"To achieve excellence by guiding individuals as they become professionals. . . "

Online Master of Arts in Teaching Secondary Mathematics and Science Handbook
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Introduction

The Master of Arts in Teaching (M.A.T.) Secondary Mathematics and Science is an online degree offered cooperatively by four institutions: Columbus State University, Georgia Southern University, Kennesaw State University, and Valdosta State University, all fully accredited institutions in the University System of Georgia\(^1\). This program targets career changers who are interested in entering the teaching profession and who possess the prerequisite educational background in science, technology, engineering, mathematics, or a related field. Teacher certification options available through this degree include Mathematics, Biology, Chemistry, Physics, and Earth/Space Science at the secondary level (i.e., certification in grades 6-12).

This innovative degree program combines online coursework with practicum experiences in both middle and secondary schools and leads to initial certification at the T-5 level (i.e., the letter “T” indicates that the certificate is in a teaching field and the number “5” indicates that the candidate’s highest degree is a master’s degree recognized by the Georgia Professional Standards Commission). The 39-hour program is based on the Georgia Framework for Teaching which supports six domains:

- Content & curriculum
- Knowledge of students & their learning
- Learning environments
- Assessment
- Planning & instruction
- Professionalism.

The indicators in the framework serve as the program outcomes. These competencies are embedded in courses, and candidates are expected to demonstrate that they can meet the competencies primarily in two performance-based courses: Practicum and Student Teaching or Teaching Internship (see Appendix E for Alignment of M.A.T. Courses with Georgia Framework for Teaching).

All coursework and assignments are completed online. Some courses require 30-90 hours of field experience within the grades 6-12 setting. Candidates who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms. Field experience is required in grades 6-8 and grades 9-12 and must include experiences in diverse settings. Student teaching is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing.

Individuals choose the online M.A.T. in Secondary Mathematics and Science Education because of its accreditation, quality, and fit with their busy lifestyles. Classes are offered each Fall, Spring, and Summer semester, permitting students to complete the program in six consecutive semesters. Students may enter the program during fall semester only. The program follows a 15-week semester schedule for Spring and Fall Semester and a modified schedule for Summer Semester.
The online M.A.T. in Secondary Math and Science Education was approved by the Georgia Professional Standards Commission in March 2009.

1 For a map of Georgia showing the location of the 35 colleges and universities of the University System of Georgia, see Appendix K.
Online Learning

Before starting an online program at Columbus State University, you will need to see if distance education is a good fit for you and your learning style. In online courses, you will need to be able to perform basic computer functions such as creating, saving, and managing files on a computer; downloading files; attaching files to e-mail messages; opening files attached to incoming e-mail; and navigating the Internet. Furthermore, in an online course, it is important to be self-motivated and disciplined in your studies. You must set aside time each week to work on the activities and assignments for the course. In a typical three credit hour course, you should be online several times a week, checking on course information, participating in online discussions and group activities, and completing assignments for the week.

The SmarterMeasure Learning Readiness Indicator is a web-based tool which assesses a learner's likelihood for succeeding in an online learning program. Using a sequence of activities, this assessment tool measures the degree to which students possess the traits needed for success in studying at a distance and/or in a technology rich course. SmarterMeasure includes six major assessment components that measure:

- On-screen Reading Rate and Recall
- Technical competency
- Individual attributes
- Life factors
- Preferred learning styles
- Typing speed and accuracy

Upon completion of SmarterMeasure you will receive a score report which will not only help you understand your strengths and opportunities for improvement, but will also provide resources to help you succeed. **Completion of this assessment is required prior to registering for online classes at CSU.** You will need to complete the SmarterMeasure assessment after being admitted to CSU and receiving your CSU e-mail address.

To take the SmarterMeasure assessment, click [here](#) and follow the instructions provided.
Admission Requirements

Admission requires:

- A bachelor's degree in a related field as defined by Georgia Professional Standards Commission (PSC) or 26-44 hours of approved content coursework from a regionally accredited institution in the intended field of certification (see Appendix A for list of related fields and list of approved content courses);
- Minimum combined GPA of 2.5 on all undergraduate and graduate coursework;
- Passing score on the GACE Basic Skills Tests\(^1\) [Reading (200), Mathematics (201), Writing (202)] or exemption through satisfactory scores on the SAT, ACT, GRE, or having a masters degree or above from a PSC-accepted accredited institution

**GACE Basic Skills Exemption Scores**
- SAT – 1000 (combination of Verbal and Math scores)
- ACT – 43 (combination of English and Math scores)
- GRE – Combined score of 1030 (Verbal and Quantitative) on tests taken before August 1, 2011 or combined score of 297 (Verbal and Quantitative) on tests taken after August 1, 2011

- Passing scores on the GACE content examinations\(^3\) required in the intended teacher certification field;
- Criminal background check;
- Suitability for teaching as determined through the admissions process.

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\(^1\) The Georgia Assessment for the Certification of Educators (GACE) is the educator licensure assessment in Georgia. The purpose of the GACE is to help ensure that candidates have the knowledge and skills needed to perform the job of an educator in Georgia's public schools. All GACE assessments are aligned with the state standards for the P-12 curriculum, which are the Georgia Performance Standards (GPS), and with state and national content standards. Additional GACE Content examination information can be found at [http://www.gace.vesinc.com/GA3_testselection.asp](http://www.gace.vesinc.com/GA3_testselection.asp).

\(^2\) If an individual passed all three parts of the Praxis I or posted a composite score of 526 on the three tests prior to March 5, 2007, he or she is exempt from the GACE Basic Skills Tests.
Required GACE content exams:

<table>
<thead>
<tr>
<th>Certification Field</th>
<th>Required GACE Content Tests</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Test I (026)</td>
</tr>
<tr>
<td></td>
<td>Test II (027)</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Test I (028)</td>
</tr>
<tr>
<td></td>
<td>Test II (029)</td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>Test I (024)</td>
</tr>
<tr>
<td></td>
<td>Test II (025)</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Test I (022)</td>
</tr>
<tr>
<td></td>
<td>Test II (023)</td>
</tr>
<tr>
<td>Physics</td>
<td>Test I (030)</td>
</tr>
<tr>
<td></td>
<td>Test II (031)</td>
</tr>
</tbody>
</table>

Note: Praxis II or TCT Tests passed prior to March 5, 2007, in certification content fields are valid and may be used in place of the GACE content tests. A candidate may not combine a Praxis test score with a GACE test score to meet the testing requirement in a content field. All tests within a GACE assessment (or Praxis, if taken before March 5, 2007) must be passed.

LiveText Requirement

Beginning Fall 2012, CSU will begin moving to a new electronic data management system, LiveText. All students enrolled in the Online MAT program in Math and Science will be required to purchase a LiveText account and will submit artifacts from their methods and practicum classes, as well as student teaching/internship, in LiveText. LiveText is used by the university to maintain our accreditation and to demonstrate the quality of our academic programs and to improve teaching and learning. As a student, you have the option to use your account for secure online storage of your academic work and to create digital documents such as electronic portfolios or reflective journals which can be shared.

You can purchase your account online with a credit or debit card at www.livetext.com for $113.00. LiveText will be a required resource in several courses throughout your program and you can use the same account for any course that requires it for up to five years; so you only need to purchase the account one time. After five years, you can extend your membership for your personal use. Students who are planning to graduate within nine months or less may purchase the one-year membership for $60.00. If you already have an active LiveText account, you do not need to purchase another one.
Online Master of Arts in Teaching in Mathematics & Science

Cooperative Degree
Columbus State University (CSU) – Georgia Southern University (GSO)
Kennesaw State University (KSU) – Valdosta State University (VSU)

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Taught by</th>
<th>Course # and Title</th>
<th>Credit Hours</th>
<th>Field Exper. Hours**</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area 1: Transitioning into Teaching (9 hours)</strong> – Required of students in all degree options.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transition to Teaching Syllabus</td>
<td>CSU</td>
<td>EDMS 6105 Transition to Teaching</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Fall course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classroom Management Syllabus</td>
<td>CSU</td>
<td>EDMS 6272 Classroom Management</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Spring course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge of Students Syllabus</td>
<td>KSU</td>
<td>EDMS 6115 Knowledge of Students</td>
<td>3</td>
<td>60</td>
</tr>
<tr>
<td>Fall course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| **Area 2: Enhancing Student Learning (12 hours)** |           |                                              |              |                     |
| Content Methods (Courses in Area 1 should be completed prior to enrolling in methods course) – Select one | CSU       | EDMT 6215 Methods in Teaching Secondary Mathematics | 5            | 0                   |
| Math Methods Syllabus                       |           |                                              |              |                     |
| Science Methods Syllabus                    |           |                                              |              |                     |
| Fall course                                 | CSU       | EDSC 6215 Methods in Teaching Secondary Science | 5            | 0                   |
| Practicum Syllabus                          |           |                                              |              |                     |
| Fall course                                 | CSU       | EDMS 6216 Teaching Practicum                 | 2            | 90                  |
| Assessment Syllabus                         | VSU       | EDMS 6001 Assessment for Instruction         | 3            | 30                  |
| Spring course                               |           |                                              |              |                     |
| Technology as a Teaching and Learning Tool Syllabus | CSU       | EDMS 6474 Technology as a Teaching and Learning Tool | 2            | 0                   |
| Summer course                               |           |                                              |              |                     |

| **Area 3: Emerging Teacher (9 Hours)** |           |                                              |              |                     |
| Student Teaching Syllabus or Internship Syllabus | CSU       | EDMS 6485 Student Teaching                   | 9            | 600                 |
| Fall or Spring course                       |           | EDMS 6698 Internship                         | 9            | 600                 |

| **Area 4: Advanced Teacher (9 Hours)*** |           |                                              |              |                     |
| Guided Elective Summer course               | CSU       | EDMS 6116 Research in Education - Syllabus   | 3            | 0                   |
| Guided Elective – Approved by CSU advisor   | All       | CSU requires an approved content course (math/science) | 3            | 0                   |

**Becoming an Advanced Teacher Syllabus**

| Summer course | GSO     | EDMS 6131 Becoming an Advanced Teacher       | 3            | 0                   |
|               |         |                                              |              |                     |

| Totals        |         |                                              | 39           | 900                 |

See Appendix B for course descriptions and Appendix L for sample syllabi.  
*Updated July 2010*
Class Scheduling

Classes are offered each Fall, Spring, and Summer semester, permitting candidates to complete the program in six consecutive semesters. Beginning August 2009, candidates may enter the program in fall semester only. The program follows a 15-week semester schedule for Fall and Spring Semesters and a modified schedule for Summer Semester.

Below is a sample two-year schedule for a candidate entering the program in the fall.

**Fall, Year 1**
EDMS 6105 Transition to Teaching (3) – 60 hour field experience
EDMS 6115 Knowledge of Students (3) – 60 hour field experience

**Spring, Year 1**
EDMS 6272 Classroom Management (3) – 60 hour field experience
EDMS 6001 Assessment for Instruction (3) – 30 hour field experience

**Summer, Year 1**
EDMS 6474 Technology as a Teaching and Learning Tool (2)
Elective (3)

**Fall, Year 2**
EDMS 6215 Math Methods or EDSC 6215 Science Methods (5)
EDMS 6216 Teaching Practicum (2) – 90 hour field experience

**NOTE:** These courses may not be taken during the first semester of enrollment in the program. Area 1: Transition to Teaching coursework (EDMS 6105, EDMS 6115, and EDMS 6272) must be completed prior to enrolling in a methods course.

**Spring, Year 2**
EDMS 6485 Student Teaching or EDMS 6698 Internship (9)

**NOTE:** All Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning coursework must be completed prior to enrolling in student teaching or internship.

