CHANGE/DELETE GRADUATE PROGRAM PROPOSAL FORM

Contact Name: Angela Cozart          Email: Cozarta@cofc.edu          Phone: 843-953-6353

Department and School Name: TEDU (Department of Teacher Education)  Name and Acronym of
Graduate Program: Master’s of Arts in Teaching (MAT)

Date (Semester/Year) changed/deleted program will take effect: Fall 2013

I. CATEGORY OF REVIEW (Check all that apply)

X □ Change Request (attach details):
   X □ Add existing course or courses to requirements or electives
   □ Add new course(s) to requirements or electives (complete and attach COURSE FORM for each)
   X □ Delete courses from requirements or electives
   □ Add new emphasis (check one):   □ concentration    □ track    Total # of hours:
   (note: any emphasis involving more than 18 credit hours will also require CHE approval)

□ Terminate Program (check one):    □ Degree    □ Certificate    □ Emphasis (concentration/track)
   (if checked, skip section II, IV, V, and VII below)

Are students currently enrolled in the program? □ Yes    □ No
   If yes, what semester will students complete the program?

If the program termination includes deleting courses from the inventory, a COURSE FORM must be included
with this form for each course deletion.

□ Interdisciplinary (attach evidence of acknowledgement from relevant departments)

II. DESCRIPTION OF CHANGES: If a changed program—please explain changes below; if a new emphasis—please provide the details below.

Examination of several data sources leads us to believe students are in need of coursework focused on
creating and managing effective learning environments. Therefore we would like to add EDEE 690 (an
existing course) and drop EDEE 664 as a program requirement. Content from EDEE 664 will be
integrated across existing courses.

*It should be noted that EDEE 664 will still be offered in other programs, so it should not be deleted from
the catalog. It should only be deleted from the Early Childhood program requirements.
III. RATIONALE or JUSTIFICATION

For changes or termination, please provide a detailed justification. For a new emphasis, briefly address the goals/objectives for the new emphasis, provide evidence of student interest (i.e., has the program offered special topics courses in this area? has the program interviewed student focus groups as part of an internal assessment? etc.), and explain how the emphasis supports the liberal arts tradition and the mission of the institution.

Examination of several data sources reflects the need for our students to focus more directly on gaining the skills and concepts needed to create more effective learning environments for their public school students, especially those related to classroom management. Because our program already requires 48 graduate hours, this need necessitates the deletion of an existing course, EDEE 664. The decision to drop EDEE 664, as opposed to other existing courses, is based on two primary reasons: 1) our accrediting body (NAEYC) does not require content knowledge gained from 664 as a separate discipline; and 2) the 664 content can be integrated into other existing courses.

Based on feedback from the Department of Health and Human Performance, objectives from the EDEE 664 syllabus have been integrated into other courses in our program (see attached syllabi and chart).

IV. CURRICULUM

Provide the COMPLETE curriculum for the changed program and/or new emphasis distinguishing between required and elective courses. Note pre-requisite courses where appropriate. Note any sequencing of courses or requirements in the program, listed exactly as it should appear in the catalog.

See attached syllabus for EDEE 690.
Attach the completed COURSE FORM and a sample syllabus for each new course.

Is a syllabus for each new course attached?  □ Yes  □ No

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the program/emphasis? Attach Curriculum Map.</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

Additional Outcomes or Comments:

VI. IMPACT ON EXISTING PROGRAMS and COURSES Please briefly document the impact of this changed/deleted program or new emphasis on other programs and courses; if changing/deleting a program—list all programs that will be impacted (and how); if adding a new emphasis—explain any overlap with existing programs or courses in the same or different departments.

This change is not likely to affect other programs other than increasing enrollment in EDEE 690 and decreasing
enrollment in EDEE 664.

Is this changed/deleted program used by others? □ Yes □ No
If yes, please provide a letter of support in each case.

VII. COSTS ASSOCIATED WITH THE ACTION REQUESTED List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

No new costs are anticipated.
VIII. APPROVAL and SIGNATURES

Signature of Program Director:

_________________________________ Date: ____________

Signature of Department Chair:

_________________________________ Date: ____________

Signature of School Dean:

_________________________________ Date: ____________

Signature of the Provost:

_________________________________ Date: ____________

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate Education, Continuing Education & Special Programs:

______________________________ Date: 7/16/2013

Signature of Chair of the Graduate Council:

______________________________ Date: 4/16/13

Signature of Faculty Senate Secretary:

_________________________________ Date: ____________

Date Approved by Faculty Senate: _________________________________
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: TEDU

2. Graduate Program: Master of Arts in Teaching in Early Childhood Education

3. Program Change(s) will go into effect: Fall term, 2013

4. Change(s) Desired:
   Present Requirement: Drop EDEE 664, Health and Physical Education for the Elementary Teacher
   Requirement Change: Add EDEE 690, Creating Effective Learning Environments

5. Justification for change: Examination of several data sources reflects the need for our students to focus more directly on gaining the skills and concepts needed to create more effective learning environments for their public school students, especially those related to classroom management. Because our program already requires 48 graduate hours, this need necessitates the program deletion of an existing course. The decision to drop EDEE 664, as opposed to other existing courses, is based on two primary reasons: 1) Our accrediting body (NAEYC) does not require the 664 content knowledge as a separate discipline; and 2) Because the 664 content can be integrated into other existing courses.

   Based on feedback from the Department of Health and Human Performance, objectives from the EDEE 664 syllabus have been integrated into other courses in our program all of which are attached with additions highlighted. Please also see attached chart which was used for planning these additions.

   The course deletion form is not being completed because the course will still serve other programs in TEDU.

6. Signature of Program Director: [Signature] Date: 1/11/12

7. Date approved by the Department: [Signature] TEDU 1/18/13

8. Signature of Department Chair: [Signature] Date: 2/25/13

9. Signature of School Dean: [Signature] Date: 3/28/13

10. Signature of Provost: [Signature] Date: 3/7/13

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING
11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature] Date: 4/4/2013

12. Signature of Chair of Graduate Council: [Signature] Date: 4/16/13

13. Signature of the Faculty Secretary: [Signature] Date: [Blank]

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
EDEE 690-Creating Effective Learning Environments

Instructor: Dr. Michele Phillips
Telephone: 843-953-0830
Office: 334, 86 Wentworth St.
Class time: Wednesdays 7:00-9:45

E-mail: phillipsml@cofc.edu
Cell: 843-817-3228
Office Hours: Tuesdays-11:00-1:00,
Thursdays 10:00-1:00 or Fridays by appointment

Course Description
Course Prerequisites: Semester 2 courses
This course focuses on how teachers create collaborative and inclusive communities of
learners. Supportive, preventative, and corrective teaching practices and management
strategies are emphasized.

Course Text
Classroom management: Creating a Successful K-12 Learning Community (2009) by
Paul Burden
Additional readings may be assigned as needed throughout the semester

Course Outcomes
After taking this course, you will be able to:

1. Make decisions regarding the learning community based on:
   • A research-based philosophy of management,
   • Knowledge of students’ basic psychological needs,
   • Developmentally appropriate practice,
   • An understanding of strategies for developing collaborative learning
     communities,
   • Thoughtful development of classroom organization and routines, and
   • Research-based strategies for evaluating and correcting unproductive
     behavior.
     (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC
     1,4,4A; ACEI)

2. Design physical environments that support curriculum and individual needs and
   interests of children. (SOE I, II, III, VI; NCATE 1,3A, 3B, 3C, 3D, 3E; NMSA 1.K3,
   1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI

3. Describe and plan for learning environments that promote:
   • Diversity,
   • Communication,
   • Mutual respect,
   • Collaboration and cooperation, and
   • Family and community involvement.
     (SOE I, II, V, VII; NCATE 1,2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10;
     NAEYC 1, 2, 4, 4A, 4B; ACEI)

4. Develop a research-based classroom management approach that is
   preventative, supportive, and corrective. (SOE I, II, V; NCATE 1, 3B, 3D,
   3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)

5. Develop an effective filing and record keeping system. (SOE I, VI; NCATE 1, 3B,
   3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)
Course Requirements

Textbook Readings: Burden
It is expected that you stay current with all readings and assignments. Class preparation and project checks will be used to evaluate readiness.

Attendance (10 points)
It is important to attend each class, especially since we only meet once a week. You are allowed one excused absence for the semester. Additional or unexcused absences may result in a 10 point deduction from your final grade. I must be notified, by phone or by e-mail BEFORE any absence. You are responsible for making arrangements for any work you miss. Absences are not an excuse for a late assignment-all work is still due on the specified due date unless arrangements are made before the due date.

Educational Autobiography (10 points)
Your first assignment for the semester will help you think about education and help me get to know you a little better. Please reflect upon the following k-12 schooling experiences:
- Where did you go to school-what was it like? (Public v. private, large v. small, urban/suburban/rural, etc)
- What stands out?
- What were the most influential moments/events?
- What worked, what didn’t, etc.
Then, think about how these points influence your ideas on education and teaching and learning. Please bring a hardcopy to our 2nd class meeting. I anticipate this being around 3-4 pages written.

Philosophy of Management (10 points)
You will write a statement of management philosophy that will include your beliefs about education, student needs, the purpose of schooling, and researched management options. Chapters 1 and 2 from the Burden book will help inform this philosophy. This is part one of the classroom management plan. It will be turned in by the beginning of the 4th class. I anticipate this assignment to be around 5 pages written.

Current Issues & Trends (15 points-partner assignment)
Education is in constant flux. As your midterm assignment, please choose a current issue or trend that is of interest to you and create a mini-lesson for class. The format and topic are completely up to you. Each lesson should last around 20-25 minutes. We will spend two class periods on this. Details that I would anticipate, regardless of topic are as follows:
- Brief introduction of topic
- Keys points
- Debate around the topic?
- Laws or legislation?
- Any data?
- Public opinion/teacher opinion?
- Why does it matter to us?
Potential topics: NCLB, unions, single-gender classrooms, funding, zoning...
**Classroom Management Plan (5 points per chapter=50 points)**
You will develop a classroom management plan. The plan will reflect topics covered in class. In this plan, you will include age appropriate strategies you plan to use in your classroom. This plan will be turned in through WebCT throughout the semester.
*See the Management Plan assignment sheet. This is the major assignment in this class and should be taken very seriously.

**Final: Evaluating your Learning and Reflecting on your Semester (15 points)**
Reflection is crucial to effective teaching. We will use our final time in this course to reflect on your coursework, field experiences and teaching experiences thus far in your program. You will begin your internships soon, so let's think about strengths, things to work on and goals for the next semester. We will more clearly define this question together as we draw towards the end of the semester.

