**

- Fall

**Effective Semester/Year**

- 2015

### 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.

### Planning Info

- Library Resources are Adequate
- Library Resources Need Enhancement
- Is this a SACS substantive change? NO

**Present or Projected Annual Enrollment:** 50
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rebecca Stanard</strong> [APPROVED 2014-06-24]</td>
<td>N/A</td>
</tr>
<tr>
<td>Associate Dean, College of Education</td>
<td>Chair, Cross Listed Department</td>
</tr>
<tr>
<td><strong>Donna Harkins</strong> [APPROVED 2014-05-15]</td>
<td>N/A</td>
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<tr>
<td>Chair, Course Department</td>
<td>Associate Dean, Cross Listed College</td>
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<tr>
<td><strong>Julia Farmer</strong> [APPROVED 2014-09-09]</td>
<td>Final Approval</td>
</tr>
<tr>
<td>Chair, Undergraduate Academic Programs Committee</td>
<td>myrna santner [REQUIRED]</td>
</tr>
<tr>
<td></td>
<td>Final Approver</td>
</tr>
</tbody>
</table>
**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 | | |
4. EDUC 2110 Investigating | 3 | | | SPED 3715 Inclusive | 3 | |
<table>
<thead>
<tr>
<th>Critical &amp; Contemporary Issues in Ed</th>
<th>Classroom: Differentiating Instruction</th>
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<tbody>
<tr>
<td>5. EDUC 2120 Exploring Socio Cultural Perspectives on Diversity</td>
<td>Block IV *4</td>
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<td>6. EDUC 2130 Exploring Teaching &amp; Learning</td>
<td>ECED 4286 Teaching Internship</td>
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<tr>
<td>Note: Area F restricted to 1000-2000 level</td>
<td>ECED 4289 Teaching Internship Seminar</td>
</tr>
<tr>
<td>G. Physical Education</td>
<td>Summer</td>
</tr>
<tr>
<td>1. PWLA 1600</td>
<td>MEDT 3402 Integ Technology into the Classroom *5</td>
</tr>
<tr>
<td>2. PWLA Activity Course</td>
<td>2</td>
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<tr>
<td>Total Core Curriculum (Areas A-F)</td>
<td>Total Professional Education</td>
</tr>
<tr>
<td>Physical Education</td>
<td>Total (Areas A-G)</td>
</tr>
<tr>
<td>Total (Areas A-G)</td>
<td>Total Program</td>
</tr>
</tbody>
</table>

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

**Admission to Teacher Education**

<table>
<thead>
<tr>
<th>GACE Program Admission</th>
<th>SAT</th>
<th>ACT</th>
<th>GRE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>Math</td>
<td>Writing</td>
<td>Verbal</td>
</tr>
</tbody>
</table>

Candidate signature: ________________________________

Advisor signature: ________________________________

Date: ________________
## Proposed Program Modification

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

<table>
<thead>
<tr>
<th>CORE CURRICULUM</th>
<th>HRS</th>
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<tbody>
<tr>
<td><strong>A. Essential Skills</strong></td>
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<tr>
<td>ENGL 1101 *1</td>
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<td>ENGL 1102 *1</td>
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<tr>
<td>MATH (1001 or 1111) *2</td>
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<tr>
<td><strong>B. Institutional Priorities</strong></td>
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<tr>
<td>COMM 1110 *1 *5</td>
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<td>Area B Elective</td>
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<td>*<em>C. Humanities/Arts <em>5</em></em></td>
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<td>XIDS 2100</td>
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<td>ENGL 2110, 2120, 2130</td>
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<td><strong>D. Science, Math, Technology</strong></td>
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<td>BIOL 1010/1010L *5</td>
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<tr>
<td>GEOL 1121 *5</td>
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<tr>
<td>CS 1030 Intro to Computer Concepts</td>
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<tr>
<td><strong>E. Social Sciences</strong></td>
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</tr>
<tr>
<td>HIST 1111 or 1112</td>
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<td>POLS 1101</td>
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<td>GEOG 1013 *5</td>
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<td>*<em>F. Program Related Courses <em>1</em></em></td>
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<td>ISCI 2001 Life/Earth Science</td>
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<td>ISCI 2002 Physical Science</td>
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<td>MATH 2008 Foundations of Numbers &amp; Operations</td>
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<td>EDUC 2110 Investigating Critical &amp; Contemporary Issues in Ed</td>
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<td>PWLA 1600</td>
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<td>Activity Course</td>
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**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**