**Summer, Year 2**
EDMS 6131 Becoming an Advanced Teacher (3)
Elective (3)
Field Experiences

Some courses in the program require 30-90 hours of field experience within the grades 6-12 setting. Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). Student teaching or internship is one full semester (15 weeks) and requires candidates to work full-time in a grades 6-12 classroom in their certification field. All field experiences (including student teaching or internship) must be completed in a regionally accredited school. Cooperating teachers must hold a clear renewable teaching certificate in the candidate's intended field of certification and have three or more years of teaching experience. Candidates must have access to Webcam software and hardware to enable remote classroom observation and conferencing. **Candidates who are working full-time in a 6-12 classroom will not be able to complete all field experience hours in their own classrooms.**

Field experience is required in grades 6-8 and grades 9-12 and must include experiences in diverse settings (*i.e.*, **settings with exceptional populations and students from different ethnic, racial, gender, and socioeconomic groups**) in a regionally accredited school. A minimum of 30 hours of field experience must be completed at each grade band level (grades 6-8 and 9-12) during the program. In addition, candidates must complete field experiences in two different types of schools. Schools are classified as A, B, C, or D based on the number of students receiving free or reduced lunch. Candidates must spend a minimum of 30 hours in an A or B school (*i.e.*, 0-50% free or reduced lunch) and a minimum of 30 hours in a C or D school (*i.e.*, 51-100% free or reduced lunch).

For the Transition into Teaching courses (EDMS 6105, EDMS 6272, and EDMS 6115), candidates are required to complete 60 hours of field experience for each course. For example, if candidates take two of these courses (*e.g.*, EDMS 6105 and EDMS 6272) in the same semester, they must complete a total of 120 hours of field experience. Field experiences are also required in EDMS 6216 Teaching Practicum (90 hours) and EDMS 6001 Assessment for Instruction (30 hours). These field experiences will be coordinated by the universities offering the courses. Instructors will provide information about related assignments and other field experience requirements. Candidates should contact the Field Placement Coordinator of their home institution for assistance with school placements. Contact information is provided in Appendix C.

When planning schedules and registering for courses, candidates should take into consideration the number of field experience hours required for each course. Individuals who are already teaching will be responsible for working with their principals and making arrangements to be able to complete field experience hours outside of the schools in which they teach.

See the following page for descriptions of the field experiences required in this program.
Description of Field Experiences

Field experiences are, whenever possible, to be in math or science (the candidate's own certification field). A limited number of non-classroom experiences (e.g., IEP meetings, school club meetings related to the discipline, and department planning meetings) may, at the discretion of the instructor, also be applied to field experience hours.

<table>
<thead>
<tr>
<th>Course</th>
<th>Clock Hours</th>
<th>Nature of Field Experience</th>
</tr>
</thead>
</table>
| EDMS 6105 Transition to Teaching | 60          | 30 hours in a middle school and 30 hours in a high school observing, assisting, and tutoring.  
Candidates who are already teaching must complete 60 hours outside of their own classrooms. Thirty of the 60 hours must be in another school at a different grade level (e.g., if teaching at the high school level, 30 hours must be spent in a middle school). |
| EDMS 6272 Classroom Management | 60          | 60 hours in a middle or high school observing and assisting with classroom management.  
Candidates who are already teaching may complete 45 of the 60 hours in their own classrooms. Fifteen hours must be spent outside of candidates’ own classrooms observing classroom management strategies of other teachers. |
| EDMS 6115 Knowledge of Students | 60          | 60 hours in a middle or high school observing, assisting, and tutoring. Placement must include a setting serving exceptional populations.  
Candidates who are already teaching may complete the 60 hours in their own classrooms if they serve exceptional populations (e.g., candidate teaches at least one inclusion class). |
| EDMS 6216 Teaching Practicum   | 90          | Candidate is assigned to a secondary mathematics or science teacher. Experiences include interviewing students about mathematics or science; observing teaching; planning and teaching activities, lessons, and units; assessing student learning; and performing other teaching-related duties.  
Candidates who are already teaching may complete 75 of the 90 hours in their own classrooms. Fifteen hours must be spent observing in other teachers' classrooms and completing related assignments. |
| EDMS 6001 Assessment for Instruction | 30          | 30 hours in a middle or high school observing, assisting, tutoring, and assessing students.  
Candidates who are already teaching may complete the 30 hours in their own classrooms. |
| EDMS 6485 Student Teaching     | 600         | Candidate is assigned to a secondary mathematics or science teacher in a school approved by the candidate’s home institution and spends one full semester in full-time teaching activities. Candidates will also be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate’s teaching at least three times during the semester. The cooperating teacher will also evaluate the candidate’s performance.  
Candidates who are already teaching in their own classrooms complete one full semester of full-time teaching activities in their own classrooms. Candidates will be assigned a university supervisor who will provide mentoring and observe and evaluate the candidate’s teaching at least three times during the semester. |
| OR                            |             |                                                                                                                                                                                                                           |
| EDMS 6698 Teaching Internship  |             |                                                                                                                                                                                                                           |
| Total                         | 900         |                                                                                                                                                                                                                           |
Admission to Student Teaching

Candidates who do not have teaching jobs and need school placements for student teaching should contact the field experience coordinator at Columbus State University by September 15 or January 15, during the semester prior to enrolling in student teaching. All candidates must complete a student teaching application (see Appendix I) and submit it to their academic advisor for approval.

Candidates will spend one semester in full-time teaching activities under the supervision of a classroom teacher in a middle or secondary, regionally accredited school. Guidelines for admission to student teaching are as follows:

- Deadlines for submitting student teaching applications are September 15 for candidates applying to student teach spring semester and January 15 for candidates applying to student teach fall semester.
- Candidates must be recommended by their academic advisor before submitting their applications to the Online M.A.T. Coordinator of Field Placements.
- Candidates must be members in good standing in the Teacher Education Program prior to submitting applications for student teaching.
- Candidates must complete all courses in Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a masters degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Candidates must have satisfactory ratings (i.e., ratings of 3 or better) on all components of the final MAP and Dispositions evaluations.
- Candidates may not hold outside employment during the semester of student teaching without permission from the Online M.A.T. Coordinator of Field Placements.
- In order to student teach, candidates must hold current CPR/First Aid Certificates and provide the Student Teaching Coordinator at his/her home institution with proof of liability insurance.

Additional guidelines and requirements for student teaching will be provided by the candidate’s home institution upon registration for student teaching.

Admission to Internship

To qualify for a Teaching Internship, applicants must hold a provisional teaching certificate and be teaching full time in a regionally accredited school, in the field in which they are seeking certification. Guidelines for admission to internship are as follows:

- Candidates must submit internship application (see Appendix I) to their academic advisor for approval by September 15 for candidates applying for an internship in spring semester and January 15 for candidates applying for an internship in fall semester.
• Using the provided form (see Appendix J), have a school or school system request the Teaching Internship and agree to abide by the policies set forth by the home institution.
• Candidates must be recommended by academic advisors before applications are forwarded to the Online M.A.T. Coordinator of Field Placements.
• Candidates must be members in good standing in the Teacher Education Program prior to submitting applications for internship.
• Candidates must satisfactorily complete all courses in Area 1: Transitioning to Teaching and Area 2: Enhancing Student Learning with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a masters degree.
• Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted
• Candidates must have satisfactory ratings (i.e., ratings of 3 or better) on all components of the final MAP and Dispositions evaluations.

Additional guidelines and requirements for the internship will be provided by the candidate’s home institution upon registration for the internship.

Exit from Student Teaching or Internship

To satisfactorily complete student teaching or internship, candidates must have satisfactory ratings on all components of the final MAP and Dispositions evaluations (i.e., ratings of 3 or better) and on all components of the final Student Learning Assessment (i.e., ratings of 2 or 3).

Supervision of Field Experiences and Student Teaching or Internship

Field experiences and student teaching/internship will be supervised using one of the following models:

• Traditional Model—on-site supervision by university personnel or part-time faculty from teacher candidate’s home institution
• Courtesy Placement—using home institution’s assessment procedures and instruments, the collaborative institution located closest to the teacher candidate will supervise the field experiences
• Combination Model—A combination of on-site university faculty and technology assisted (Live Classroom, Wimba, etc.) supervision

All candidates in the practicum course or in student teaching/internship will be observed and evaluated by the university supervisor a minimum of three times during the semester. Cooperating teachers will also conduct a minimum of three formal observations/evaluations during the student teaching semester.

For further details regarding student teaching or internship, see the Student Teaching and Internship handbooks available under the "Additional Information" section at http://gradschool.columbusstate.edu/coehp/teachered/secondarymathscience_onlinemat.php.
Registration

**Columbus State University Students**

Once you have been admitted to the online M.A.T. program, you should receive an e-mail from the Admissions Office verifying your admission. This e-mail will contain three very important pieces of information:

1. Your CSU CougarNet e-mail address
2. Academic advisor’s name and contact information
3. Your CSU student identification number

Your CougarNet e-mail address is the official means of communication from CSU faculty and staff, and your address will serve as your username for other GOML systems.

**To access CougarNet:**

- Visit the CSU homepage [http://www.columbusstate.edu/](http://www.columbusstate.edu/) and select the CougarNet link in the upper right section of the screen.
- To log into the CougarNet system for the first time, enter your username and PIN which is your 6-digit birth date using 2-digit year (MMDDYY).
- You should change your PIN to a password you can remember upon your first system log in.

**Trouble logging into or accessing your CougarNet E-mail Account?** Go to our Portal Login Information page, UITS Helpdesk (University Information Technology Services) 706-507-8199, or e-mail helpdesk@columbusstate.edu.

**To register for classes:**

Students register/drop/withdraw for GOML classes through the CougarNet system. All GOML classes are listed in the regular CSU course schedule available online at [http://academics.columbusstate.edu/classes/index.php](http://academics.columbusstate.edu/classes/index.php). To find a list of GOML classes only, click on the Georgia ONmyLINE link under Distance Education. After selecting your classes and receiving approval from your advisor, follow the steps below to register:

- Complete the College of Education and Health Professions Online Graduate Orientation at [http://gradschool.columbusstate.edu/coehp/orientation/welcome.php](http://gradschool.columbusstate.edu/coehp/orientation/welcome.php). At the end of the orientation, print and complete the advising form and return it by e-mail to Dr. Deborah Gober at <gober_deborah@columbusstate.edu> or fax it to Dr. Gober's attention at 706-569-3134.
- If you have never taken an online class at CSU, you must first complete the Smarter Measure assessment before you can register for classes. To take the SmarterMeasure assessment, click here and follow the instructions provided.
- Login to your CougarNet account and click on the enrollment services tab.
- Click on Drop/Add/Withdraw under the Registration Column.
- If you have already found your classes by using the course schedule, enter the CRN in the boxes at the bottom of the page and click submit. If not, click on "search for classes"
select search options. Select your course by clicking the box. Click submit at the bottom of the screen.

If you have trouble registering, contact Sunae Euell at euell_sunae@columbusstate.edu or 706-507-8836. Be sure to let Ms. Euell know that you have been accepted into the online MAT program.

Be sure to check the GOML Master Calendar to see dates of registration for GOML classes and other important dates.

Payments:

If CSU is your home institution, you will pay for your GOML classes through CougarNet. Once logged into CougarNet, click on the Enrollment Services Tab and look under Tuition & Fees to view your information and pay online. Please allow 2 to 5 business days after you complete your GOML Course Registration for your course schedule and tuition due, to reflect in CougarNet.