**A note on plagiarism**
Academic honesty is expected from all students. Please be careful to site any and all sources you use for any assignment, including webpages. If you have any questions about this, please see me before you turn in any assignment. Plagiarism is grounds for failure of this course.

**Assignment Criteria and Evaluation Scale**

**Quality Criteria:**
Each task is explained in the syllabus and will be discussed in class well before any due dates. **It is imperative that you look at the syllabus and use it as a guide for your completion of the task. It is also important for you to ask questions before the assignment is due to clarify any questions you may have.** You are expected to turn in original work. Plagiarism will result in a failure in the course and a report filed with the College of Charleston.

**Criteria for Turning in Assignments:**
Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins. All assignments will be turned into me in class. Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute.

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>91 - 92%</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>89 - 90%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>86 - 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>84 - 85%</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>82 - 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 - 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>77 - 78%</td>
<td>1.7</td>
</tr>
<tr>
<td>D+**</td>
<td>75 - 76%</td>
<td>1.3</td>
</tr>
<tr>
<td>Grade</td>
<td>Range</td>
<td>Value</td>
</tr>
<tr>
<td>-------</td>
<td>-------</td>
<td>-------</td>
</tr>
<tr>
<td>D</td>
<td>72 - 74%</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>70 - 71%</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0 - 69%</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**A grade of 76 or below is considered a failing grade for all graduate courses. No D’s are given in graduate classes.**

**Attendance Policy**

Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. **This means that even one absence has a negative impact on your learning. It is not recommended that you miss class. More than 2 absences will result in a WA/F.**

If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.

1. Arrival more than 10 minutes after class starts equals an absence.
2. **Arrival more than 10 minutes after break ends equals one tardy.**
3. Leaving before class ends equals an absence.

**Professional Dispositions**

Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student of the College of Charleston, you have agreed to uphold the policies outlined in the Student Handbook: A Guide to Civil and Honorable Conduct (2003/2004). Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board. Also, as a student in the School of Education, disposition characteristic of good teaching should guide your work and interaction with others. You must provide evidence that you:

- Believe that all students can learn.
- Value and respect individual differences.
- Value positive human interactions.
- Exhibit and encourage intellectual curiosity, enthusiasm about learning, and a willingness to learn new ideas.
- Are committed to inquiry, reflection, and self-assessment.
- Value collaborative and cooperative work.
- Are sensitive to community and cultural contexts.
- Engage in responsible and ethical practice.

Your will also be expected to be professional in other ways.

- You must turn off your cell phone before class starts and may not leave class to make or take a call.
- Breaks are provided each class. Unless it is an emergency, do not leave class before or after the break.
- You must be respectful of your peers and your instructor. Only polite responses and comments will be tolerated. Differences of opinions are appreciated but must be shared respectfully.

**You are expected to get any notes and class materials if you miss class. You are held accountable for all information and assignments completed in any class you were unable to attend.**

Teachers are held to a higher professional and personal code of conduct, simply because of their chosen profession. This is also true for teacher education students. As a member
of this class and of the education profession, please keep this in mind and conduct yourself accordingly when on campus and in classrooms. Please also keep this in mind when posting to social media. There is no such thing as private on the internet.

**Technology Statement**
Enrollment in the course requires you utilize the following computer applications:
- Internet
- OAKS
- Word Processing

**Performance Data**
Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

**POLICIES AND PROCEDURES FOR COURSES IN THE SCHOOL OF EDUCATION**

1. **PROFESSIONAL BEHAVIOR/DISPOSITIONS**: Students are responsible for all content and assignments for each class. They are expected to demonstrate professional behaviors consistent with the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection, and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

2. **ATTENDANCE**: Class attendance and punctuality are expected professional behaviors. Students are responsible for meeting the specific attendance requirements as outlined in the syllabus for each course. A student may receive a “WA/F” for excessive absences, based on the class attendance requirements specified in the syllabus. If you are going to miss a class, you must let the professor know before the beginning of class. With the exception of emergencies, a telephone call, either to the office or to my cell, is expected before missing any class.

3. **MAKE-UP EXAMINATIONS AND QUIZZES**: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. It is the responsibility of the student to make arrangements for the make-up.

4. **DUE DATES**: Due dates for course assignments, as well as scheduled quizzes and exams, are listed in the syllabus. Any changes will be announced in class. Consequences related to late materials are determined by the professor.

5. **FINAL EXAMS**: The final exam for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final exam for that course. (Undergraduate students who have more than two
final exams scheduled on the same day may arrange for an alternate time for one final exam through the Office of the Undergraduate Dean.) Graduate students have their own schedule and they need to go through the Graduate Dean for changes.
* Applies to all EDEE and EDFS courses and all PEHD teacher education courses above the 200 level.
Revised and approved by SOE faculty 3/31/06

6. PAPERS: Papers will be word processed using the style of the Publication Manual of the American Psychological Association (most current edition). There are a number of websites that can help you with this. I also recommend Doing Honest Work in College: How to Prepare Citations, Avoid Plagiarism, and Achieve Real Academic Success by Charles Lipson. This is a relatively inexpensive book, available on-line and at bookstores, that is very helpful in navigating APA.

7. HONOR SYSTEM: All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of “XF” for the course.

8. ADA ACCOMMODATIONS: In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

MISSION
The mission of the School of Education at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world.

Our mission is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who can MAKE THE TEACHING - LEARNING CONNECTION through:

- Understanding and valuing the learner;
- Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- Understanding ourselves as professionals.

MAKE THE TEACHING AND LEARNING CONNECTION
The mission is further defined through elements of teacher competency that organize standards of effective teaching.

Element of Teacher Competency 1: Understand and value the learner
Standard I: Evidence theoretical and practical understanding of the ways learners develop
Element of Teacher Competency 2: Know what and how to teach and assess and how to create an environment in which learning occurs.

Standard II: Demonstrate understanding and application of the critical attributes and pedagogy of the major content areas.
Standard III: Evidence a variety of strategies that optimize student learning
Standard VI: Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning

Element of Teacher Competency 3: Understand oneself as a professional

Standard IV: Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession
Standard V: Communicate effectively with students, parents, colleagues, and the community
Standard VII: Show an understanding of the culture and organization of schools and school systems and their connection to the larger society

College of Charleston
School of Education
Charleston, South Carolina 29424
http://www.cofc.edu/SchoolofEducation

---

Course Outline
(by theme)

**Introduction to Classroom Management**

Week 1-Intro to class, thinking about what management means, introducing the philosophy assignment
Week 2-Understanding management and discipline (Burden Ch. 1, autobiography due)
Week 3-Models of Discipline (Burden Ch. 2, introduce management plan)
Thinking about Diversity-students, families and communities
Week 4-Race, Culture and Ethnicity (Watch-Race: The Power of an Illusion)
Week 5-Working with families (Burden Ch. 4)
Week 6-Working with students (Burden Ch. 8 & 9)

Teaching our Peers
Week 7-presentations
Week 8-presentations

Managing Behavior
Week 9-Choosing rules and procedures (Burden Ch. 5)
Week 10-Maintaining Student Behavior (Burden Ch. 6)
Week 11-Responding to Challenges (Burden Ch. 11-12)

Thinking about Instruction
Week 12-Motivating Students to Learn and planning for instructions (Burden Ch. 7, 10)

Putting the Pieces Together
Week 13-finalizing plans
Final

(by date)

<table>
<thead>
<tr>
<th>Date</th>
<th>Description</th>
<th>Assignments/Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Intro, go over syllabus, respect in the classroom, OAKS</td>
<td>N/A</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Introduce philosophy paper</td>
</tr>
<tr>
<td>August 31</td>
<td>What is management? Discipline? Trends from the past, factors that influence management How do we influence our classrooms?</td>
<td>Burden Ch. 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Autobiography due in class</strong></td>
</tr>
<tr>
<td>September 7</td>
<td>Models of Discipline-finding what fits</td>
<td>Burden Ch. 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Revisit philosophy</td>
</tr>
<tr>
<td>September 14</td>
<td>Thinking about race, culture &amp; ethnicity</td>
<td>Watch-Race-The Power of an Illusion, part 3</td>
</tr>
<tr>
<td></td>
<td>Thinking about our cultures</td>
<td><a href="http://www.pbs.org/race/000_General/000_00-Home.htm">http://www.pbs.org/race/000_General/000_00-Home.htm</a></td>
</tr>
<tr>
<td></td>
<td>How does this</td>
<td>Please look through website before class!!!</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Philosophy papers due</strong></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>September 21</td>
<td>Working with families</td>
<td>Burden Ch. 4&lt;br&gt;Work on first part of plan together in class</td>
</tr>
<tr>
<td>September 28</td>
<td>Diversity in the classroom-defining &amp; planning</td>
<td>Burden Ch. 8-9&lt;br&gt;Work in class</td>
</tr>
<tr>
<td>October 5</td>
<td>Presentations</td>
<td>All materials due on this date!!!</td>
</tr>
<tr>
<td>October 12</td>
<td>Presentations</td>
<td></td>
</tr>
<tr>
<td>October 19</td>
<td>Choosing rules and procedures-how will your classroom run? How do you decide what is important? Choosing your battles! A note on PBIS</td>
<td>Burden Ch. 5&lt;br&gt;<strong>CH. 4, 8 &amp; 9-quick check</strong>&lt;br&gt;Work in class</td>
</tr>
<tr>
<td>October 26</td>
<td>Maintaining student behavior or “That’s great...now how do I get them to do it?”</td>
<td>Burden Ch. 6&lt;br&gt;Work in class</td>
</tr>
<tr>
<td>November 2</td>
<td>Responding to challenges, planning for intervention, ideas for behavior reflection</td>
<td>Burden Ch. 11-12&lt;br&gt;Work in class</td>
</tr>
<tr>
<td>November 9</td>
<td>Behavior, management &amp; instruction</td>
<td>Burden Ch. 7, 10&lt;br&gt;Work in class</td>
</tr>
<tr>
<td>November 16</td>
<td>Putting the pieces together</td>
<td>Class check –management plans</td>
</tr>
</tbody>
</table>

**November 23**-No Class: Thanksgiving Break  
**November 30**-No Class: NCSS (work on plans)  
**Final-TBA**
2. Explain the Implications of the S.C., Comprehensive Health Education Act and its implications for education.