<table>
<thead>
<tr>
<th>PROFESSIONAL – Early Childhood Education</th>
<th>PROFESSIONAL – SPED/ECED Dual Certification</th>
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<td>PHED 4650 Health &amp; Phys Act in Elem School 2</td>
<td>SPED 3713 Intro to SPED &amp; Mild Disabilities 3</td>
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<td>ECED 3271 Integ C, I, &amp; CM 3</td>
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<td>ECED 4261 Tchng C&amp;P: Soc St Ed 3</td>
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<td>ECED 4263 Tchng C&amp;P: Math Ed 3</td>
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<td>READ 3262 Tchng C&amp;P: Reading Ed 3</td>
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<td><strong>Summer</strong></td>
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<td>MEDT 3202 Integ Technology 2</td>
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<td>SPED 3715 Inclusive Classroom:</td>
<td>SPED 3714 Behavior &amp; Class Management 3</td>
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<td>MATH 4713 Prob &amp; Stat for Teachers 3</td>
<td>MATH 4713 Probability and Statistics 3</td>
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<td>READ 4251 Assess &amp; Correct Reading Ed 3</td>
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<td>ECED 4251L Assess &amp; Corr: Clinical Lab 1</td>
<td>ECED 4251 Assess &amp; Correct Math Ed 3</td>
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<tr>
<td><strong>Total Core Curriculum</strong></td>
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<tr>
<td><strong>TOTAL PROGRAM</strong></td>
<td><strong>TOTAL PROGRAM</strong></td>
<td>129</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>GACE Program Admission</th>
<th>SAT</th>
<th>ACT</th>
<th>GRE</th>
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<tbody>
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<td>Reading</td>
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</tbody>
</table>

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
SEED 6200 Comprehensive Exam for Master of Arts in Teaching

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.

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 (Yes/No/Other)
Present or Projected Annual Enrollment: 50
<table>
<thead>
<tr>
<th>College Approvals</th>
<th>Cross Listing Approvals</th>
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<tbody>
<tr>
<td>Frank Butts [APPROVED 2014-03-06]</td>
<td>N/A</td>
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<td>Chair, Cross Listed Department</td>
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<tr>
<td>Rebecca Stanard [APPROVED 2014-03-31]</td>
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<td>Associate Dean, College of Education</td>
<td>Associate Dean, Cross Listed College</td>
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<tr>
<td>Susan Welch [APPROVED 2014-09-06]</td>
<td>Myrna Ganther [REQUIRED]</td>
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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

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](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 Details

**Course:** Comprehensive Exam for the Master of Education  
**Course Number:** SEED 7200

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 UNG campus in a computer lab.

**Course Catalog Description**

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<th>Credit Hrs</th>
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<td>0</td>
<td>Summer - 2014</td>
<td>Every Term</td>
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</table>

**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

**Comments**

- Is this a SACS substantive change? NO  
  - (see policy)
- Present or Projected Annual Enrollment: 20
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.
This course is a critical study of the design and implementation of curricula in the field of education.

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
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 Ganter [REQUIRED]
Final Approver
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:

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<td>Online Participation</td>
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<tr>
<td>Discussions</td>
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<tr>
<td>Article Critiques</td>
<td>281 minutes</td>
<td>562 minutes</td>
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<td>Curriculum Project</td>
<td>675 minutes</td>
<td>1350 minutes</td>
</tr>
<tr>
<td>Impact of historical people/events</td>
<td>365 minutes</td>
<td>839 minutes</td>
</tr>
<tr>
<td>K-12 Curriculum Overview</td>
<td>365 minutes</td>
<td>839 minutes</td>
</tr>
</tbody>
</table>

Additionally, it is anticipated that students will need to work independently for twice the number of 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


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 objectives 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 Escalente, 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

<table>
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<tr>
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<th>Points</th>
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<th>Due Date</th>
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<tr>
<td>Class Participation</td>
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<td>Discussions</td>
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<td>K-12 Curriculum Overview</td>
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<td>Curriculum Project</td>
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<td>Rubric</td>
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</table>

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_8888.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.

<table>
<thead>
<tr>
<th></th>
<th>COE Writing Rubric</th>
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</thead>
<tbody>
<tr>
<td>1 = Unacceptable</td>
<td>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.</td>
</tr>
<tr>
<td>2 = Emerging, Needs Improvement</td>
<td>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.</td>
</tr>
<tr>
<td>3 = Proficient</td>
<td>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.</td>
</tr>
<tr>
<td>4 = Exemplary</td>
<td>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.</td>
</tr>
</tbody>
</table>

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)

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

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

<table>
<thead>
<tr>
<th>Wed, Jan 8</th>
<th>Introduction and Course Mechanics</th>
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<tbody>
<tr>
<td></td>
<td>Pre-test</td>
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<tr>
<td>Wed, Jan 15</td>
<td>Experimental Analysis</td>
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<tr>
<td>Wed, Jan 22</td>
<td>The Atmosphere</td>
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<tr>
<td>Wed, Jan 29</td>
<td>Ecological Footprint Calculator</td>
</tr>
<tr>
<td>Wed, Feb 5</td>
<td>Ground-Level Ozone: Smog City</td>
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</tbody>
</table>
Wed, Feb 12  Ground-Level Ozone: Your Vehicle
Wed, Feb 19  Acid Rain
Wed, Feb 26  Drinking Water Treatment
Wed, March 5  Food Calories and Land
Wed, March 12  Ballistic Pendulum
Wed, March 19  Greenhouse Effect, Climate Change, Global Warming
Wed, March 26  Fossil Fuels: Coal
Wed, Apr 2  Home Energy Audit
Wed, Apr 9  Home Energy Analysis
Wed, Apr 16  Carbon Emission Capstone