If you want to apply for Financial Aid check out the Financial Aid website at http://finaid.columbusstate.edu/ or call 706-507-8898. If you already applied for Financial Aid, you can look in CougarNet under the Enrollment Services Tab at the Financial Aid section. Students are responsible for ensuring financial aid coverage or making payment arrangements with the CSU Student Accounts Office. Fee payment deadline for GOML classes is the day registration closes for any term (see the GOML Master Calendar for important dates). Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes. Call 706-507-8897 for Student Accounts.

**Trouble paying your fees or notice a problem with the fees assessed? Contact Student Accounts 706-507-8897.**
Financial Aid

Students are responsible for ensuring financial aid coverage or making payment arrangements with their home institution. The fee payment deadline for GOML classes is the day registration closes for any term (see the GOML Master Calendar for important dates). Students whose fees are not paid or for whom arrangements have not been made by the fee payment deadline will be dropped from classes.

Various types of financial aid are available to students including loans, scholarships, and grants. One type of aid available to individuals pursuing degrees in teaching math or science is the TEACH Grant, which is described below. For information about additional types of financial aid available at your home institution, see the list of resources and contact information in Appendix D.

TEACH Grant:
The new Teacher Education Assistance for College and Higher Education (TEACH) Grant provides up to $4000 per year to full-time undergraduate or graduate students enrolled in eligible CSU programs of study who intend to teach in an approved public or private elementary or secondary school serving low-income students. TEACH Grant recipients attending less than full-time will have their grant reduced. Students must agree to serve four academic years as a full-time teacher in a high-need field at an eligible school. To qualify for a TEACH Grant, students must meet and maintain academic requirements of a 3.25 GPA or score above the 75th percentile on a national college admissions test. The GPA requirements do not apply to graduate students who are current teachers or retirees. Failure to complete the service obligation will result in the TEACH Grant funds converting to a Federal Direct Unsubsidized Stafford Loan with interest charged from the date the grant was disbursed. For a full description of TEACH Grant eligibility requirements, please see http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp

To begin the TEACH Grant application process:
1. Complete a Free Application for Federal Student Aid (FAFSA) at www.fafsa.ed.gov and submit any requested documents.
2. Complete the “TEACH Grant initial and subsequent counseling” available online at https://teach-ats.ed.gov/ats/studentHome.action. Do not complete the Agreement to Serve until instructed by the Financial Aid Office.
3. If you scored above the 75th percentile on a national college admissions test, provide a copy of the admissions test results to the TEACH Grant coordinator in the Financial Aid Office.

Once these steps are completed, the Financial Aid Office will review your eligibility and advise of any additional actions needed.
Accessing the E-Classroom

The GOML online courses use the GeorgiaVIEW WebCT Vista System. You will be able to log into your classes on the first day of class (see GOML Master Calendar). Please note: the GeorgiaVIEW WebCT System for GOML programs can only be accessed using the link below. This system will serve as the hub for your GOML courses. Here you will attend class, correspond with your classmates and professors, check your grades and much more.

**Columbus State University Students**

To log into your online courses:

- Access the system at [https://goml.view.usg.edu](https://goml.view.usg.edu)
- Log into the system using:
  - Username: CougarNet login name with @csu appended on: lastnameFirstname@csu (Some login names are followed by digits - If you are not sure you can look yours up: [https://isis.columbusstate.edu/csuid/](https://isis.columbusstate.edu/csuid/)) Your CougarNet login name is the first part of your CSU e-mail. *Please be aware that your username for GOML is NOT your CSU e-mail address.*
  - Password: CougarNet password at the time you registered for classes.

The log-in information for the GOML Registration System & the GeorgiaVIEW system is the same; however, these are separate systems. You will need to use your Birthday Password on your first log in, into each system.

**Need Help?**
Click above if you encounter technical problems- HelpDesk Resources are available for your needs!

For dates of terms for GOML classes, go to [http://www.georgiaonmyline.org/gomlcalendars/master.phtml](http://www.georgiaonmyline.org/gomlcalendars/master.phtml).
Faculty

Top graduate faculty from each school advise candidates and teach courses in the online M.A.T. program.

**Columbus State University**

Program coordinators are Dr. Deborah Gober (mathematics) and Dr. Deniz Peker (science).

Dr. Deborah Gober  
[gober_deborah@columbusstate.edu](mailto:gober_deborah@columbusstate.edu)  
(706) 565-7800

Dr. Deniz Peker  
[peker_deniz@columbusstate.edu](mailto:peker_deniz@columbusstate.edu)  
(706) 569-2884

For additional information about the program and admission at CSU, contact Dr. Deborah Gober at (706) 565-7800. Additional information about the program may also be found on the [Georgia ONmyLINE](http://www.onmyline.org) website or the [CSU Graduate School](http://www.columbusstate.edu/graduate) website.
Transfer Policies

To transfer courses, candidates must present the syllabus of the course they wish to substitute along with the course description from the relevant university catalog. The candidate's advisor and/or the program coordinator must review the course syllabus to determine if: 1) the course is recent enough (within five years) to ensure that the candidate has a current knowledge base; 2) the course is comparable to the program course or can serve as an elective; 3) the candidate earned a B or better; 4) the course was offered by an accredited institution. If the course is acceptable, the candidate is notified and the department sends a course substitution form to the Registrar's office for verification. A candidate may transfer up to 9 hours of graduate coursework to CSU, if approved by the program advisor.

Student Complaints

Students should attempt to resolve concerns and complaints at the level at which they arise. For example, complaints related to courses should be addressed at the institution offering the course with that institution’s faculty members and department head. The formal mechanisms in place at each originating institution will be followed regarding candidate complaints that are course-related. The dean of each institution involved in a course-related complaint will maintain records of those complaints and their resolution. The dean of the institution at which the formal complaint is lodged will share this information (formal course-level complaints and resolutions) with the dean of the candidate’s home institution.

Timeliness of Grievance

Grievances should be addressed in a timely fashion. Academic grievances should be initiated within the semester/term the problem occurs or within the first ten (10) university working days of the next semester/term. The Grievance Review Board may consider extenuating circumstances for any exception to this time limitation. Those circumstances must be beyond the control of the student such as hospitalization or military assignment.
Academic Standing

**Required Academic Standing**
Candidates enrolled in the online M.A.T. program must maintain a minimum graduate cumulative grade point average of 3.0 and have earned a grade of “C” or below in no more than one graduate course. A maximum of two courses (not to exceed eight semester credit hours) with a grade of “C” may apply to a masters degree. Courses earned with grades of “D” may not be used toward a graduate degree or certificate, but will be calculated in the overall grade point average. Courses with earned grades of “C” or below may not be transferred from another institution for credit toward a graduate degree.

**Academic Probation**
Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in two graduate courses or the cumulative grade point average falls below 3.0.

**Removal from Probation**
Occurs when, at the end of a probationary term, a candidate’s graduate cumulative grade point average equals or exceeds 3.0. A candidate enrolled in a degree program with a grade of “C” or below in two graduate courses will continue on probation.

**Academic Exclusion**
Occurs when a candidate enrolled in a degree program earns a grade of "C" or below in more than two graduate courses or after nine graduate semester hours have been attempted while on probation and without attaining a 3.0 graduate cumulative grade point average. The length of exclusion will be a minimum of two terms.

**Reinstatement on Academic Probation**
After the mandatory period of exclusion, a candidate on academic exclusion must submit an appeal for reinstatement in a graduate program. In order for the candidate to continue graduate study, the appeal must be approved by the appropriate program director and the College of Education and Health Professions (COEHP) Graduate Council. Candidates enrolled in the online M.A.T. program who earn a grade of "C" or below in a graduate course after reinstatement, will be placed on exclusion, and must meet with the appropriate program director to determine eligibility for continued enrollment.
Residence and Time Limits

Residence requirement
A minimum of 75 percent of the graduate credit hours required for a master’s degree must be taken through the five collaborative institutions offering the online M.A.T. degree. Asynchronous (online) and distance learning courses administered through the five institutions constitute courses taken in residence.

Time Limits
All work credited toward a graduate degree must be completed within seven years. Extension of time may be granted only on conditions beyond the control of the candidate. In each instance a formal statement outlining the conditions upon which the extension of time is requested should be addressed to the candidate’s advisor at his/her home institution.

Graduation
For CSU students, applications should be submitted online via CougarNet through the Enrollment Services tab. Graduation Application Deadlines are posted each semester on the Academic Calendar. Applications are typically due at the beginning of the anticipated semester of degree completion.

Graduation information for Columbus State University students is available at http://graduation.columbusstate.edu/grad_list_graduates.php.

Requesting Transcripts
To request official transcripts from Columbus State University, complete the Academic Transcript request form available at http://registrar.columbusstate.edu/forms.php.

Certification
Upon successful completion of the online Master of Arts in Teaching program, the candidate will be eligible for a clear renewable T-5 Georgia teaching certificate in the specified concentration area (e.g., math, biology, chemistry, earth science, or physics). Candidates should contact the Online M.A.T. Coordinator of Field Placements (see Appendix C for contact information) for information about the application process for certification.
APPENDICES

Appendix A: Related Degrees
Appendix B: Course Descriptions
Appendix C: Field Placement Coordinators
Appendix D: Financial Aid Resources
Appendix E: Alignment of M.A.T. Courses with Georgia Framework for Teaching
Appendix F: Model Of Appropriate Practice Teacher Candidate Evaluation
Appendix G: Student Learning Assessment
Appendix H: Teacher Candidate Disposition Evaluation
Appendix I: Application for Student Teaching or Internship
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Appendix K: MAP of University System of Georgia Institutions
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Content Courses Required for Admission to Online MAT in Lieu of Related Degree

**Mathematics – 26 hours***
- Calculus I (4)
- Calculus II (4)
- Linear Algebra (3)
- Mathematical Structures / Proof (3)
- Geometry (3)
- Statistics (3)
- Upper level math w/ Calculus I or higher as a prerequisite (3)
- Upper level math w/ Calculus I or higher as a prerequisite (3)

**Biology – 44 hours***
- Introductory Physics (8 hrs. algebra-based)
- Introductory Chemistry (8 hrs.)
- Introductory Biology (8 hrs.)
- Botany (4 hrs.)
- Ecology (4 hrs.)
- Evolutionary Biology (4 hrs.)
- Genetics (4 hrs.)
- Zoology (4 hrs.)

**Chemistry – 39 hours***
- Introductory Physics (8 hrs. algebra-based)
- Introductory Biology (4 hrs.)
- General Chemistry I & II (8 hrs.)
- Analytical Chemistry (8 hrs.)
- Organic Chemistry I & II (8 hrs.)
- Biochemistry (3 hrs.)

**Earth and Space Science – 37 hours***
- Introductory Physics (8 hrs. algebra-based)
- Introductory Chemistry (8 hrs.)
- Introductory Biology (4 hrs.)
- Physical Geology (4 hrs.)
- Historical Geology (4 hrs.)
- Oceanography (3 hrs.)
- Meteorology (3 hrs.)
- Astronomy (3 hrs.)

**Physics – 36 hours***
- Calculus I and II (8 hr)
- Introductory Chemistry (8 hrs.)
- Introductory Biology (4 hrs.)
- General Physics I & II (8 hrs. calculus-based)
- Mechanics (4 hrs.)
- Electricity & Magnetism (4 hrs.)

*Some required content courses may have prerequisites. All prerequisites must be met prior to enrolling in a course.
Appendix B: Course Descriptions

Click on hyperlink to view sample course syllabus. Contact course instructor for current syllabus and course information.

EDMS 6001 Assessment for Instruction (3-1-3) Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.