Impact on education:

- This objective could be addressed:
- Potential course in which objectives could be addressed:

<table>
<thead>
<tr>
<th>Course Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health-related skills and health attitudes and practices of children and youth that are conducive to their good health and that promote wellness, health maintenance, and disease prevention.</td>
</tr>
<tr>
<td>The health, health-related skills, and health attitudes and practices of children and youth that are part of a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing a school setting that is planned and carried out with the purpose of maintaining, reinforcing, or enhancing health education.</td>
</tr>
</tbody>
</table>

Note: I was unable to find objectives for Healthy People 2020, but I did find the objectives for children in Healthy People 2020. These include:

- Increase the proportion of students who have good health knowledge.
- Decrease the proportion of students who are overweight or obese.
- Increase the proportion of students who are physically active.
- Increase the proportion of students who are socially connected.
- Increase the proportion of students who are mentally healthy.
- Increase the proportion of students who are nutritionally healthy.
- Increase the proportion of students who are economically healthy.
- Increase the proportion of students who are environmentally healthy.

3. Discuss the objectives for children in Healthy People 2020 and interpret its potential course in which this objective could be addressed.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDF 654</td>
<td>Graduation required of students prior to graduation. (American Heart Association, Green Cross). American Red Cross training and certification by an appropriate agency. Appropriate First Aid and CPR training.</td>
</tr>
<tr>
<td>DEEE 638</td>
<td>Provide a rationale for mandatory comprehensive school health education. Demonstrate proficiency in standard first aid, which includes first aid and CPR. Motor skill development and movement education experiences. Typical changes in children's health needs and interests.</td>
</tr>
<tr>
<td>DEEE 638</td>
<td>Physical education concepts into the school's curriculum.</td>
</tr>
<tr>
<td>DEEE 638</td>
<td>4. Discuss the integration of health and physical education concepts into the health education curriculum.</td>
</tr>
<tr>
<td>DEEE 610</td>
<td>3. Discuss basic legal terms associated with the teaching profession.</td>
</tr>
</tbody>
</table>

**EDUCATION AND DEVELOPMENT:**
- **Comprehensive Health Education:**
  - Beginning with the 1988-89 school year, for grades kindergarten through fifth grade, instruction in health education must include the following subjects:
    - Personal health
    - Environmental health
    - Growth and development
    - Nutrition
    - Consumer health
  - Local school boards determine the subjects of instruction which are included in their health education program. Includes any appropriate, sequential instruction in health which is part of existing courses or a special course.

| EDEE 510, EDEE 632, EDEP 653 | 10. Provide a rationale for the inclusion of daily physical activity. Presentations, field trips, demonstrations, and guest speakers. Problem solving/decision making, self appraisal, health inventories, student brainstorming, buzz groups, panel discussions, debate, cooperative learning, weaknesses, and helpful hints. For using it: lecture, lecture/discussion, role play, demonstration one of the following teaching strategies and identify its strengths. |
**College of Charleston**  
**Education 606 Syllabus**  
**Teaching Diverse Learners**

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>7:00 pm - 9:45 pm T EDUCATION CENTER 213</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor's Name:</strong></td>
<td>Dr. Genevieve Howe Hay</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>MW 10:45 – 12:15; Thursdays 12 – 2</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Room 320, 86 Wentworth Street</td>
</tr>
<tr>
<td><strong>Phone/Email:</strong></td>
<td>(843) 953-8054 <a href="mailto:hayg@cofc.edu">hayg@cofc.edu</a></td>
</tr>
</tbody>
</table>

**Course Description**:  
The emphasis of the course is on inclusion strategies for special needs students in regular classrooms. Appropriate referral and instructional strategies will be analyzed and explored.

**Prerequisites**:  
*Focus I and II Semester Coursework*  
Due to the nature of the course and assignments, EDEE 606 should be taken during the final semester of coursework prior to clinical internship. Students should be proficient in lesson planning. **Students in their first semester of education coursework will not be able to take the course.**

**Course Texts & Resources**:  
*Required Texts/Materials:*  


**My Education Lab** ([http://www.myeducationlab.com/](http://www.myeducationlab.com/)) is an invaluable resource to assist in your learning of students with special learning needs. My Education Lab is packaged with the Salend text. If you bought a used text, you will need to purchase My Education Lab separately from the site listed above. After you have registered, log in to the site to explore resources for the text. Under special education, select the Salend text to access resources for the course. (Directions and support for My Education Lab can be found on the first page of the text.)

My Education Lab Class ID - cm224547

**The IRIS Center at Vanderbilt University** - [http://iris.peabody.vanderbilt.edu/](http://iris.peabody.vanderbilt.edu/) - provides numerous interactive resources to facilitate your understanding of inclusion and accommodations to make within general education classrooms.

Selected readings via handouts and e-reserve.

**Optional Texts:**  

Publication Manual of the American Psychological Association (5th Ed.).
Course Outcomes:

All teacher preparation programs in the School of Education (SOE) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the SOE Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as Professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

ETC 1 - UNDERSTANDING AND VALUING THE LEARNER

1. Describe the characteristics which influence differences in learning. ACEI 1.0, 3.2; NAEYC 1; AMLE 1; SC 4

2. Identify and differentiate between the needs of typical and exceptional learners in general education classrooms. ACEI 1.0, 3.2; NAEYC 1; AMLE 1; SC 4; SC 6

3. Identify the historical and philosophical basis for mainstreaming and inclusion of exceptional learners. ACEI 1.0; NAEYC 1; AMLE 1; SC 4; SC 6

4. Identify variations and developmental patterns for children with special needs. ACEI 1.0, 3.2; NAEYC 1; AMLE 1; SC 4; SC 6

5. Distinguish between typical and atypical changes in children’s health needs cognitively, affectively, and physically. ACEI 2.7; NAEYC 1b; AMLE 1

ETC 2 - KNOWING WHAT AND HOW TO TEACH AND ASSESS AND HOW TO CREATE AN ENVIRONMENT IN WHICH LEARNING OCCURS

1. Define and illustrate basic legal terms and ethical standards relating to special education settings. ACEI 1.0, NAEYC 6b; AMLE 1

2. Identify and illustrate the steps in the process for differentiating instruction and providing for independent learning. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b, AMLE 5; SC 4; ISTE

3. Design integrated instruction on selected grade levels providing for individual differences of general and inclusion students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; AMLE 5; SC 4

4. Define and formulate objectives in the cognitive, affective, and psychomotor learning domains. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; AMLE 5

5. Explain the relationship between the process of selecting goals and
objectives from a variety of materials including state and local curriculum guidelines and modifying or adapting them to meet the social, emotional and academic needs of individual students. ACEI 1.0, 3.2, 3.4, 3.5; NAEYC 4b; AMLE 5; SC 4

6. Define and demonstrate the process of diagnostic/prescriptive instruction which include the development of pretests, analysis of results, development of appropriate instructional materials and learning environments, and instructional processes, development and analysis of post-tests for all learners. ACEI 4.0; NAEYC 3; AMLE 5; SC 4

7. Demonstrate the relationship between the objectives of unit and lesson plans and the instructional strategies, student activities, and evaluation means selected for such plans. ACEI 4.0; NAEYC 3 & 4b; AMLE 5

8. Identify the strengths and weaknesses of various teaching strategies such as lecture, lecture/discussion, role play, panel discussions, debate, cooperative learning, problem-solving/decision making, self-appraisal/health inventories, student presentations, field trips, or demonstrations. ACEI 3.2 & 3.3; NAEYC 4c; AMLE 5

9. Distinguish between criterion referenced and norm referenced assessment. ACEI 4.0; NAEYC 3; AMLE 5

10. Integrate alternative assessment with standardized assessment. ACEI 4.0; NAEYC 3; AMLE 5

11. Explain the concepts of reliability and validity as they relate to criterion and norm referenced testing. ACEI 4.0; NAEYC 3; AMLE 5

12. Explain the difference between measurement and evaluation. ACEI 4.0; NAEYC 3; AMLE 5

13. Distinguish between formative and summative assessment. ACEI 4.0; NAEYC 3; AMLE 5

**ETC 3- UNDERSTANDING YOURSELF AS A PROFESSIONAL**

1. Identify the importance of collaboration among professionals, community members and families. ACEI 5.1-5.2; NAEYC 5; AMLE 7

2. Identify national, state, and local support resources and agencies appropriate referral strategies. ACEI 5.1-5.2; NAEYC 5; AMLE 7

3. Identify careers in which educators can work with students with special needs. ACEI 5.1-5.2; NAEYC 5; AMLE 7; SC 4

| Course Requirements | 1. Demonstration of School of Education Dispositions  
2. Completion of all assigned readings,  
3. Completion of all assignments, projects, and field experience hours. |
4. Use of OAKS for assignment submission.
5. Proficient in lesson planning.

**Honor System:**

Academic honesty and integrity are highly regarded in this class and are assessed on several levels. As a student at the College you have agreed to uphold the policies outlined in the Student Handbook: A guide to civil and honorable conduct (2003/2004) both in your coursework and as a representative of the College of Charleston in field experiences and clinical practice situations. Violations to the Code of Conduct outlined on pages 10-11 in the Student Handbook will be reported to the Honor Board.

Also, as a student in the School of Education, dispositions characteristic of good teaching should guide your work and interaction with others both at the College and in public schools. These dispositions include:

1) Belief that all students can learn.
2) Value and respect individual differences.
3) Value positive human interactions.
4) Intellectual curiosity, enthusiasm about learning, and a
5) Willingness to learn new ideas.
6) Commitment to inquiry, reflection, and self-assessment.
7) Value collaborative and cooperative work.
8) Sensitivity to community and cultural contexts.
9) Responsible and ethical practice.

As EDEE is a dual program, in that we certify candidates for teacher certification, professors reserve the right to document violations that would impact student certification (e.g., attendance problems in field experiences and clinical practice, professionalism in schools, etc.)

---

**Policies**

**Required Technology**

Enrollment in this course requires you utilize the following computer applications:

- a. Internet (www)
- b. OAKS via Internet
- c. Microsoft PowerPoint
- d. Word Processing

All of the above listed computer applications are available in the College of Charleston managed computer labs located in JC Long, the Library, and various other campus locations. Therefore, if you do not have reliable access to the above computer application you should plan to use the campus computer laboratories. It is expected that you can utilize the above listed computer applications. If you do not know how to use one or more of the above listed computer applications please consult with the course instructor to arrange tutoring.

**Attendance is vital in this course.** Students are responsible for all content and assignments for each class. The roll will be taken at the beginning of each class. Arriving late and leaving early is unacceptable and will be considered a ½ absence. Coming and going during class is extremely disruptive and should only be considered for sudden illness. Two absences for ANY reason (i.e. sickness, family emergencies, personal) are allowed. After the second absence, the student’s grade will be lowered by one letter grade (i.e. an A will become a B; a B will become a C; etc.) for each additional absence.

**Personal Communication Devices/Laptops:** Please keep cell phones and laptops stowed away during class, with the exception of times when groups collaborate on projects.
<table>
<thead>
<tr>
<th>Course Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Participation/My Education Lab Assignment</strong> (ETC 1 – Objectives 1-4; ETC 2 – Objectives 1–9; ETC 3 – Objectives 1–3; SC 4 &amp; 6; ISTE)</td>
</tr>
<tr>
<td><strong>A. My Education Lab Assignments (See attached handout and course calendar)</strong></td>
</tr>
<tr>
<td><strong>B. In-Class Participation (Daily)</strong> Active participation and regular attendance are expected. For each chapter, identify 3 key points to share with your discussion group in class. Be prepared to discuss and share relevant points with the entire class. Key points will be submitted at midterm and final.</td>
</tr>
<tr>
<td><strong>Awareness Project</strong> (ETC 1 Objectives 1–4; SC 4 &amp; 6; ISTE)</td>
</tr>
<tr>
<td>Individually and in collaboration with a small group, you will research and develop methods for promoting community, faculty, parent, and student awareness of students with special needs.</td>
</tr>
<tr>
<td>• <strong>Individual Awareness Research</strong>: Individually, each group member will review resources (websites, articles, books) and review children’s literature related to the topic. Each group member’s reviews (with the exception of one key professional website and one or two children’s books) are not to be duplicated by other members of the group.</td>
</tr>
<tr>
<td>• <strong>Group Pamphlet &amp; Presentation</strong>: The group is responsible for providing an organized and cohesive 20–30 minute interactive presentation. In addition, your group is to develop an awareness guide/pamphlet to be shared with the class.</td>
</tr>
<tr>
<td>• <strong>Peer Evaluation</strong>: Group and individual contributions will be evaluated by group members. All work must be properly cited.</td>
</tr>
<tr>
<td><strong>Candidate Work Sample (CWS)</strong> (ETC 2 Objectives 1–9; SC 4 &amp; 6; ISTE) In conjunction with Field II or III, you will develop a modified Candidate Work Sample with special emphasis on accommodations for students with special needs. A case study will be developed as part of this project. The assignment will be completed in parts. Based upon feedback and additional information learned throughout the course and through your research, you are expected to revise ALL sections of the CWS for final submission.</td>
</tr>
<tr>
<td>• <strong>CWS Homework #1</strong></td>
</tr>
<tr>
<td>• <strong>CWS Homework #2</strong></td>
</tr>
<tr>
<td>• <strong>CWS Homework #3</strong></td>
</tr>
<tr>
<td>• Final CWS Project – Your final CWS should be professionally compiled into a packet. The packet must include ALL CWS Homework assignments, my feedback and final revisions to the project.</td>
</tr>
<tr>
<td><strong>Midterm &amp; Final Examinations</strong>: (ETC 1 - objectives 1-4; ETC 2 – Objectives 1–9; ETC Objectives 1–3; SC 4 &amp; 6; ISTE) These exams will cover information related to all readings, guest speaker and student presentations, videos and course activities. Include chapter key points with your midterm and final exams.</td>
</tr>
<tr>
<td><em>Electronic and hard copy submission is required for all assignment, by the assigned due dates. Late work will result in point reductions.</em></td>
</tr>
</tbody>
</table>
**Grading and Attendance**

**Assignments/Points:**
1) MyEducation Lab & Class Participation – 20%
2) Awareness Project – 20%
3) Candidate Work Sample – 20%
4) Midterm Exam = 20%
5) Final Exam = 20%

*ALL assignments must be submitted electronically on OAKS by 6:00 pm and hard copies must be submitted in class on the assigned dates.*

**GRADING SCALE:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
<td>4.0</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92%</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>83 – 88%</td>
<td>3.0</td>
</tr>
<tr>
<td>C+</td>
<td>82 – 83%</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>79 – 81%</td>
<td>2.0</td>
</tr>
<tr>
<td>F</td>
<td>0 – 69%</td>
<td>0.0</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Assignments Due</td>
</tr>
<tr>
<td>--------------------</td>
<td>----------------------------------------------------------------------</td>
<td>------------------------------------------------------</td>
</tr>
</tbody>
</table>
| August 21st        | Syllabus & Assignments  
Understanding Inclusion  
"Snapshots of Inclusion" Video | Read Salend, Ch. 1                                    |
| August 28th        | Understanding Inclusion                                              | Discuss Salend, Ch. 1                                 |
| September 4        | Creating Collaborative Relationships and Fostering Communication & Creating an Environment that Fosters Acceptance and Friendship | Discuss Salend, Ch 4 & 5  
Select Awareness Activity Topics |
| September 11       | Understanding the Diverse Educational Needs of Students with Disabilities Awareness Presentation Preparation | Read Salend, Ch. 2 (first half of chapter)             |
| September 18       | Understanding the Diverse Educational Needs of Students with Disabilities Awareness Presentation Preparation | Read Salend, Ch 2 (second half of chapter)             |
| September 25       | Understanding the Diverse Educational Needs of Learners Who Challenge Schools | Read Salend Ch. 3                                    |
| October 2          | Understanding the Diverse Educational Needs of Learners Who Challenge Schools - Homelessness  
Candidate Work Sample & Friend Chapter 1  
Homework 1 Description  
Awareness Work       | Read Salend Ch. 3  
Friend, Chapter 1                              |
| October 9          | **Awareness Presentations**                                            | Submit Awareness Project  
Individual Research & Group Pamphlet.  
*CWS HW #1 Due*                                |
| October 16         | **Take Home Midterm Exam Due**                                        |                                                     |
|                    | **Awareness Presentations**                                            |                                                     |
| October 23         | Guest Speaker – Brianna Murray  
Diabetes Presentation  
Creating an Environment that Promotes Positive Behavior | Read Salend, Ch. 7                                    |
| Oct. 30            | Differentiating Instruction for Diverse Learners & Differentiating Instruction & Differentiating Large and Small Group Instruction for Diverse Learners  
ASCD Video Series | Read Salend, Ch. 8  
Read Salend Ch. 9  
Read Friend, Chapter 2 |

*CWS HW #2 Due*
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 6</td>
<td>Election Day -- No Class!</td>
<td></td>
</tr>
<tr>
<td>November 13</td>
<td>Differentiating Reading, Writing, and Spelling Instruction</td>
<td>Read Salend, Ch. 10</td>
</tr>
<tr>
<td></td>
<td>CWS Peer-Editing Work and Partner Conferences</td>
<td><strong>CWS HW #3 Due</strong></td>
</tr>
<tr>
<td>November 20</td>
<td>Differentiating Mathematics, Science and Social Studies Instruction</td>
<td>Read Salend, Chapter 11</td>
</tr>
<tr>
<td>November 27</td>
<td>Last Class</td>
<td><strong>Due: Final CWS</strong></td>
</tr>
<tr>
<td>TBA</td>
<td>Share Final Exams &amp; CWS Projects</td>
<td>Final Exam Due</td>
</tr>
</tbody>
</table>
EDEE 613 Curriculum and Development in Early Childhood Education

Three (3) credits

Class Time: Wednesdays, 4:00-6:45PM
Instructor: Dr. Candace Jaruszewicz
Location: ECTR 218
Office: ECDC, 91 Wentworth St.
Office Hours: M-F 9:30AM-3:00PM
Phone: 843.953.5606 (W); 843.327.4737 (cell)
Email: jaruszewicz@cofc.edu

Course Description:

The focus of the course is analysis of early childhood curricular theory, instructional programs, related research, and societal needs. Particular emphasis is given to the physical, social, emotional, and cognitive characteristics of children at different developmental levels, and techniques and materials suitable for teaching at this level. The course includes the study of innovative and experimental programs. (3) Three credits. Note: Required for South Carolina Early Childhood Teacher Certification.

Course Outcomes:

The early childhood standards for our program align with and support those of the School of Education, Health, and Human Performance (SOEHP). The SOEHP standards are organized around three key principles grounded in our conceptual framework, the Elements of Teacher Competency. These elements are:

1. Understanding and valuing the learner
2. Knowing what and how to teach and assess
3. Understanding ourselves as professionals.

A chart illustrating the alignment of the early childhood and SOE standards and reflecting this organization is attached to the syllabus. The following table indicates how the course outcomes are reflected in the NAEYC standards for teacher education. These outcomes are ordered to be approximately consistent with course outline sequence.
<table>
<thead>
<tr>
<th>Course Outcome:</th>
<th>Corresponding NAEYC Standard(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate reflection upon the nature of the teaching role, and the values, characteristics and skills which the individual brings to that role</td>
<td>STD 5: Identifying and involving oneself with the early childhood field; Knowing about and upholding ethical standards and other professional guidelines</td>
</tr>
</tbody>
</table>
| Identify personal, social, home, cultural and community characteristics that influence current thought and practice about the education of young children | STD 1: Knowing and understanding the multiple influences on learning  
STD 2: Knowing about and understanding family and community characteristics |
| Develop skills necessary to affirm and maximize the potential of every child across the physical, social, cultural, racial, sexual and religious spectrum | STD 1: Knowing and understanding the multiple influences on learning  
STD 2: Knowing about and understanding family and community characteristics;  
Supporting and empowering families and communities through respectful, reciprocal relationships; Involving families and communities in their children’s development and learning |
| Observe, analyze, and evaluate contemporary early childhood teaching models | STD 1: Knowing & understanding children’s characteristics and needs; Knowing and understanding the multiple influences on learning |
| Develop appropriate assessment instruments, planning environments, adaptations for individual differences, and include tools children can use for self-assessment (e.g., interest, health inventories) | STD 3: Understanding the goals, benefits, and use of assessment; Knowing about and using observation, documentation, and other appropriate assessment tools and approaches; Understanding and practicing responsible assessment; |
| Demonstrate knowledge of the early childhood curriculum and how it can and should foster emotional, social, physical, aesthetic, and cognitive growth. Be familiar with state and federal mandates that affect curricular decisions (e.g., IDEA, S.C. Comprehensive Health Education Act and P.L. 94-142.) | STD 1: Knowing and understanding children’s characteristics and needs; Knowing and understanding the multiple influences on learning  
STD 4: Knowing, understanding, and using positive relationships and supportive interactions; Building meaningful curriculum |
| Generate a framework for an integrated curriculum that includes the major early childhood content areas (language and the language arts, math, science, social studies, the arts and physical education/health) | STD 1: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments;  
STD 4: Knowing and understanding the importance, central concepts, inquiry tools, and |
<table>
<thead>
<tr>
<th>Standards</th>
<th>Commentary</th>
</tr>
</thead>
<tbody>
<tr>
<td>STD 4c: Understanding content knowledge in early education</td>
<td>Structures of content areas or academic disciplines; Using own knowledge and other resources to design, implement, and evaluate meaningful and challenging curriculum to promote positive outcomes; building meaningful curriculum</td>
</tr>
<tr>
<td>Generate a framework from which to organize and administer a developmentally appropriate early childhood program</td>
<td>STD 1: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments; STD 4: Knowing, understanding, and using effective approaches, strategies, and tools for early education STD 4b. Using developmentally effective approaches</td>
</tr>
</tbody>
</table>