EDMS 6105 Transition into Teaching (3-1-3) This course is part of the on-line MAT in Math & Sciences. This course will present teaching from a reflective point of view to aide students to transition into teaching from careers other than education, to reflect on personal goals and cognitive attributes and the demands of the teaching profession. Students will become familiar with the world of public education, and in doing so will spend 30 hours in a classroom setting in their content area and grade level in a local area school in order to observe and study.

EDMS 6115 Knowledge of Students (2-2-3). Interrelationships between human development, teaching, and learning, including stages theories of development and age characteristics of learners, and understanding diversity and socioeconomic differences. Meets PSC requirement for teaching children with special needs. Requires 60 hours of field experience

EDMS 6116 Research in Education (3-0-3) This course is part of the on-line MAT in Math & Sciences. This course will provide the student with the opportunity to acquire skills, knowledge, and strategies necessary to perform action or educational research.

EDMS 6131 Becoming an Advanced Teacher (3-0-3) This course is designed to assist teachers in developing and connecting the advanced-level of competencies in all domains of the Georgia Framework for Teaching into their teaching practices. Emphasis is placed on exploring and applying the knowledge, skills, and dispositions of teaching within each domain.

EDMS 6216 Teaching Practicum (0-6-2) Prerequisite: Admission to Teacher Education. Corequisite: EDMT 6215 Methods in Teaching Secondary Mathematics or EDMS 6216 Methods in Teaching Secondary Science. This course is part of the on-line MAT in Math & Sciences. Provides the teacher candidate an opportunity to apply learning to real classroom situations. Includes experiences in planning, instructing, evaluating, and performing other teaching-related duties. Helps to prepare the teacher candidate for student teaching and to identify areas of strength and areas in which additional work is needed. (S/U grading)

EDMS 6272 Classroom Management (2-2-3). Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. Students will learn to create a productive learning environment; study research related to classroom management and review the work of experts in the field to inform instructional practice; explore a plethora of activities and techniques that encourage prosocial behavior and promote
collaboration, teamwork, and positive teacher-student and peer relationships in classrooms; and practice strategies for managing student work, teaching to student strengths, and using technology in the classroom. This course will continually challenge students to examine and modify current instructional practices to serve all students successfully. Field experiences are included in this course.

**EDMS 6474 Technology as a Teaching and Learning Tool (2-0-2).** This course will provide students with an in-depth opportunity to develop deep content and knowledge in math, science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

**EDMS 6485 Student Teaching (0-40-9)** Prerequisite: Admission to Teacher Education and Student Teaching. This course is part of the on-line MAT in Math & Sciences. Observation, participation, and instruction in a school classroom in the student's major field. Cooperative supervision by selected classroom teachers and college faculty. (S/U grading)

**EDMS 6698 Internship (0-40-9)** Prerequisite: Admission to Internship Program. An internship for working teachers in the online M.A.T. program establishing credit for initial certification in Georgia. Outcomes-based assessment and portfolio development. (S/U grading)

**EDMT 6215 Methods in Teaching Secondary Mathematics (5-0-5)** Prerequisite: Admission to Teacher Education. Corequisite: EDMS 6216 Teaching Practicum. This course is part of the on-line MAT in Math & Sciences. An examination of secondary mathematics curriculum, teaching strategies, assessment techniques, and resources. Emphasis on methods of teaching that promote conceptual understanding of mathematics.

**EDSC 6215 Methods of Teaching Secondary Science (5-0-5)** Corequisite for this course is EDMS 6216. This course provides learning experiences in instructional strategies, models and methods that facilitate learning science at the secondary level. Instruction based on standards and research will be the focus of the course. Concepts and themes addressed include: understanding science inquiry, planning for instruction in science, assessment practices, diversity and special needs in the science classroom, and technology applications.
Appendix C: Field Placement Coordinators

**Columbus State University**

**Director of Student Advising and Field Experiences**
Jean Partridge  
E-mail: partridge_jean@columbusstate.edu  
Phone: (706) 568-2200

**Coordinator of Field Placements for Online MAT Program**
Kendra Neal  
E-mail: neal_kendra@columbusstate.edu  
Phone: (706) 568-2224
Appendix D: Financial Aid Resources

**Columbus State University**

Phone: (706) 507-8800


CSU Student Accounts Office
Phone: (706) 507-8897

**Trouble paying your fees or notice a problem with the fees assessed?** Contact Student Accounts (706) 507-8897.
Appendix E: Alignment of M.A.T. Courses with Georgia Framework for Teaching

<table>
<thead>
<tr>
<th>Basic Level Indicators</th>
<th>Transition into Teaching</th>
<th>Classroom Management</th>
<th>Knowledge of Students</th>
<th>Methods in Teaching Math/Science</th>
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<th>Assessment</th>
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<th>Student Teaching</th>
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</thead>
<tbody>
<tr>
<td>Domain 1: Content and Curriculum</td>
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<tr>
<td>1.1.1 Demonstrate knowledge of major concepts in assigned content area(s).</td>
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<td>1.2.1 Adapt content and teaching to meet observed learner needs</td>
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<td>1.3.1 Build teaching on a strong and current foundation in the content areas(s) they teach.</td>
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<td>1.4.1 Relate content to everyday lives of students</td>
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<tr>
<td>1.5.1 Use available resources, incl. technology, from preparation programs, personal background and research, and the school/district to learn more about the content areas(s).</td>
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<td>1.6.1 Follow state and local curriculum.</td>
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<td>Domain 2: Knowledge of Students</td>
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<td>2.1.1 Believe that all students can learn.</td>
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<td>2.2.1 Understand and use basic theories of learning to create productive classroom instruction</td>
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<td>2.3.1 Communicate respect for and develop rapport with all students</td>
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<td>2.4.1 Analyze student data both independently and with colleagues</td>
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<td>2.5.1 Identify</td>
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<tr>
<td>Basic Level Indicators</td>
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<tr>
<td>students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality and, with help, begin to develop and use a repertoire of strategies to accommodate individual needs</td>
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<td>2.6.1 Communicate with families regarding student progress through required school and district procedures</td>
<td>X</td>
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<td><strong>Domain 3: Learning Environments</strong></td>
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<tr>
<td>3.1.1 Create a learning environment in which students can learn both independently and collaboratively.</td>
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<tr>
<td>3.2.1 Organize and manage time, space, activities, technology, software, and other resources necessary for providing learning activities for students</td>
<td>X</td>
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<td>3.3.1 Understand the importance of, explore options for, and build a functional plan for classroom management.</td>
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<td>3.4.1 Seek, use, and refine strategies for motivating learners.</td>
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<td>3.5.1 Take steps toward creating a culturally responsive classroom.</td>
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<tr>
<td>3.6.1 Learn about and use resources specific to the school, district, and community.</td>
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<td>3.7.1 Develop appropriate verbal,</td>
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nonverbal, and media communication techniques to foster supportive learning-based interactions in the classroom.

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**Domain 4: Assessment**

4.1.1 Have a basic understanding of assessment and measurement theory.  
4.2.1 Collect and use pre-assessment data to select student learning goals.  
4.3.1 Use formative and summative assessments at appropriate points in the learning process.  
4.5.1 Develop and implement consistent, fair, and accurate grading procedures.  
4.6.1 Report student progress to students, families, and administrators using required procedures.  
4.7.1 Use required resources to keep accurate and up-to-date records and reports of student work and behavior.  
4.8.1 Examine ways to identify student strengths and weaknesses though various assessment processes and methods.

**Domain 5: Planning and Instruction**

5.1.1 Locate, comprehend, and build rationales from curriculum guides, other applicable documents, and experienced colleagues.  
5.2.1 Plan and carry out instruction based on state and local
performance standards.

5.3.1 Select and vary instructional strategies, assessing their impact on student engagement and learning.

5.4.1 Observe students closely and begin to discover how adjustments in teaching can impact learning.

5.5.1 Explore teaching roles to discover appropriate approaches for assigned students.

5.6.1 Assess individual learners’ needs and seek resources to improve instruction and learning.

5.7.1 Learn to work and plan productively as part of a team, grade level, and/or department group.

Domain 6: Professionalism

6.1.1 Learn basic information about the history, ethics, organization, and practices of education.

6.2.1 Learn about, locate resources for, and follow laws related to rights and responsibilities of students, educators, and families.

6.3.1 Adhere to state and local Codes of Ethics, including school and district policies, in both professional and personal settings, and model ethical behavior for students.

6.4.1 Reflect on teaching practice and begin to examine the connections to...
<table>
<thead>
<tr>
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<th>Student Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.5.1 Self-assess teaching strengths and areas of improvement, seeking and using guidance from mentors and instructional leaders in order to improve in key areas.</td>
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<tr>
<td>6.6.1 Work through appropriate channels to seek answers to questions, voice concerns, explore ideas, and speak out about issues that matter to them and their students.</td>
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<tr>
<td>6.7.1 Accept entry-level leadership roles (e.g., clubs, special topics, coaching) with support of identified mentors, administrators, coaches, and facilitators.</td>
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## Appendix F: Model Of Appropriate Practice (MAP) Teacher Candidate Evaluation

### College of Education and Health Professions

#### Observation Scoring Rubric

### Domain 1: Planning and Preparation

<table>
<thead>
<tr>
<th>INDICATOR</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Accomplished Novice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IA. Demonstrates Knowledge of Content</strong></td>
<td>Candidate has little or no understanding of the content.</td>
<td>Candidate has some understanding of the content.</td>
<td>Candidate adequately understands the content.</td>
<td>Candidate thoroughly understands the content.</td>
</tr>
<tr>
<td><strong>IB. Demonstrates Knowledge of Pedagogy</strong></td>
<td>Pedagogy does not include the use of best practices.</td>
<td>Pedagogy is inconsistently comprised of best practices and makes little or no connections within and across the curriculum. Candidate makes little or no use of appropriate technology or uses it inappropriately.</td>
<td>Pedagogy includes some use of best practices and attempts to make appropriate connections within and across the curriculum. Candidate makes some attempts to use appropriate technology.</td>
<td>Pedagogy is consistently comprised of best practices and makes appropriate connections within and across the curriculum. Candidate embraces technology as an essential tool for teaching and learning, selecting and using appropriate technological tools that enhance student learning.</td>
</tr>
<tr>
<td><strong>IC. Demonstrates Knowledge of Students and their Learning</strong></td>
<td>Candidate does not build on students’ prior knowledge, background, learning styles and interest.</td>
<td>Candidate is able to meet the needs of some students by building on their prior knowledge, background, learning styles and interest.</td>
<td>Candidate meets the needs of most students by building on their prior knowledge, background, learning styles and interest.</td>
<td>Candidate consistently meets the needs of all students by building on their prior knowledge, background, learning styles and interest.</td>
</tr>
<tr>
<td><strong>ID. Selects Appropriate Learning Goals</strong></td>
<td>Does not state appropriate learning goals and outcomes.</td>
<td>Attempts to state appropriate learning goals and outcomes.</td>
<td>Clearly states appropriate learning goals and outcomes.</td>
<td>Clearly states appropriate differentiated learning goals and outcomes.</td>
</tr>
<tr>
<td><strong>IE. Demonstrates Knowledge of Resources</strong></td>
<td>Incorporates inappropriate or no resources for planning and teaching.</td>
<td>Attempts to incorporate resources for planning and teaching.</td>
<td>Incorporates appropriate resources, including technology, for planning and teaching</td>
<td>Consistently incorporates a variety of appropriate resources, including technology, for planning and teaching</td>
</tr>
<tr>
<td><strong>IF. Designs Coherent Instruction</strong></td>
<td>Components are not aligned and do not provide a clear structure.</td>
<td>Attempt is made to align components and provide structure.</td>
<td>Some components are aligned and some structure is evident.</td>
<td>Components are aligned and provide a clear structure of the lesson.</td>
</tr>
<tr>
<td><strong>IG. Assesses Student Learning for Planning</strong></td>
<td>Does not include appropriate assessments which are aligned with stated learning goals and outcomes; does not use assessment data in planning instruction</td>
<td>Attempt is made to include appropriate assessments but may not be aligned with instructional goals; use of assessment data is limited</td>
<td>Includes appropriate assessments which are partially aligned with instructional goals with clear assessment criteria and standards; makes some use of assessment data to plan instruction</td>
<td>Includes appropriate assessments which are aligned with instructional goals with clear assessment criteria and standards; consistently evaluates and uses assessment data to plan instruction</td>
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</table>