**Texts (required):**

Bredekamp, S & Copple, C. (Ed). (2009, 3rd Ed.). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8.* Washington, DC: National Association for the Education of Young Children. *You may have already read this as it is required for most of our ECE courses. If you have already read, please review. If not, read ASAP, as it provides theoretical foundation for the part of the course that focuses on child development.*


**Readings and working documents:** (All documents or links to needed websites are posted on class wiki site)


Early Learning Standards Self-Assessment and Planning Tool


This resource can be used in the process of developing or revising early learning standards. It is based on the NAEYC-NAECS/SDE joint position statement, “Early Learning Standards: Creating the Conditions for Success”

South Carolina Department of Education Early Learning Standards


South Carolina Department of Education K-3 Academic Standards

http://ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/

Self-Assessment and Planning Tool for Curriculum and Assessment

This resource can be used to compare a program’s written curriculum and/or child assessment system with the NAEYC-NAECS/SDE joint position statement, “Early Childhood Curriculum, Assessment, and Program Evaluation”


Additional helpful resources:

Play and Learn Together: A South Carolina Guide to Kindergarten Readiness:

http://ed.sc.gov/agency/offices/cso/documents/ParentingFINAL.pdf

N.E. Miles ECDC Website:

http://blogs.cofc.edu/ecde/; OR http://spinner.cofc.edu/~child/?referrer=webcluster&

Kaplan interactive Floor Planner website:

http://www.kaplanc.com/resources/floorPlannerIndex.asp;

You Tube (access to topical video segments)
Course Requirements and Assignments: The enrollment in this course often reflects a wide range of developmental knowledge and professional expertise and experience. There are MAT students seeking initial certification and often also, recent graduates and veteran teachers seeking add-on early childhood certification as either M.Ed. or non-degree seeking students. Therefore, in an effort to model developmentally appropriate practices and meet the individual needs of students in this course, the instructor will co-construct a learning plan with each student. Requirements for all students:

Requirements (no grade associated with these requirements, but mandatory participation is expected):

1. **Class Conduct Pact** On the first night of class, students will collaboratively develop and sign a Class Conduct Pact that provides a framework for building a learning community. It will address attendance, interactions, behavior, etc.

2. **Text Chapter Overviews:** Each student will be responsible for providing discussion questions & a chapter overview for one of the chapters in the text one week prior to its scheduled discussion date on the syllabus schedule.

3. **Curriculum Research Group:** Each student will be responsible individually or as part of a small group for self-selecting a curriculum model or approach to research prior to its scheduled discussion date in class. You or your group will be consulted as the ‘experts’ whenever there are related questions and/or discussion over the course of the semester. You should compile a resource folder or notebook with selected readings, resources, webpage info, etc. relative to the curriculum you choose.

Optional Assignments: To individualize learning and address the wide variety of needs among the students who typically take this course, each student will choose from among a menu of possible assignments. You will submit a “learning plan” no later than the third week of class that describes how each choice will serve to provide an opportunity for the student to achieve the course outcomes. Total weight (W) of assignments must be at least “5.” The possible assignments include:

1. **Cumulative Writing Assignment (W=2):** An ongoing semester-long reflective writing assignment. You will write and turn in one section each week. The goal of the assignment is to identify initial assumptions about curriculum and teaching and discuss changes to your ideas over time. Student can choose format (e.g., paper, email journal, blog, etc.).

2. **Paper: Teaching from a developmental perspective (W=1).** A 4-6 page paper describing your understanding of how the developmental characteristics of children (in a particular age range that you choose) influence your curriculum decision-making. At least three references should be consulted and cited (may be those used in class). A DRAFT of your tentative ideas about this paper should be submitted at midterm and I will respond with feedback, questions, and suggestions for revisions and further development to be incorporated into the final paper due at the end of the semester. You will also be asked to
include a short reflection about the growth of your ideas relative to this assignment over time.

3. **Curriculum model presentation:** (W=1) Develop and present your vision of a curricular approach that is most consistent with your personal views and emerging teaching philosophy. This will be prepared as a power point (Dr. J has many examples of previous projects for students to review). It will include the following components:
   1. What is the purpose of early childhood education? (Philosophical/theoretical orientation)
   2. What are young children like (image, characteristics of children)
   3. Who participates in schooling? (Identification and discussion of teacher’s role/your image of self)
   4. What is worth knowing? (Description of curriculum content)
   5. How should curriculum be implemented (environments, context, methods & strategies, assessment approach, etc.
   6. References

4. **Field trips & reports:** (W=2) Schedule (3) three field trips to a school, program, or classroom that will provide insight into how a particular approach or approaches to curriculum work(s) in real life. (e.g., Montessori, Creative Curriculum, Project Approach, K-3 literacy, etc.). Write a one page report on each visit to share with the class profiling what was observed relative to the curriculum analysis matrix we are going to be using in class.

5. **Book/article or electronic resource review:** (W=1) A report (written & shared orally in class) on a curriculum resource that reflects a philosophical/theoretical/cultural perspective previously unfamiliar to you, but relevant to children you [will] teach. Summarize and/or describe content of resource and describe how it can contribute to development of your understanding of previously unfamiliar cultural knowledge and/or perspectives. (e.g., Teaching Tolerance curriculum materials and video; books such as Educating Esme, Teaching other people’s children, 100 Languages of Children, etc.)

6. **Curriculum project:** (W=3) proposed & approved by Week 3 of class (January 25). Proposals may be submitted either by individuals or groups (no more than 3 in a group). Each proposal shall include:
   1. Research question for the project with a focus on integration of developmental knowledge and early childhood curriculum.
   2. Explanation of how project aligns with course outcomes and NAEYC standards chart.
   3. Description of intended product and how it will be shared with rest of class.
   4. Rubric for assessment/evaluation of product (with Dr. J).
   5. Identification of resources/assistance needed from Dr. J.
   6. Timeline/work plan (including specific responsibilities for each group member if a group project).
7. **Other:** (W=?) Propose an idea for an assignment & meet with me to discuss/negotiate terms and weighting value.

**Self-Assessments/Grading:** A *rubric for* each assignment with observable criteria will be distributed. Each rubric is based on a 4-point scale, corresponding to the Graduate School grading system letter grades of A (4.0), B+ (3.5), B (3.0), C+ (2.5), C (2.0), and F (0). You will have the opportunity to determine for yourself how/where you want to devote your efforts.

**Final Grade:** The final grade average of your assignments *may be affected either positively or negatively* by class requirements (attendance, participation, professional dispositions, etc.)
College of Charleston  
Graduate School  

Teaching of Early Childhood Math and Science  

**EDEE 638**

<table>
<thead>
<tr>
<th><strong>Meeting Time and Place:</strong></th>
<th>Wednesdays 4:00-6:45 Room 216 Education Center</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Instructor’s Name:</strong></td>
<td>Dr. Martha Nabora</td>
</tr>
<tr>
<td><strong>Office Hours:</strong></td>
<td>Tuesdays and Thursdays 8:15-10:45 AM Others by appointment</td>
</tr>
<tr>
<td><strong>Office Location:</strong></td>
<td>Room 333 86 Wentworth Street</td>
</tr>
<tr>
<td><strong>Office phone/Fax/Email:</strong></td>
<td>953-5618, Fax 953-5407 <a href="mailto:naborm@cofc.edu">naborm@cofc.edu</a></td>
</tr>
</tbody>
</table>

| **Course Prerequisites:**   | Education 638 is designed for prospective early childhood teachers. Study of methods and materials for teaching math and science at the early childhood level is the primary intent. Questioning, cooperative grouping, inquiry, critical thinking, and the process skills are integrated across the disciplines to create constructivist lessons that meet individual and group needs. Social and cultural awareness is included through discussion, which focuses on the educational psychology work of Piaget and Vygotski. |


| **Course Text/Materials:**  |

| **Outcomes for Candidates:** | Science as Inquiry:  
E.2.c, NRC, NRC; EEDA 4 and 5  
As a result of activities in grades K-3, all students should develop: Abilities necessary to do scientific inquiry  
-asking questions  
(NCATE)  
-planning and conducting an investigation (process skills)  
(NCATE)  
-using appropriate tools and techniques to gather data  
(NCATE)  
-thinking critically and logically about relationships between evidence and explanations  
(NCATE)  
-constructing and analyzing alternative explanations  
(NCATE)  
-communicating scientific arguments and explanations  
(NCATE)  
Understanding about scientific inquiry  
-ability to identify and communicate a problem  
(NCATE)  
-to design, implement and evaluate a solution  
(NCATE)  

2) Science and Technology:
E.2c & E.3a, NRC, NAYCE 4; EEDA 16
As a result of activities in grades K-3, all students should develop:
- Abilities to distinguish between natural objects and objects made by humans
- Abilities of technological design
- Understanding about science and technology

3) Science in Personal and Social Perspectives:
E.2c, NRC, NAYCE 4
As a result of activities in grades K-3, all students should develop:
- Characteristics and changes in populations
- Discuss the objectives for children in Healthy People 2020 and interpret its impact on education
- Provide a rationale for mandatory comprehensive school health education K-12
- Discuss the need for physical fitness and activity and nutrition
- Types of resources
- Changes in environments
- Science and technology in local challenges

4) History and nature of Science:
E.2c & E.2i, NRC, NAYCE 4
As a result of activities in grades K-2, all students should develop:
- Science as human endeavor

5) Ability to plan an inquiry-based science program for their students:
K-3. E.2a & E.3a & E.3c, NAYCE 1, 2, 3, 4, 5, NRC
Develop a framework of year long and short-term goals for students.
Select science content and adapt and design curricula to meet the interests, knowledge, understanding, abilities, and experience of students.
Select teaching and assessment strategies that support the development of student understanding and nurture a community of science learners.
Work together as colleagues within and across disciplines and grade levels

6) Teachers of science guide and facilitate learning:
E.3a & E.3c, NRC, NAYCE 1; EEDA 4, 5, 6, and 7
Focus and support inquiries while interacting with students. Orchestrated discourse among students about scientific ideas. Challenge students to accept and share responsibility for their own learning.
Recognize and respond to student diversity and encourage all
students to participate fully in science learning. Encourage and model the skills of scientific inquiry, as well as the curiosity, openness to new ideas and data, and skepticism that characterize science.

Demonstrate one of the following teaching strategies and identify its strengths, weaknesses, and helpful hints for using it: lecture, lecture/discussion, role play, brainstorming, buzz groups, panel discussions, debate, cooperative learning, problem solving/decision making, self appraisal/health inventories, student presentations, field trips, demonstrations, and guest speakers.

7) Teachers of science engage in ongoing assessment of their teaching and of student learning:
E.2.c & E.3.d & E.4.a & E.5.b & E.5.c & E.5.d, NRC; ISTE 2
Use multiple methods and systematically gather data about student understanding and ability.
Analyze assessment data to guide teaching.
Guide students in self-assessment.
Use student data, observations of teaching, and interactions with colleagues to reflect on and improve teaching practice.
Use student data, observations of teaching, and interactions with colleagues to report student achievement and opportunities to learn to students, teachers, parents, policy makers, and the general public.
Know the naive theories and misconceptions most children have about scientific and technological phenomena and help child build understanding.
(NCATE)

8) Teachers of science design and manage learning environments that provide students with the time, space, and resources needed for learning science:
E.3.a, NAYCE 4, NRC; ISTE 4
Structure the time available so that students are able to engage in extended investigations.
Create a setting for student work that is flexible and supportive of science inquiry.
Ensure a safe working environment.
Make the available science tools, materials, media, and technological resources accessible to students.
Identify and use resources outside the school.
Engage students in designing the learning environment.

9) Teachers of science develop communities of science learners that reflect the intellectual rigor of scientific inquiry and the attitudes and social values conducive to science learning:
E.2.i & E.3.b, NRC, NAYEC 1 & 2; ISTE 4
Display and demand respect for the diverse ideas, skills, and
experiences of all students. Enable students to have a significant voice in decisions about the content and context of their work and require students to take responsibility for the learning of all members of the community. Nurture collaboration among students. Structure and facilitate ongoing formal and informal discussion based on a shared understanding of the rules of scientific discourse. Model and emphasize the skills, attitudes, and values of scientific inquiry.

**Safe School Climate Act**  
Section 59-63-110: Citation of Article.  
Section 59-63-120: Definitions.  
Section 59-63-130: Prohibited Conduct; reports by witnesses.  
Section 59-63-140: Local school districts to adopt policies prohibiting harassment; required components; model policies by State Board of Education; and bullying prevention programs.  
Section 59-63-150: Availability of civil or criminal redress; immunity of reporting school employee or volunteer.

**Course Requirements:**  
1. Attend class regularly and is on time.  
2. Journal reaction papers - 4. Read 4 early childhood articles concerning science/math. In two typed pages, review the article in 1 1/2 page, and react to the article in 1 1/2 pages. List bibliographical info: use APA form.  
3. Review 6 early childhood websites. Copy the cover page of 6 math/science early childhood websites. On the back of the cover page identify the age level, focus and quality of the site.  
4. Create a Resource List of twenty-five items  
5. Lesson plans- Write five lesson plans using the format discussed in class, concerning one topic.  
6. Create a group learning center.  
7. Midterm  
8. Final Exam

**Description of Projects/Assignments:**  
See above information

**Evaluation Scale:**  
\[ \begin{array}{c}  
A = 345 - 321 \text{ points} \\
B+ = 307 - 320 \text{ points} \\
B = 297 - 306 \text{ points} \\
C+ = 283 - 296 \text{ points} \\
C = 273 - 282 \text{ points} 
\end{array} \]

**Evaluation Criteria:**  
4 Journal Reaction papers—40 points  
6 Website Reviews—30 points  
Resource List—25 points  
5 Lesson Plans—50 points  
Learning Center—60 points  
Midterm—70 points  
Final—70 points

**Resource Reading List:**  
Optional
### Attendance Policies:
Please note that attendance is required. Because this course meets once a week, **only 2 absences are allowed.** More than 2 absences will result in one being dropped from the class.

### Any special consideration/agreements:
**Late Policy for All Requirements:** No papers, units, and assignments, etc. will be accepted late. All assignments are due during class time on the designated days noted on the class schedule or stated in class. Any assignments may be handed in early!

### Honor System:
An Honor Code violation will result in an F for the course. See pages 10-11 in Student Handbook.

### Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>Course Introduction/ Complete Information Cards</td>
<td></td>
</tr>
<tr>
<td>August 31</td>
<td>Concept formation in Science Chapters 1-5</td>
<td>Reaction paper 1 due</td>
</tr>
<tr>
<td>Sept. 7</td>
<td>Constructivist Practice Chapters 6-10</td>
<td>Reaction paper 2 due</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>Fundamental Skills and Concepts Chapters 11-14</td>
<td>Reaction paper 3 due</td>
</tr>
<tr>
<td>Sept. 21</td>
<td>Fundamental Skills and Concepts Chapters 15-16</td>
<td>Website reviews due</td>
</tr>
<tr>
<td></td>
<td>Review for exam</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discuss lesson plans</td>
<td></td>
</tr>
<tr>
<td>Sept. 28</td>
<td><strong>Midterm</strong></td>
<td></td>
</tr>
<tr>
<td>Oct. 5</td>
<td>Applying Fundamental Skills in Math / Lesson plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chapters 17-19</td>
<td></td>
</tr>
<tr>
<td>Oct. 12</td>
<td>Applying Fundamental Skills and Concepts Chapters 20-22</td>
<td>Reaction paper 4 due</td>
</tr>
<tr>
<td>Oct. 29</td>
<td>Symbols of Higher-level Activities Chapters 23-26</td>
<td>Resource List due</td>
</tr>
<tr>
<td>Oct. 26</td>
<td><strong>Action For a Cleaner Tomorrow Workshop</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Nov. 2</td>
<td>Mathematics Concepts and Operations Chapters 27-30</td>
<td></td>
</tr>
<tr>
<td>Nov. 9</td>
<td>Test II</td>
<td></td>
</tr>
<tr>
<td>Nov. 16</td>
<td>Chapters 31-35</td>
<td></td>
</tr>
<tr>
<td>Nov. 23</td>
<td><strong>Happy Thanksgiving!</strong></td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Learning Center will be set up for evaluation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Final Class</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>5 Lesson Plans due</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Learning Center Set-up and evaluation</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>FINAL EXAM - TBA</td>
<td></td>
</tr>
</tbody>
</table>
### EDEE 653: Theories and Strategies for Developing Literacy

<table>
<thead>
<tr>
<th>Instructor's Name:</th>
<th>Dr. Kelley Mayer White, Ph. D.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting Time and Place:</td>
<td></td>
</tr>
<tr>
<td>Office Hours:</td>
<td></td>
</tr>
<tr>
<td>Office Location:</td>
<td>86 Wentworth, #230</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:whitekm@cofc.edu">whitekm@cofc.edu</a></td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course examines 21st-century definitions and conceptualizations of &quot;reading&quot; and &quot;text&quot; through theories, methods, strategies and materials in teaching communication skills to early childhood and elementary school students. Aspects of listening, speaking, reading, writing, and viewing will be explored. Topics include literacy processes, supporting classroom diversity and meeting students' instructional literacy levels.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>EDEE 640 (EL) or EDEE 617 (EC)</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>All teacher preparation programs in the School of Education, Health and Human Performance (SOEHP) are guided by a commitment to Making the Teaching Learning Connection through three elements of teacher competency which are at the heart of the SOEHP Conceptual Framework: 1) understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help develop the knowledge, skills, and dispositions necessary to become an effective teacher.</td>
</tr>
</tbody>
</table>

#### Understanding and Valuing the Learner
1. Demonstrate a thorough knowledge of the developmental process of literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOE Standard II).
2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEC/EC 4 & 4a-c; SOE Standard II).
3. Demonstrate knowledge and understanding of first and second language development to design literacy programs and strategies that are effective and build on students’ skills and backgrounds (NCATE 1, 2b & 3a-e; NAEC/EC 1, 4 & 4a-c; SOE Standard I, II, III).
4. Design assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design instruction (NCATE 4 & 3a-e; NAEC/EC 3 & 4a-4b; SOE Standard VI).
5. Demonstrate an understanding of the different preconceptions, misconceptions that a student may exhibit and how these should be addressed instructionally.

#### Knowing what and how to teach and assess and how to create an environment in which learning occurs
1. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children’s literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEC/EC 4 & 4a-c; SOE Standard III).
2. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEC/EC 4b & 4a-c; SOE Standard III).
3. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; SOE Standard III & VI).
4. Demonstrate one of the following teaching strategies and identify its strengths, weaknesses, and helpful hints for using it: lecture, lecture/discussion, role play, brainstorming, buzz groups, panel discussions, debate, cooperative learning, problem solving/decision making, self appraisal/health inventories, student presentations, field trips, demonstrations, and guest speakers.

**Understanding Yourself As A Professional**
1. Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; SOE Standard V.)
2. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; SOE Standard V.
3. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).
4. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).
5. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II, III, V).