### Domain 2: The Classroom Environment

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<tr>
<th>INDICATOR</th>
<th>Unsatisfactory</th>
<th>Emerging</th>
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<th>Accomplished Novice</th>
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<tbody>
<tr>
<td><strong>2A. Creating an Environment of Respect and Rapport</strong></td>
<td>Disrespectful classroom interactions are addressed inappropriately. Classroom interactions are inappropriate to support an environment for teaching and learning.</td>
<td>Disrespectful classroom interactions are not consistently addressed. Interactions create an environment with some conflict that is not always conducive to teaching and learning.</td>
<td>Classroom interactions are generally respectful and support an environment relatively free from non-productive conflict. Interactions create an environment that is conducive to teaching and learning.</td>
<td>Classroom interactions are respectful and mindful of cultural, cognitive, and ability differences. Interactions encourage an environment conducive to teaching and learning.</td>
</tr>
<tr>
<td><strong>2B. Establishing a Culture for Learning</strong></td>
<td>Creates a climate that interferes with learning and positive social interactions by valuing some learners’ qualities over others, conveying low expectations of student achievement resulting in minimal student engagement. Excludes segments of the population in the learning process.</td>
<td>Attempts to create a climate that supports learning through: encouraging positive social interaction, conveying moderate expectations of student achievement resulting in inconsistent student engagement. Attempts to include ALL students in the learning process.</td>
<td>Creates a climate that supports learning through: encouraging positive social interaction while reflecting an awareness of valuing differences, conveying high expectations of student achievement resulting in high student engagement that offers ALL students an equitable opportunity to actively participate in the learning process.</td>
<td>Creates a climate that supports learning through: encouraging positive social interaction that values differences, conveying high expectations of student achievement resulting in high student engagement that offers ALL students an equitable opportunity to actively participate in the learning process.</td>
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### Domain 3: Instruction

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<th>INDICATOR</th>
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<tbody>
<tr>
<td><strong>2C. Managing the Learning Environment</strong></td>
<td>Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time.</td>
<td>Classroom routines and procedures exist but are applied inconsistently and have not been established as part of the classroom culture resulting in some loss of instructional time.</td>
<td>Classroom routines and procedures have been established and function with little loss of instructional time.</td>
<td>Classroom routines and procedures that promote learning have been established and function smoothly, maximizing instructional time.</td>
</tr>
<tr>
<td><strong>2D. Managing Student Behaviors (attitude, conduct, and academic)</strong></td>
<td>Has not established clear expectations, appears to be unaware of student behaviors, and does not respond to behaviors in appropriate and respectful ways.</td>
<td>Establishes some expectations and demonstrates emerging awareness by attempting to respond to some behaviors in appropriate and respectful ways.</td>
<td>Establishes clear expectations and demonstrates awareness by responding to most student behaviors in appropriate and respectful ways.</td>
<td>Establishes clear expectations and demonstrates awareness of student behaviors by responding in appropriate and respectful ways.</td>
</tr>
<tr>
<td><strong>2E: Utilizing Classroom Space</strong></td>
<td>Makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students. There is a mismatch between use of furniture/equipment and the lesson activities.</td>
<td>Creates a physical environment that is safe, and some essential learning is accessible to all students. The use of furniture/equipment supports most learning activities.</td>
<td>Creates a physical environment that is safe, and learning is accessible to all students. Uses furniture and equipment effectively as a resource for learning.</td>
<td>Creates a safe, flexible physical environment that may extend beyond the classroom and enhances learning for all students through a variety of student-centered activities.</td>
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<tr>
<th>INDICATOR</th>
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<tbody>
<tr>
<td><strong>3A. Communicating Clearly and Accurately</strong></td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is not clear, with grammar and/or syntax errors, or inappropriate language usage.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is appropriate but at times requires further clarification.</td>
<td>When giving instructions, explanations, or learning objectives/goals the oral and written communication is consistently clear, accurate and appropriate for all situations.</td>
</tr>
<tr>
<td><strong>3B. Using Questioning and Discussion Techniques</strong></td>
<td>Makes poor use of questioning and discussion techniques, using only recall questions, little meaningful discussion, and limited student participation.</td>
<td>Attempts to use a variety of questioning techniques to probe student thinking and understanding but has difficulty guiding discussion based on students’ responses. Engages some students in meaningful discussion and inconsistently incorporates wait time.</td>
<td>Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. Most students are engaged in meaningful discussions.</td>
<td>Uses a variety of questioning techniques to probe student thinking and understanding to facilitate student-centered discussions. All students are engaged in meaningful discussions that challenge/expand their perspectives.</td>
</tr>
<tr>
<td><strong>3C. Engaging Students in Learning</strong></td>
<td>Uses inappropriate instructional strategies/pacing/technology which results in a lack of engagement and little learning for students throughout lesson.</td>
<td>Attempts to use a variety of instructional strategies/pacing/technology which results in sporadic engagement and learning for students throughout lesson.</td>
<td>Uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout much of lesson.</td>
<td>Understands and consistently uses a variety of instructional strategies/pacing/technology which results in engagement and learning for students throughout lesson.</td>
</tr>
<tr>
<td><strong>3D. Providing Feedback to Students</strong></td>
<td>Feedback to students is very general in nature, and/or is not given in a timely manner. The quantity, frequency, and duration of feedback do not facilitate ongoing improvement.</td>
<td>Feedback to students is given intermittently and/or is often too general to provide students with meaningful, targeted information that encourages ongoing improvement.</td>
<td>Feedback to students is generally timely and is mostly targeted to specific components of work and is given frequently with consideration of ongoing improvement.</td>
<td>Feedback is always timely, relevant, targets specific aspects of students’ academic work, and is provided with a professional and supportive demeanor that encourages ongoing improvement.</td>
</tr>
<tr>
<td><strong>3E. Demonstrating Flexibility and Responsiveness</strong></td>
<td>Adheres to the instructional plan in spite of poor student understanding or of students’ lack of interest. Fails to appropriately respond to student questions. Assumes no responsibility for students’ failure to understand.</td>
<td>Attempts to modify the instructional plan as a result of some student misunderstanding or of students’ lack of interest. Is inconsistent in responding to student questions. Assumes some responsibility for students’ failure to understand.</td>
<td>Makes spontaneous adjustments as needed to instructional plan with adequate effectiveness by responding to students’ interest and questions and assumes responsibility for students’ failure to understand.</td>
<td>Makes effective spontaneous adjustments as needed to instructional plan and responds to student interests and questions and assumes responsibility for students’ failure to understand and uses reflection to make changes in instruction.</td>
</tr>
<tr>
<td>INDICATOR</td>
<td>Un satisfactory</td>
<td>Emerging</td>
<td>Satisfactory</td>
<td>Accomplished Novice</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>4A. Reflecting on Teaching</td>
<td>Reflection is not evident or limited to a summary of the lesson with no examples of how it can be improved. Effectiveness is based on impression of how well the objectives were achieved. Examples to improve future lessons are not provided.</td>
<td>Reflection is limited to general characteristics of the lesson and examples of how it can be improved. Effectiveness is based on impressions of how well the objectives were achieved. Examples to improve future lessons are subjective or not provided.</td>
<td>Reflection includes characteristics of the lesson and examples of how it can be improved. Improvements are general but are based on the effectiveness of the lesson and supported by evidence on how well the objectives of the lesson were achieved. General examples to improve future lessons are provided.</td>
<td>Reflection includes characteristics of the lesson and specific examples on how it can be improved. Improvements are based on the effectiveness supported by evidence on how well the objectives were achieved. Specific examples to improve future lessons are provided.</td>
</tr>
<tr>
<td>4B. Maintaining Accurate Records</td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is ineffective or non-existent.</td>
<td>Attempts to begin using a system for maintaining information on student completion of assignments, progress in learning, and/or non-instructional activities.</td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is usually effective.</td>
<td>System for maintaining information on student completion of assignments, progress in learning, and non-instructional activities is effective and efficient.</td>
</tr>
<tr>
<td>4C. Communicating with Families</td>
<td>Evidence of providing information to families or attempts to involve them in the instructional program is not provided.</td>
<td>Evidence of compliance with school procedures for communicating with families and efforts to minimally involve families in the instructional program are provided.</td>
<td>Evidence of regular communication with all families and successful involvement of most families in supporting the instructional program is provided.</td>
<td>Evidence of regular communication with all families in various ways, successful involvement in supporting the instructional program, and including them as resource persons within the curriculum is provided. Provides families with information on how to support the instructional program.</td>
</tr>
<tr>
<td>4D. Contributing to the School</td>
<td>Evidence of collaboration with others is not found or is insufficient and avoids involvement in school related activities.</td>
<td>Evidence of some collaboration with others is present and participates in some appropriate school related activities.</td>
<td>Evidence of consistent collaboration with others is present and participates in appropriate school related activities.</td>
<td>Evidence of actively seeking opportunities for collaboration is present and actively participates in appropriate school related activities.</td>
</tr>
<tr>
<td>4E: Growing and Developing Professionally</td>
<td>Evidence of participation in professional development activities is not present or is insufficient. No attempt is made to seek or use feedback to improve instructional skills.</td>
<td>Evidence of limited participation in professional development activities is present. Attempts to improve instructional skills based on feedback.</td>
<td>Evidence of participation in professional development activities is present. Improves instructional skills based on feedback.</td>
<td>Evidence of actively seeking opportunities for professional development activities is present. Uses feedback and self-reflection leading to continuous improvement in instructional skills.</td>
</tr>
<tr>
<td>4F. Showing Professionalism</td>
<td>Evidence of unprofessional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of inconsistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of consistent professional behavior in regard to appearance and hygiene, punctuality in meeting teaching responsibilities, self-control, exhibiting sound judgment, ethical conduct, adhering to guidelines, professional relationships, seeking solutions to problems.</td>
<td>Evidence of role awareness as a professional and as a leader in the school and community.</td>
</tr>
</tbody>
</table>
COLUMBUS STATE UNIVERSITY/ COEHP
MAP SUMMARY REPORT

Candidate: __________________________ Major: __________________________ Date: ____________ Evaluation # ______

School: __________________________ Grade Level: ____________ Evaluator: __________________________

Directions: Using the rubric on the previous pages, circle or highlight the appropriate ratings for the teacher candidate’s performance. Then, using the Summary Report below, provide detailed comments highlighting strengths and weaknesses for each section. Finally, conduct a post-observation conference with the teacher candidate to discuss the ratings and areas for improvement.