<table>
<thead>
<tr>
<th>SOEHHP Professional Dispositions:</th>
<th>Disposition:</th>
<th>How it is expressed in this course:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Belief that all students can learn.</td>
<td>Participation in class discussions, lesson planning, course projects.</td>
</tr>
<tr>
<td></td>
<td>Value and respect for individual differences.</td>
<td>Participation in class discussions, lesson planning, reflections.</td>
</tr>
<tr>
<td></td>
<td>Value of positive human interactions.</td>
<td>Participation in class discussions and during book club meetings.</td>
</tr>
<tr>
<td></td>
<td>Exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas.</td>
<td>Book club meetings, class participation and discussions, course projects.</td>
</tr>
<tr>
<td></td>
<td>Dedication to inquiry, reflection, and self-assessment.</td>
<td>Performance on quizzes, course projects, commitment to readings, reflections.</td>
</tr>
<tr>
<td></td>
<td>Value of collaborative and cooperative work.</td>
<td>Book club meetings, class discussions and activities.</td>
</tr>
<tr>
<td></td>
<td>Sensitivity toward community and cultural contexts.</td>
<td>Lesson planning, course projects, class participation and discussions, book club meetings.</td>
</tr>
<tr>
<td></td>
<td>Engagement in responsible and ethical practice.</td>
<td>Performance on quizzes, participation in class discussions and activities, interactions with professor, guest speakers, and peers in class (and in the field.)</td>
</tr>
<tr>
<td></td>
<td>Development of professional mastery over time.</td>
<td>Performance over time, reflections, participation in class discussions and activities, performance on quizzes.</td>
</tr>
</tbody>
</table>

**Course Text:**

**Required:**

**Book Club texts:**

Course Assignments:

**Participation:** Quality, excellence, and depth are expected in your work and in your interactions with classmates and the instructor. Consistent preparation and attendance are expected, as is active participation and engagement in class discussions, book club meetings, and activities. Members of the class bring a rich diversity of backgrounds, interests, and experiences to class discussions. Much can be learned by listening to others' ideas, questioning those ideas and sharing your own ideas. Absence from class, tardiness and/or leaving early will affect your participation grade. **You must arrive to class on time, stay for the entire class, and participate actively (see below) to get full credit for participation each night.** (22 points possible = 11 classes x 2 points each)

<table>
<thead>
<tr>
<th>Exceeds Target</th>
<th>Target</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>1</td>
<td>0</td>
</tr>
</tbody>
</table>

- Actively supports, engages, and listens to peers; arrives on time to class and is fully prepared; plays an active role in discussion; comments advance role in discussions; group dynamic and level of discussion are consistently better because of the student's perspective.
- Actively supports, engages, and listens to peers; arrives to class mostly prepared; plays an active role in discussions; comments advance role in discussions.
- Interacts with peers infrequently; participates somewhat constructively in discussion; makes few relevant comments.

**Minilesson:** You will prepare and teach a minilesson to the class (no longer than 15 minutes in length). See pages 51-52, 358, and 448 in your textbook for information on minilessons. Additional resources and samples will be provided on OAKS. Your minilesson should be connected to a text (a children's book, selected passage from a chapter book, poem, newspaper article, piece of writing, etc.) and should follow the format described in class. You will be provided with a selection of topics to choose from. On your assigned date, please prepare a lesson plan to hand in to the instructor and be prepared to teach the lesson to your classmates. Your lesson plan should include a title, learning objective, a brief summary of the text, materials needed, and procedures. You must also include a complete reference for the text using APA style. An electronic copy of your plan should be uploaded to the OAKS group locker for the rest of the class to access. My hope is that by the end of the semester, you will have compiled a collection of effective minilessons for use in your future teaching. (30 points)

<table>
<thead>
<tr>
<th>Exceeds Target</th>
<th>Target</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>9-10 pts.</td>
<td>7-8 pts.</td>
<td>0-5 pts.</td>
</tr>
</tbody>
</table>

- Demonstrates thorough understanding of the mini lesson format.
  - Lesson is thoughtfully connected to a text.
  - Candidate models use of strategy while “thinking aloud.”
  - Lesson includes plan for guided and independent practice.
  - Appropriate feedback is provided to students during guided practice.
  - Students are asked to summarize and/or reflect on what was learned at the end of the lesson.
- Demonstrates understanding of the mini lesson format and content of the lesson.
  - Lesson is connected to a text.
  - Candidate models use of strategy while “thinking aloud.”
  - Lesson includes plan for guided and independent practice.
- Demonstrates little understanding of the mini lesson format and content of the lesson.
  - Lesson is developmentally appropriate.
<table>
<thead>
<tr>
<th>Demonstrates thorough understanding of lesson content.</th>
<th>Is prepared and organized.</th>
<th>Unprepared and unorganized.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson is developmentally appropriate and highly engaging.</td>
<td>Is quite obviously prepared and organized.</td>
<td>Plan was prepared poorly. Contains more than two errors.</td>
</tr>
<tr>
<td>Is quite obviously prepared and organized.</td>
<td>Plan includes most of the required information. One or two errors are present.</td>
<td></td>
</tr>
<tr>
<td>Plan is well-written and includes all required information. Writing is error-free.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategy Showcase:** You will choose one instructional strategy from a list of choices presented in class. You will become an expert on this instructional strategy by consulting resources in your textbook, as well as at least one outside source (journal article, book chapter, website, etc.). On your assigned date you will be asked to teach your classmates how to use the strategy. You should prepare to demonstrate the strategy in some way and/or show a short video of the strategy in use. You should plan to present for 15-20 minutes and should use some type of technology (PowerPoint, Prezi, VoiceThread, etc.) within your presentation. (30 points)

<table>
<thead>
<tr>
<th>Exceeds Target 9-10 pts.</th>
<th>Target 7-8 pts.</th>
<th>Unacceptable 0-5 pts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates thorough understanding of strategy.</td>
<td>Demonstrates understanding of strategy.</td>
<td>Demonstrates little to no understanding of strategy.</td>
</tr>
<tr>
<td>Discusses how the strategy effectively meets diverse needs of students.</td>
<td>Models strategy appropriately for classmates.</td>
<td></td>
</tr>
<tr>
<td>Models strategy thoughtfully and appropriately for classmates.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is quite obviously prepared and organized.</td>
<td>Is prepared and organized.</td>
<td>Is not prepared or organized.</td>
</tr>
<tr>
<td>Presentation is engaging because audience is involved in some way.</td>
<td>Presentation is engaging.</td>
<td>Technology is not used.</td>
</tr>
<tr>
<td>Technology is used in a way that enhances presentation.</td>
<td>Technology is used effectively.</td>
<td></td>
</tr>
<tr>
<td>Consults and shares at least one credible outside resource on the topic with classmates.</td>
<td>Consults at least one credible outside resource.</td>
<td>Does not consult an outside resource.</td>
</tr>
</tbody>
</table>

**Online Quizzes:** Quizzes will address content from the readings, lectures, and in-class activities. Two quizzes will be given via OAKS (see course schedule). Each will be worth 30 points. The response format will vary and may include multiple choice, matching, short answer, and essay questions. These quizzes are "closed book". In other words, you are not to use your textbook or class notes to find the answers and are "on your honor" in completing each quiz. It is recommended that you read assigned chapters thoroughly and review your notes from previous class sessions to study for each quiz before taking it. (60 points)

**Book Club Workshop:** This semester you will be participating in a book club with several of your classmates. Upon completion of the book club, your group will choose a topic and prepare a 20-30 minute workshop for your classmates. The workshop provides an opportunity for your group to share what was learned with your classmates (who may not have read the same book). The workshop should include suggestions/strategies for effective teaching of the topic chosen, as well as a list of 4-5 additional resources teachers might consult on the topic (either in print or on-line). The workshop should be interactive and the presenters should involve the audience in some way (discussion, activity, etc.). See rubric for more information. (90 points)

**Electronic Literacy Portfolio:** You will create a portfolio to demonstrate what you’ve
learned about literacy instruction across the semester. You should cite sources throughout this portfolio where appropriate to support your ideas. You will be required to create the portfolio electronically, but have a choice in how to create it (blog, PowerPoint, website, wiki, VoiceThread, Google site, etc.). The portfolio should contain five sections: 1) Literacy Teaching Philosophy 2) Classroom Layout & List of Key Materials with Rationale/Description 3) Daily Schedule with Rationale 4) Lesson Planning and 5) Reflection. Feedback will be provided by the instructor as well as by your peers on several sections before the portfolio is graded at the end of the semester (see course schedule). You are HIGHLY encouraged to use the feedback to revise the portfolio before handing in the final. See detailed assignment description and rubric for more information. (90 points)

**Evaluation Criteria:**
- Participation ........ 22 points
- Mini-lesson ............ 30 points
- Showcase ............... 30 points
- Quizzes .................. 60 points
- Workshop ............... 90 points
- Portfolio ............... 90 points
- TOTAL ................... 322 points

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>% Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>B</td>
<td>83 - 92</td>
</tr>
<tr>
<td>C</td>
<td>74 - 82</td>
</tr>
<tr>
<td>F</td>
<td>Below 73</td>
</tr>
</tbody>
</table>

**Attendance Policy:** This is an intensive demonstration methods class. You need to be here. **No more than ONE absence is allowed.** MORE THAN one absence results in a “WA” which converts to an F. Prompt arrival to class is also important. Excessive tardiness (arriving multiple times more than 15 minutes late) and/or leaving class early (leaving multiple times more than 15 minutes early) will result in a “WA” for the course which converts to an F.

**Accommodations:** In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to reasonable accommodations. Please notify the instructor during the first week of class if any accommodations are needed for the course.

**Honor Code:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved. Incidents where the instructor determines the student’s actions are clearly related to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file. Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor. Students can find the complete Honor Code and all related processes in the Student Handbook.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments due</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 9</td>
<td>Course overview and introduction; Becoming an effective teacher of literacy; Reading and writing processes</td>
<td>Tompkins, Ch. 1 &amp; 2</td>
<td>Order book for book club!</td>
</tr>
<tr>
<td>May 14</td>
<td>Theories behind effective literacy instruction; Assessment</td>
<td>Tompkins, Ch. 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assigned chapter from Lenses on Reading</td>
<td></td>
</tr>
<tr>
<td>May 16</td>
<td>Concepts of print; Modes of reading and writing</td>
<td>Tompkins, Ch. 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 21</td>
<td>Decoding, Phonemic Awareness &amp; Phonics</td>
<td>Tompkins, Ch. 5</td>
<td>Bring a draft of your philosophy to class!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 1 becomes available after class!</td>
</tr>
<tr>
<td>May 23</td>
<td>Decoding, Phonemic Awareness &amp; Phonics; Fluency</td>
<td>Tompkins, Ch. 6</td>
<td>Quiz 1 due by 5:00 p.m. today!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 30</td>
<td>Vocabulary; Prior knowledge</td>
<td>Tompkins, Ch. 7</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 4</td>
<td>Comprehension – Reader factors; Interactive read alouds</td>
<td>Tompkins, Ch. 8</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 6</td>
<td>Comprehension – Text factors; Guided reading</td>
<td>Tompkins, Ch. 9</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>June 11</td>
<td>Organizing for instruction; Classroom design and daily schedules</td>
<td>Tompkins, Ch. 10</td>
<td>Bring a draft of your lesson plan(s) to class!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 2 becomes available after class!</td>
</tr>
<tr>
<td>June 13</td>
<td>Literacy stations; Differentiation; Diverse learners</td>
<td>Tompkins, Ch. 11</td>
<td>Bring a draft of your classroom layout and daily schedule to class!</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Quiz 2 due by 5:00 p.m. today!</td>
</tr>
<tr>
<td>June 18</td>
<td>Reading and writing in the content areas; Writing Workshop</td>
<td>Tompkins, Ch. 12</td>
<td>PORTFOLIO DUE!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assigned video</td>
<td></td>
</tr>
</tbody>
</table>

**Book Club Workshops**
College of Charleston

EDFS 654

Human Growth and Development and the Educational Process

Class Hours and Location: Monday 7:00-9:45 p.m; Education Center (ECTR) 216

Instructor: Laura L. Brock, Ph.D.