<table>
<thead>
<tr>
<th>Domain 1: Planning and Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 2: The Classroom Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 3: Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Domain 4: Professional Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Comments:</td>
</tr>
</tbody>
</table>
Appendix G: Student Learning Assessment

Candidates must show they are having an impact in the classroom and can positively impact the learning of all students. This is done through the use of evidence-based practices associated with assessing student learning: implementing instruction that incorporates knowledge of students’ skills, concepts, ability levels, and prior experiences; and integrating assessment for learning strategies into instruction. **Candidates must have satisfactory or exemplary ratings (i.e., ratings of 2 or 3) on all components to exit from student teaching or internship.**

### Performance Assessment

<table>
<thead>
<tr>
<th>Assessment of student learning</th>
<th>Exemplary (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate presented</td>
<td>The candidate presented documentation that provided exemplary evidence of his/her ability to effectively assess student learning.</td>
<td>The candidate presented documentation that provided adequate evidence of his/her ability to effectively assess student learning.</td>
<td>The candidate presented documentation that provided insufficient evidence of his/her ability to effectively assess student learning.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Planning and instruction</th>
<th>Exemplary (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate presented</td>
<td>The candidate presented documentation that provided exemplary evidence of his/her ability to plan and implement instruction incorporating knowledge of students' skills, concepts, ability levels and prior experiences.</td>
<td>The candidate presented documentation that provided adequate evidence of his/her ability to plan and implement instruction incorporating knowledge of students' skill, concept, ability levels and prior experiences.</td>
<td>The candidate presented documentation that provided insufficient evidence of his/her ability to plan and implement instruction incorporating knowledge of students’ skill, concept, ability levels and prior experiences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Use of assessment for learning strategies</th>
<th>Exemplary (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate presented documentation that provided exemplary evidence of his/her ability to effectively integrate assessment for learning strategies into instruction.</td>
<td>The candidate presented documentation that provided adequate evidence of his/her ability to integrate assessment for learning strategies into instruction.</td>
<td>The candidate presented documentation that provided insufficient evidence of his/her ability to integrate assessment for learning strategies into instruction.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Evidence-based practices; Impact on P-12 learning</th>
<th>Exemplary (3 pts)</th>
<th>Satisfactory (2 pts)</th>
<th>Unsatisfactory (1 pt)</th>
</tr>
</thead>
<tbody>
<tr>
<td>The candidate presented documentation that provided exemplary evidence of his/her ability to use evidence-based practices. The candidate provided clear evidence of positive impact on the learning of all students</td>
<td>The candidate presented documentation that provided adequate evidence of his/her ability to use evidence-based practices.</td>
<td>The candidate presented documentation that provided insufficient evidence of his/her ability to use evidence-based practices.</td>
<td></td>
</tr>
</tbody>
</table>
### Overall Performance Assessment

| Impact on P-12 Learners | **Exemplary** (3 pts)                                                                                                                                                                                                 | **Satisfactory** (2 pts)                                                                                                                                                                                                 | **Unsatisfactory** (1 pt)                                                                                                                                                                                                 |
|------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                        | The candidate presented documentation that provided exemplary evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students’ skills, concepts, ability levels and prior experiences; integrate assessment for learning strategies into instruction; use evidence-based practices; have a positive impact on the learning of all students. | The candidate presented documentation that provided adequate evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students’ skill, concept, ability levels and prior experiences; to integrate assessment for learning strategies into instruction; use evidence-based practices. | The candidate presented documentation that provided insufficient evidence of his/her ability to: effectively assess student learning; plan and implement instruction incorporating knowledge of students’ skill, concept, ability levels and prior experiences. |
Appendix H: Teacher Candidate Disposition Evaluation
College of Education and Health Professions

“To achieve excellence by guiding individuals as they become professionals…”

Student: ____________________  Major: __________________  Evaluator: _______________________
Date: ___________School: _______________________Grade Level: _____  #Absences: ______  # Tardies: _________

**Instructions:** For each disposition, circle or highlight the descriptor that best describes the teacher candidate’s level of performance.

<table>
<thead>
<tr>
<th>Disposition</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Exceeds Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exhibits sound judgment and moral reasoning, especially in relating to and safe-guarding students</td>
<td>Uses objectionable language; relates to P-12 students as peers; leaves the classroom without a qualified person in charge.</td>
<td>Uses no objectionable language; relates to P-12 students in an adult and professional manner; never leaves the classroom without a qualified adult in charge.</td>
<td>Always models language that is exemplary and deals individually with P-12 students who exhibit inappropriate language; maintains a warm but professional attitude with students; maintains control and assumes responsibility for classroom environment at all times.</td>
</tr>
<tr>
<td>Interacts appropriately and positively with others</td>
<td>Interactions with peers, colleagues, or authority figures are at times negative, demeaning, sarcastic, combative, or inappropriate.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate and positive.</td>
<td>Interactions with peers, colleagues, or authority figures are appropriate, positive, and respectful of differing opinions.</td>
</tr>
<tr>
<td>Treats others with courtesy, respect and open-mindedness</td>
<td>At times treats others rudely and with disrespect. Words or actions are insulting or show contempt for others</td>
<td>Treats others with courtesy and respect. Words and actions are polite and professional.</td>
<td>Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others.</td>
</tr>
<tr>
<td>Displays the ability to work with diverse individuals</td>
<td>Communicates an inability or unwillingness to work with some students, other teacher candidates, or teachers.</td>
<td>Works harmoniously and effectively with diverse individuals.</td>
<td>Displays the ability to work with diverse individuals and may seek opportunities to include or show appreciation for those excluded.</td>
</tr>
<tr>
<td>Displays maturity and independence by following appropriate protocol when seeking solutions to problems</td>
<td>Enlists participation of family members or other individuals to seek solutions on his/her behalf; fails to identify the appropriate personnel with whom to address the problem; focuses on blaming others rather than seeking solutions.</td>
<td>If unable to resolve problem independently, enlists the help of faculty or staff in identifying the appropriate person to assist; follows through with that person to seek a resolution; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.</td>
<td>Seeks solutions independently and/or identifies the faculty or staff member who can assist; addresses the problem with the appropriate person and is prepared with any necessary documentation; uses discretion in discussing the problem; focuses on seeking solutions rather than assigning blame.</td>
</tr>
<tr>
<td>Accepts and uses constructive criticism (feedback)</td>
<td>Is not receptive to constructive comments and shows no sign of implementing change.</td>
<td>Is receptive to constructive comments and implements changes.</td>
<td>Is receptive to constructive comments, implements changes, and seeks feedback from others.</td>
</tr>
<tr>
<td>Disposition</td>
<td>Below Expectations</td>
<td>Meets Expectations</td>
<td>Exceeds Expectations</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates enthusiasm, confidence, and initiative</td>
<td>Lacks enthusiasm and confidence in teaching and does not take initiative.</td>
<td>Exhibits enthusiasm and confidence in teaching and takes initiative.</td>
<td>Is enthusiastic, confident, and takes initiative beyond what is expected.</td>
</tr>
<tr>
<td>Demonstrates appropriate self-monitoring and control of emotions and behavior</td>
<td>At times visibly demonstrates a lack of emotional control; may become upset, use put-downs or display anger.</td>
<td>Models appropriate emotional and behavioral responses.</td>
<td>Models appropriate emotional and behavioral responses in difficult situations.</td>
</tr>
<tr>
<td>Demonstrates acceptable professional appearance and uses appropriate hygiene</td>
<td>Appearance, attire and/or hygiene are often inappropriate.</td>
<td>Appearance, attire, and hygiene are appropriate.</td>
<td>Is a role model of professionalism through personal appearance, attire, and hygiene.</td>
</tr>
<tr>
<td>Maintains confidentiality of records, correspondence and conversations</td>
<td>Does not maintain confidentiality of records; participates in gossip about P-12 students, faculty, other teacher candidates, or school personnel; does not respect confidentiality of professional correspondence or conversations.</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations; refrains from gossiping.</td>
<td>Maintains confidentiality of P-12 student records and of professional correspondence and conversations, and does not tolerate gossiping or abuses of confidentiality by others.</td>
</tr>
<tr>
<td>Prepares thoroughly and consistently</td>
<td>Seldom displays a thorough preparation of academic materials.</td>
<td>Consistently displays a thorough preparation of academic materials.</td>
<td>Always displays a thorough preparation of academic materials and goes beyond required criteria.</td>
</tr>
<tr>
<td>Meets deadlines</td>
<td>Does not consistently abide by deadlines for assignments, including projects and presentations.</td>
<td>Consistently abides by deadlines for assignments, including projects and presentations.</td>
<td>Always abides by deadlines for assignments including projects and presentations.</td>
</tr>
<tr>
<td>Exhibits a strict code of honesty related to tests and assignments</td>
<td>Has knowingly plagiarized, cheated on a test, copied another’s work or allowed someone to copy.</td>
<td>Consistently demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.</td>
<td>Always demonstrates behaviors that exemplify honesty and integrity. Documents thoroughly.</td>
</tr>
</tbody>
</table>

**Comments:**  (Required for any dispositions rated lower than “3”)

<table>
<thead>
<tr>
<th>Signature of Evaluator</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Candidate’s Signature</td>
<td>Date</td>
</tr>
</tbody>
</table>

(Signature acknowledges review of form, not necessarily concurrence)
Appendix I: Application for Student Teaching or Internship

"Creating Opportunities for Excellence..."

M.A.T in Secondary Math and Science
Application for Student Teaching or Internship

ADMISSION TO STUDENT TEACHING/INTERNSHIP

Students will spend one semester in full-time student teaching activities under the supervision of a classroom teacher in a middle or secondary school. Guidelines for admission to student teaching are as follows:

- Students must apply for student teaching/internship by September 15 for spring semester student teaching and by January 15 for fall semester student teaching/internship.
- Students must be recommended by their academic advisor and/or program coordinator before submitting their applications to the Online M.A.T. Coordinator of Field Placements.
- Students must be members in good standing in the Teacher Education Program when submitting applications for student teaching/internship.
- Candidates must have satisfactory ratings (i.e., ratings of 3 or better) on all components of the MAP and Dispositions evaluations.
- Students must complete all coursework in Area 1 Transitioning into Teaching and Area 2 Enhancing Student Learning with grades of C or better. A maximum of two courses (not to exceed eight semester credit hours) with a grade of C may apply to a master’s degree.
- Candidates must maintain an overall grade point average of 3.0 or better based on graduate hours attempted.
- Students may not hold outside employment during the semester of student teaching/internship without permission from the Online M.A.T. Coordinator of Field Placements.
- Students must hold current CPR/First Aid Certificates and provide the Office of the College of Education and Health Professions Student Advising and Field Experiences (SAFE) proof of liability insurance.
- Students who apply for student teaching/internship must not have previously withdrawn from, been denied admission to, and/or been removed from student teaching at CSU or another institution unless otherwise approved by the Online M.A.T. Coordinator of Field Placements.
Personal Information Sheet

Date: ______________________

Name: ________________________________ CSU I.D. #: __________________________

Address: _____________________________________________________________________

<table>
<thead>
<tr>
<th>Street Address</th>
<th>City</th>
<th>State</th>
<th>Zip</th>
</tr>
</thead>
</table>

County

Home Phone: ___________________________ Cell:_______________________________

Work Phone: ___________________________ E-mail:_____________________________

Intended area of certification (i.e., math, biology, chemistry, earth and space science, physics):
________________________________________________________________________________________

When do you plan to student teach/intern? (Semester/Year)  ___Fall   __ Spring  201__

I am employed as a full-time teacher in an accredited school and hold (or am eligible for) either a provisional certificate or a non-renewable certificate: Yes / No

If Yes:
Name of school: ______________________________________________________________

Grade(s) and subjects taught: ____________________________________________________

School phone number: ___________________________________________________________

Principal’s name: ____________________________

EDUCATIONAL BACKGROUND

Elementary School: ______________________________________________________________

Middle School: _________________________________________________________________

High School: _________________________________________________________________

Please list all schools where your children attend or where family members are employed.

________________________________________________________________________________

________________________________________________________________________________

________________________________________________________________________________
Please provide complete information as in the example below:
(Any attach another sheet, if necessary.)

<table>
<thead>
<tr>
<th>CSU Course (Name and Number)</th>
<th>Semester/Year</th>
<th>School</th>
<th>Grade Level Subject(s) Taught</th>
<th>Cooperating Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example: EDUF 2215/Am. Ed. Experience</td>
<td>Fall/2000</td>
<td>Fort Middle School</td>
<td>8th/ Math</td>
<td>Mr. Roberts</td>
</tr>
</tbody>
</table>

I understand that I am a representative of Columbus State University while in the schools and will act and dress in a professional and ethical manner that is appropriate to the teaching profession.

________________________________________________________________________

Student’s Signature

Date
Please read and sign below:
The College of Education and Health Professions works collaboratively with the surrounding systems to place student teachers. Careful attention is given to place students in various settings (grade levels, diverse racial and ethnic groups, diverse socio-economic backgrounds, etc.) throughout their pre-service field experiences. For this reason, special requests are granted only when there are extenuating circumstances. If you believe your situation warrants special consideration, a letter to the Online M.A.T. Coordinator of Field Placements must be submitted along with this application. Please understand that it is very unusual for a change of placement to occur after a school system has accepted a student teacher.

It is a policy of the College of Education and Health Professions that students will not be placed in schools where there is a personal connection (children/relatives presently attend/work or where the student has attended/worked). Requests of this manner will not be considered.

I have read the above and I understand the procedures and policies regarding student teacher placements.

Student’s Signature

Advisors/Program Coordinators: (Please Note: This form is to be submitted to the SAFE office ONLY if you are recommending this student for student teaching. Please return this form to the student if he/she should apply for student teaching at a later date.)

Student is applying for the following semester:      ____ Fall ____Spring  201_

Student is approved to student teach in the above semester:      _____ Yes _____No

If no, please state reason:  ____________________________________________________________

Will student teaching be the candidate’s final requirement before completion of candidate’s program of study?
_____ Yes      _____No

If no, please list all remaining courses:  ________________________________________________

Comments:  ________________________________________________________________

______________________________________________________________________________

_________________________  _______________
Signature of Advisor/Program Coordinator      Date

For SAFE Office Use Only:
Institutional GPA:_______________  Overall GPA: _________  Admitted to T.Ed.:_______
GACE/Exempted:_________________  Cleared Background Check:_____________________
Computer Competency:__________  SPED:________________________________________
Appendix J: County Application for Internship
(For Provisionally/Non-Renewable Certified Teachers)

College of Education and Health Professions

________________________________________  _______________________
School District  Date

________________________________________
Address

City, State, Zip

This is to document that ________________________________ is officially
(Intern’s Name)
participating in the Internship Program for Provisionally or Non-Renewable Certified
Teachers at CSU and is employed by the ____________________________ School
(Name of County)
district to teach __________________________ at __________________________.
(Name of School)

This student holds a Provisional or a Non-Renewable certificate:  ___ yes ___ no
(Please check one.)

A Non-Renewable (or equivalent) certificate has been requested for this individual:

___ yes ____ no ____ na  (Please check one.)  (Please initial.)

The Support Team will consist of representatives from the school system. These
individuals will be required to complete all evaluative forms, monitor the intern’s
progress, and provide professional assistance.

________________________________________  _______________________
(County Representative/Contact Person)  (Position)

________________________________________
(Telephone Number)

________________________________________
(E-mail Address)

Support Team Members:

________________________________________  __________________________________
District Mentor (Print Name)  On-Site Administrator (Print Name)

________________________________________
On-Site Teacher Mentor (Print Name)
Appendix K: Map of USG Institutions

For links to additional information about USG institutions, go to [http://www.usg.edu/inst/map/](http://www.usg.edu/inst/map/) and click on the institution name.
Appendix L: Syllabi

Note: Syllabi are provided as samples only. Contact course instructor for most current syllabus and course information.
EDMS 6105 Transition to Teaching

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles.”

College of Education and Health Professions
Columbus State University
Department of Teacher Education

Master of Arts in Teaching (MAT) in Math/Science
EDMS 6105 Transition into Teaching
Spring, 2010

<table>
<thead>
<tr>
<th>Course:</th>
<th>EDMS 6105</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Rochelle P. Ripple</td>
</tr>
<tr>
<td>Office:</td>
<td>Jordan Hall 307</td>
</tr>
<tr>
<td>Phone:</td>
<td>(706) 568-2255 Home: 576-5054</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:ripple_rochelle@columstate.edu">ripple_rochelle@columstate.edu</a></td>
</tr>
<tr>
<td>Office Hours:</td>
<td>By appointment.</td>
</tr>
<tr>
<td>FAX:</td>
<td>(706) 569-3134</td>
</tr>
</tbody>
</table>

Semester: Spring, 2010

<table>
<thead>
<tr>
<th>Time:</th>
<th>Asynchronous</th>
</tr>
</thead>
<tbody>
<tr>
<td>Day(s):</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Location:</td>
<td>Web-Based</td>
</tr>
</tbody>
</table>

Teaching Schedule:
EDCI 6226
EDCI 6227
EDCI 6228
EDMS 6105
EDAT 6159

Prerequisites: A bachelor’s degree in a teaching field.

This course is part of the on-line MAT in Math/Science

The College of Education at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these assumptions, which are listed below, as standards for advanced teachers.

**NBPTS Core Assumptions:** [www.nbpts.org/](http://www.nbpts.org/)
The College of Education has adopted the five (5) core assumptions, below, of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS).
1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from researching the literature and experience.
5. Teachers are members of learning communities.

Course description:
There is a critical nationwide need for teachers in math and the sciences. This course will present teaching from a reflective point of view to aide students to transition into teaching from careers other than education, to reflect on personal goals and cognitive attributes and the demands of the teaching profession. Students will become familiar with the world of public education, and in doing so will spend 60 hours in a classroom setting in their content area - 30 hours in a local area middle school and 30 hours in a local area high school in order to participate and study “present-day school”. They will examine the day-to-day operations of what teachers do, participate in classroom activities, observe how lesson plans are developed and carried out, and attend a faculty meeting, IEP meeting or school board meeting. Journals will be sent to the instructor ten times during the semester (see the assignment page for due dates) detailing their activities in the classroom. Students will also be expected to discuss the readings in essays in response to weekly assignments. Readings will be from the textbook, as well as assigned web sites. A culminating experience will be to write a reflective paper examining their field experience, and also read and interpret a research report in education.

All assignments will be submitted as attachments in WORD. If you have Vista, use “Save As Word 97” and send as an attachment. All assignments are due either before or on the due date. Late submissions will be penalized 5 points for each day late.

Goals: To become familiar with the world of public school teaching.
To be able to smoothly transition from careers in math and/or science to the world of public education through field experiences and reading of text materials and other related documents

This course is aligned with the basic level of domains 2 through 6 of the Georgia Framework for Teaching.

Basic Level of the Georgia Framework for Teaching (Domains 2 through 6)
- **Knowledge of Students**: 2.1.1 Believe that all children can learn.
- **Learning Environment**: 3.1.1 Create a learning environment in which students can learn both independently and collaboratively.
- **Assessment**: 4.1.1 Have a basic understanding of assessment and measurement theory.
- **Planning and Instruction**: 5.1.1 Locate, comprehend, and build rationales from curriculum guides, other applicable documents, and experienced colleagues.
- **Professionalism**: 6.1.1. Learn basic information about the history, ethics, organization and practices of education.

Course Objectives: At a minimum, as a result of this course, students will:
- Demonstrate a belief that all students can learn (2.1)
- Demonstrate knowledge about how to create a learning environment in which students can learn both independently and collaboratively (3.1)
- Demonstrate a basic understanding of assessment and measurement theory (4.1)
• Locate, comprehend, and build rationales from curriculum guides, other applicable documents, and experienced colleagues (5.1)
• Articulate basic knowledge of the history, ethics, organization, and practices of education (6.1)

A more desirable level of achievement may be achieved by attaining objectives aligned with domains 2 through 6 of the advanced level as a more acceptable level of the Georgia Framework for Teaching. As a result of performance at this level, students will:

**Advanced Level of the Georgia Framework for Teaching (Domains 2 through 6)**

- **Knowledge of Students:** 2.1.2 Hold high expectation and support the learning of all students.
- **Learning Environments:** 3.1.2 Create a learning environment in which students accept responsibility for their own learning and respect the learning needs of others.
- **Assessments:** 4.1.2 Use measurement theory to make instructional decisions and connections among different types of assessments.
- **Planning and Instruction:** 5.1.2 Develop rationales for their instructional choices and use them appropriately.
- **Professionalism:** 6.1.2 Observe, inquire, learn more about, and make connections among the history, ethics, politics, organization, and practices of education.

The following principles guided the development of the Framework:

- **The Process Principle:** Learning to teach is a life-long process.
- **The Support Principle:** Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle:** Professional Teachers have ownership of their careers, which they create and design.
- **The Impact Principle:** Effective teaching yields evidence of student learning.
- **The Equity Principle:** All teachers deserve high expectations and support.
- **The Dispositions Principle:** Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle:** Technology facilitates teaching, learning, community building and resource acquisition.

**Important Themes:**

1. *An overview of schooling in America.*
2. *Principles of teaching and learning*
   - Exploring pedagogy, curriculum, and Instruction.
3. *Who are today’s students?*
4. *Contemporary trends and issues in education.*
5. *The Information Technology revolution.*
7. *Making the decision to become a teacher.*

**Major class activities:**

Students will **spend 60 hours in a classroom** setting in your content area. You will divide the hours up spending **30 hours in a middle school** setting, and **30 hours in a high school** setting in a local area school in order to observe and study “present-day school”. You will examine the day-to-day operations of what teachers do, observe how lesson plans are developed and carried out, and attend a faculty meeting, IEP meeting or school board meeting. The 30 hours in each setting may be divided up as arranged between the student and the classroom teacher. If you are currently teaching in either a middle
or high school, you will need to find a different class in your school to participate in for 30 hours as half of your field experience. Also you will need to find either a middle school or high school where you may do the additional 30 hours. **As soon as you make arrangements at a school of your choice, please send me the name of the school district, the name of the school, and the name of the cooperating teacher.** Please make sure that the principal at the school in which you are currently teaching is informed about your field experience. There are letters for you to present to the principal and teacher. In addition, the teacher you will be working with will be asked to complete a final evaluation and mail it to me.

**Journals will be sent weekly** to the instructor briefly reflecting on the activities in the classroom and your role in the activities from that week.

Students will be expected to discuss the readings in **essays** in response to assignments. Readings will be from the textbook, as well as assigned web sites.

A culminating experience will be to write a **reflective paper** examining your field experience. This paper will be a narrative work, outlining your personal strengths and weaknesses, particular personal experiences, meaningful teachers you have had in your life, and what teaching means to you as a career.

A group activity will be **analysis/critique of a written research report.** A small group of three students, each, will collaboratively analyze the research and answer questions about the work.

**Course Textbook:**
  
  ISBN – 10: 0-618-84200-4

To order textbook on-line: [www.ichapters.com](http://www.ichapters.com)

Put the ISBN # in the search field.

The print textbook is $96.99
The e-book is $53.99. *Please note that the e-book is good for only 6 months, After that it disappears.*

You may order the book used from amazon.com

**Student Evaluation:** 20% journals of field experience
  
  20% semi-weekly essay writing on readings
  20% reflective paper
  20% review of written research
  20% final exam

**Instructional Strategies:** Communication with the instructor will be conducted via e-mail. Any interactive discussion will be conducted via e-mail.