Contact Information: brockll@cofc.edu, phone 953-8058

Office Location: 86 Wentworth #220

Office Hours: Thursdays 11-4 and by appointment


Course Description: The study of the general principals of lifelong human growth and development from conception through death as they relate to the educational and learning theories of physical, social, personality and cognitive development. This course and its content is highly related to the College of Charleston Teacher Education Department Teaching and Learning Standard I which emphasizes theoretical and practical understandings of the ways learners develop. (3 graduate credit hours)

Course Objectives with School of Education and Council for Exceptional Children Standards Assessed:

1. Describe the value of human growth and development study and the implications of research in this field for educators (Standards I, VI, and VII)

2. Identify the basic feature of the study of lifelong human growth and development (Standards I, III and VII)

3. Discuss developmental patterns exhibited by differing economic, social, racial, ethnic and religious groups and discuss the implications of these differences for teaching students from diverse, multicultural backgrounds (Standard I)

4. Identify and discuss the unique learning and behavioral characteristics of persons with exceptionalities (Standard I); understand the causes and consequences of internalizing and externalizing behavior patterns that contribute to bullying, aggression, and harassment as well as effective interventions for teachers and schools (SSCA).

5. Describe the developmental stages of the following components of human growth and development, infancy through adulthood: language, cognitive, physical, social and emotional (Standard I)
6. Compare and contrast the assumptions and structures of psychological and sociological theories of human growth and development as they relate to teaching in the areas of language, cognition, emotion, socialization and physical development of students from diverse backgrounds (Standard I)

7. Explain the impact of effective and ineffective teaching on the language, cognitive, emotional, social and physical growth of students with various learning styles (Standard I)

8. Identify and evaluate specific learning experiences for students based on teaching/learning theories which facilitate optimal language, cognitive, physical, emotional and social growth of all students (Standard I)

9. Develop guidelines for applying teaching/learning theories in classrooms which focus on the development of optimal language, cognitive, physical, social and emotional growth of all students (Standards I, VI and VII)

10. Describe family systems and the role of families in abuse, neglect, death, divorce, substance abuse and other stressors that can have implications for human growth and the learning process (Standard I)

11. Describe how the family, individual development and educational processes impact career choices across the life span (Standard I, EEDA)

12. Identify and use resources including the family, library, and community and technology that can assist in planning and implementing instructional strategies that address issues of life span development (Standards I and VII)

13. Describe typical changes in children's health needs and interests, appropriate motor skill development and movement education experiences. Provide a rationale for the inclusion of daily physical activity.

14. Outline a model for the comprehensive school health program and explain the three divisions: school health services, school health environment, and school health education.

Major Topics:

- Cognitive Development
- Social Development
- Emotional Development
- Moral Development
- Bioecological Model
- Sociocultural Theory
- Heredity and Environment
- Prenatal Development
- Infant Development
- Toddler Development
- Early Childhood
- Development
- Health and School Health
- Middle Childhood
- Adolescence
- Early Adulthood
- Middle Adulthood
- Late Adulthood
- Death and Dying
Grading Scale:

- A 93-100%
- B+ 88-92%
- B 83-87%
- C+ 78-82%
- C 74-77%
- D 70-73%
- F 0-69%

Evaluation

- 5 Quizzes @ 5% each = 25%
- 4 Reflections @ 5% each = 20%
- Research Paper (including abstract/outline & rough draft) = 40%
- Peer-Reviewed Poster Symposium = 10%
- Active Participation = 5%

Optional 5th Reflection = up to 2% extra credit

Assignment Description and Protocol:

1. **Quizzes:** Throughout the course you will take 5 quizzes on the OAKS website. You can anticipate 15 multiple-choice questions per quiz. These quizzes are meant to reinforce your learning from the readings and in class. You will take the quizzes outside of the classroom; quizzes are open-book and you may work collaboratively with peers. Giving answers to others is a violation of our College of Charleston Honor Code. You must complete the online quiz by 7pm Monday the week the quiz is due; extensions are not available. Each quiz accounts for 5% of your final grade, for a total of 25% of your final grade.

2. **Reflections:** Throughout the course, you will be required to turn in 4 reflection papers. Each reflection should be 1-2 pages in length. Reflections can be casual in tone and a place to share ideas and insights or even questions. The first reflection will be an autobiography that helps me know where you are coming from and where you would like to be. For the subsequent reflections you will find on the OAKS website there will be a reflections folder with dozens of readings for you to choose from. Please select one article to read, write a brief summary of the article, followed by your thoughts and ideas as a future teacher. Readings vary in length from 3 pages to 60 pages. For long readings, please feel free to choose one area to focus on or skim sections that seem less interesting. For the 4th reflection, you may choose from the list or select your own reading. The goal of this set of assignments is to help provide you with relevant, recent, high quality research to eventually incorporate into your research paper, if you desire. Reflections must be submitted in electronic format in the OAKS drop box at 7pm Monday the week the reflection is due. Each reflection accounts for 5% of your final grade, for a total of 20% of your final grade. You may submit an optional 5th reflection for up to 2% extra credit on your final grade.

3. **Research Paper:** A formal research paper is a required component of this course. Your research paper should include some aspect of child or adolescent development applied to the classroom or students ranging from preschool through 12th grade. There are several stages to this assignment: Topics will be chosen and approved early in the semester, then: a) an abstract and outline with 3 references in APA format will be submitted in electronic format in the OAKS drop box; b) a first draft of your 8-10 page paper will be submitted in electronic format in the OAKS drop box with 6 references in APA format; c) the final version of your paper will be submitted electronically on the OAKS website by the due date. Research paper accounts for 40% of your final grade (10% outline, 10% rough draft, 20% final).
4. **Peer-Reviewed Poster Symposium**: As a future professional educator, you will present your research paper in a format that is typical at education research conferences: You will create a poster and accompanying handout that will inform your peers of your topic area and practical implications for practitioners (i.e., your research paper). Poster Symposium accounts for 10% of your final grade.

5. **Active Participation**: We have plenty to accomplish this semester and we will be covering many intriguing and controversial topics. Class will be much more engaging if you share your opinions and ideas. Active participation also describes respectful listening to alternative perspectives. Each week you will earn ‘participation points’ by actively participating in discussions and activities. Conversely, you can’t earn participation points for the week if you are absent, tardy, texting, or checking e-mail, etc. Per College rules, more than 2 absences requires you be removed from the class roll. Active participation accounts for 5% of your final grade.

All students are expected to follow the College of Charleston Honor Code which can be found in the Student Handbook at [http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html).

### Class Schedule and Assignment Deadlines

<table>
<thead>
<tr>
<th>Date</th>
<th>Reading from Text</th>
<th>Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug 28</td>
<td>Introduction to Course</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch # 1: Introduction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch #2: Theories of Development</td>
<td></td>
</tr>
<tr>
<td>Sept 4</td>
<td>Ch #2: Theories of Development</td>
<td>Reflection # 1: Autobiography</td>
</tr>
<tr>
<td></td>
<td>Ch #3: Heredity &amp; Environment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch #4: Prenatal Development &amp; Birth</td>
<td></td>
</tr>
<tr>
<td>Sept 11</td>
<td>Ch #5: The First 2 Years: Biosocial Development</td>
<td>Reflection # 2: Choose Reading From Folder</td>
</tr>
<tr>
<td></td>
<td>Ch #6: The First 2 Years: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>Sept 18</td>
<td>Ch #6: The First 2 Years: Cognitive Development</td>
<td>Reflection # 3: Choose Reading from Folder</td>
</tr>
<tr>
<td></td>
<td>Ch #7: The First 2 Year: Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>Sept 25</td>
<td>Ch #8: Early Childhood: Biosocial Development</td>
<td>Quiz 1: Ch#1 to Ch #7</td>
</tr>
<tr>
<td></td>
<td>Ch #9: Early Childhood: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>Oct 3</td>
<td>Ch #9: Early Childhood: Cognitive Development</td>
<td>Reflection # 4: Select your Own Reading or from Folder</td>
</tr>
<tr>
<td></td>
<td>Ch #10: Early Childhood: Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>Oct 10</td>
<td>Ch # 11: Middle Childhood: Biosocial Development</td>
<td>Quiz 2: Ch #8-10</td>
</tr>
<tr>
<td></td>
<td>Ch # 12: Middle Childhood: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>Oct 17</td>
<td>FALL BREAK</td>
<td></td>
</tr>
<tr>
<td>Oct 24</td>
<td>Ch # 12: Middle Childhood: Cognitive Development</td>
<td>Paper Topic &amp; Structured Outline</td>
</tr>
<tr>
<td></td>
<td>Ch #13: Middle Childhood: Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>Oct 31</td>
<td>WRITING DAY</td>
<td></td>
</tr>
<tr>
<td>Nov 7</td>
<td>Ch #14: Adolescence: Biosocial Development</td>
<td>Quiz 3: Ch #11-13</td>
</tr>
<tr>
<td></td>
<td>Ch #15: Adolescence: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td>Nov 14</td>
<td>Ch #15: Adolescence: Cognitive Development</td>
<td>First Draft of Research Paper</td>
</tr>
<tr>
<td></td>
<td>Ch #16: Adolesence: Psychosocial Development</td>
<td></td>
</tr>
<tr>
<td>Nov 21</td>
<td>Ch #17: Early Adulthood: Biosocial Development</td>
<td>Quiz 4: Ch #14-16</td>
</tr>
<tr>
<td></td>
<td>Ch #18: Early Adulthood: Cognitive Development</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ch #19: Early Adulthood: Psychosocial Development</td>
<td></td>
</tr>
</tbody>
</table>
| Nov 28 | Ch #20: Middle Adulthood: Biosocial Development  
|        | Ch #21: Middle Adulthood: Cognitive Development  
|        | Ch #22: Middle Adulthood: Psychosocial Development  
|        | Ch # 23: Late Adulthood: Biosocial Development  
|        | Ch #24: Late Adulthood: Cognitive Development  
|        | Ch #25: Late Adulthood: Psychosocial Development  
|        | Epilogue: Death & Dying  
| Final Draft of Research Paper & Optional Reflection # 5 **Deadline** |
| Dec 5 | Peer-Reviewed Poster Symposium  
| Quiz 5: Ch #17-Epilogue |