All assignments will be done in WORD and sent to the professor in WebCT as an attachment prior to or on the due date. Points will be substantially deducted for work submitted late. If you have a great need to speak in person with me, you may call me at home at 706-576-5054 or 706-587-7780 (cell).

**Cultural diversity:** In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons– respect the
rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the readings.

The College of Education overall mission is congruent with and complements that of Columbus State University. This mission is to guide individuals in the process of becoming skillful, competent, knowledgeable and reflective professionals.

The College of Education is committed to creating and nurturing an atmosphere where the diversity of all individuals is celebrated. Our intention is to establish and continue an atmosphere that encourages and appreciates diversity in faculty, staff and students, to include but not be limited to the following: cultural, ethnic, racial, gender, sexual orientation, socio-economic status, geographical, disabilities, religious, and in academic freedom. It is also to instill in teacher, counselor and educational leader candidates an appreciation of the diverse nature of school children, their families, and the wider community.

In order to accomplish this mission, the College of Education has adopted the following guiding principle: “Creating Opportunities for Excellence”

**Technology:** Because this is an asynchronous course students will be using the broad range of electronic technology available in the University's computer laboratories and library. Resources available include, but are not limited to, Google, Copernic, Peachnet, Galileo, and SilverPlatter; search engines include Hotbot, Inference Find, Metacrawler, Dogpile, MetaFind, Yahoo!, Infoseek, Alta Vista, Lycos, and Northern Light.

**References/Bibliography:** You will be assigned web sites to read as a supplement to the text readings.

**Attendance Policy:** Regular logging onto the class web-site is a student obligation. *Failure to submit completed assignments on the due dates may be cause for a WF or an F.*

**GRADES:**
Each assignment will be evaluated using the following points:
- Each assignment = 20 points (7 assignments of 20 points and one Statement of Understanding of 10 points)  
  Total = 150 points
- Weekly journals = 50 points
- Field experience teacher evaluation – 20 points
- Time Logs = 10 points
- Critique of Research = 20 points
- Culminating paper = 10 points
- Final Exam = 20 points
- Total: 280 points

257-280 = A
238-256 = B
210-237= C
196-209= D
Lower = F
EDMS 6272 Classroom Management

Proposed Syllabus

EDMS 6272 CLASSROOM MANAGEMENT
University of West Georgia
Carrollton, GA 30118-5110

 Semester Hours: 3
 E-mail: The official communication method will be through the online course management system.

All work submitted for this course and program are subject to electronic and/or other reviews to ensure authenticity and student ownership.

COURSE DESCRIPTION
Students will examine major theoretical and empirical approaches to establish learning environments that encourage positive social interaction and active engagement in learning as well as promote self-motivation. Field experiences are included in this course.
In this course students will learn to create a productive learning environment. Students will study research related to classroom management and review the work of experts in the field to inform instructional practice. Students will explore a plethora of activities and techniques that encourage prosocial behavior and promote collaboration, teamwork, and positive teacher-student and peer relationships in classrooms. Students will practice strategies for managing student work, teaching to student strengths, and using technology in the classroom. This course will continually challenge students to examine and modify current instructional practices to serve all students successfully.

CONCEPTUAL FRAMEWORK
The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme "Developing Educators for School Improvement," the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (GEFT), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.
The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing assessing, and re-evaluating existing or proposed practices. This course's objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

COURSE OBJECTIVES
This course is aligned with the **basic and advanced levels** of Domain 3 of the *Georgia Framework for Teaching*. Descriptors of the basic and advanced levels are as follows:

**Domain 3 Basic Level:**

1. Create a learning environment in which students can learn both independently and collaboratively.
2. Organize and manage time, space, activities, technology, software, and other resources necessary for providing learning activities for students.
3. Explore options for, and build a functional plan for classroom management.
4. Seek, use, and refine real-life strategies for motivating students.
5. Create a culturally responsive classroom.
6. Articulate resources specific to the school, district, and community that enhance student learning.
7. Develop appropriate verbal, nonverbal, and media communication techniques to foster supportive learning-based interactions in the classroom.

**Domain 3 Advanced Level:**

1. Create a learning environment in which students accept responsibility for their own learning and respect the learning needs of others.
2. Organize and manage time, space, activities, technology, software, and other resources to increase active engagement of students in learning activities.
3. Practice effective classroom management strategies.
4. Implement strategies for organizing and supporting student learning that are based on human motivation and behavior.
5. Exhibit practices that demonstrate sensitivity to students’ cultures, experiences, and communities in all aspects of teaching.
6. Incorporate school, district, and community resources to enhance student learning.
7. Integrate appropriate verbal, nonverbal, and media communication techniques to foster collaboration and supportive interactions in the classroom.

**TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES**

**Required Texts:**


**References:**


**Professional Organizations and Other Web Sites**

A Positive Classroom Climate http://cte.udel.edu/TAbok/climate.html


Classroom Management: Behavior Management Classroom Organization http://www.mea-mft.org/assist/classroom_org.html


ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICY

Link to Conceptual Framework. The focus of this course is to evaluate the theoretical constructs for designing curriculum, instruction, and classroom management. Also, students will develop knowledge, skills, and dispositions for making appropriate decisions through problem solving strategies. In addition, students will demonstrate their skills and attitudes for managing learning environments with diverse learners. Finally, students are expected to demonstrate achievement in several areas related to the College of Education’s conceptual framework.

Activities and Assessments:
Students are expected to:

1. **Class Participation:** Students are expected to participate in all class activities and complete all assignments including, but not limited to, locating and retrieving information related to identified topics and participating in discussion board activities.
   (GFT Domain 3; knowledge, skills, disposition; observation)

2. **Weekly Assignments:** Students will respond to discussion prompts provided by the instructor by reviewing, summarizing, and applying weekly reading assignments and/or video segments in relation to theory and self practice of Classroom Management. Assignments of application will be at the discretion of the instructor
and will vary according to the weekly topic. For example, students may be requested to submit a video or podcast to demonstrate theory and practice of weekly topic.  
(GFT Domain 3; knowledge, skills, disposition; rubric)  

3. **Action Research Project:** Students will plan, implement, and evaluate an Action Research Project. The project will consist of 3 different parts which will be due at intervals during the semester. Students will document the implementation of their Action Research Project using distance technologies. Evaluation and analysis of the Action Research Project will consist of a critical review of the plan and future implications. This portion of the plan will be submitted in paper format using strict APA guidelines.  
(GFT Domain 3; knowledge, skills, disposition; rubric)  

**Action Research Project:**  
Part 1: Planning the Inquiry  
   a. Problem Statement (15 points)  
   b. Annotated Bibliography (25 points)  
   c. Advocated Solutions (15 points)  
Part 2: Implementing the Inquiry  
   a. Implementation Plan (45 points)  
   b. Record of Progress (40 points)  
Part 3: Analyzing and Evaluating the Inquiry  
   a. Reflective Assessment (45 points)  
   b. Reference List (15 points)  
   c. Appendix (25 points)  

**Evaluation Procedures:**  
You will be graded and evaluated based on the Rubric.  
   a. Weekly Class Participation 100 points  
   b. Weekly Assignments 100 points  
   c. Action Research Project 225 points  

**Grading Policy:** Total Points Possible: 425  
383-425 points = A  
340-382 points = B  
298-339 points = C  
297 or below = F  

**Rubric for Evaluating Online Course Assignments**

<table>
<thead>
<tr>
<th>Rubric for Evaluating Online Course Assignments</th>
<th>Basic Level Work</th>
<th>Basic Level Work</th>
<th>Advanced Level Work</th>
<th>Advanced Level Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synthesize/Apply/Reflect</td>
<td>0-6 points</td>
<td>7-8 points</td>
<td>9 points</td>
<td>10 points</td>
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</tbody>
</table>

  
  Demonstrates little or no  
  Demonstrates minimal  
  Demonstrates a clear  
  Demonstrates an exceptional
<table>
<thead>
<tr>
<th>Level of Discussion: Quality and quantity of participation and interaction</th>
<th>0-6 points</th>
<th>7-8 points</th>
<th>9 points</th>
<th>10 points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates little or no understanding of key concepts; integrates little or no key ideas Did not contribute to online class work Minimal online participation; posts 1 response to question</td>
<td>Demonstrates minimal understanding of key concepts; integrates some key ideas Contributed little to online class work Minimally added additional information and insight on the discussion topic(s) Nominal participation; posts 1 or 2 responses, occasionally following up on responses of others</td>
<td>Demonstrates a clear understanding of key concepts; integrates many key ideas Contributed positively to the online class work Added some additional information and insight on the discussion topic(s) Consistent participation; posts 2 or more responses with frequent interaction with others</td>
<td>Demonstrates an exceptional understanding of key concepts; integrates and extends key ideas Contributed positively to the online class work Frequently added high-level information and insight on the discussion topic(s) Active participation; posts 3 or more responses, interacts weekly with follow-ups on others’ ideas</td>
<td></td>
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</table>
## Action Research Project Rubric

<table>
<thead>
<tr>
<th></th>
<th>0-9 points</th>
<th>10-11 points</th>
<th>12–13 points</th>
<th>14–15 points</th>
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<tbody>
<tr>
<td><strong>Problem Statement</strong></td>
<td>The problem statement is unfocused and/or unclear; there is no clear sense of intent in the solution statement. The settings statement seems unclear or contains irrelevant information.</td>
<td>More than one element is insufficiently focused or specific. The instructor has a sense that the student has some idea of what is necessary, but renders information with too much generalization and irrelevant information.</td>
<td>At least one element is insufficiently specific. For example, the student has provided a problem OR a solutions statement with too much or too little information, OR the setting includes irrelevant or inappropriate information. The instructor has a sense that the student is on the right track, but needs clarity and/or focus.</td>
<td>Problem statement form has an appropriately informative setting which clearly articulates information about the student community, the school atmosphere, and the teacher. The problem statement is focused and specific as is the solution statement.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>0-17 points</th>
<th>18-19 points</th>
<th>20-22 points</th>
<th>23-25 points</th>
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<tbody>
<tr>
<td><strong>Annotated Bibliography</strong></td>
<td>Annotations are summaries of the citation rather than descriptive or evaluative; there is little attempt to inform the reader of the relevance, accuracy, and quality of most of the citations. Little or no attempt to offer a variety of resources.</td>
<td>Annotations tend to be as much summary as descriptive and/or evaluative with insufficient attempt to inform the reader of the relevance, accuracy, and quality of several citations (there may be quantity over quality). Obvious imbalance of resources.</td>
<td>Annotations may not be quite sufficiently descriptive and evaluative, or may not inform the reader of the relevance, accuracy, and quality of some of the citations. There might be an imbalance of resources.</td>
<td>Annotations are appropriate, descriptive, and evaluative and appropriately inform the reader of the relevance, accuracy, and quality of the source cited. There is a good variety of resources.</td>
</tr>
<tr>
<td>Proposed solutions seem pedestrian; little or no analysis of the solutions. Problems or barriers missing or barely adequate. In general, little evidence of reasoning or thoughtful inquiry.</td>
<td>Proposed solutions offer little creativity or insight; analysis of solutions is adequate. Problems or barriers haphazard. Some evidence of reasoning or thoughtful inquiry.</td>
<td>Proposed solutions have some elements of creativity and insight, and appropriate analysis. Problems or barriers may seem a bit haphazard. Some evidence of reasoning and thoughtful inquiry.</td>
<td>Proposed solutions show creativity, insight, and analysis. Problems or barriers are real and appropriate, and solutions sound and reasonable. Evidence of clear reasoning and thoughtful inquiry.</td>
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</table>

| The plan summary includes all or most of the elements—the problem statement, the goals, the solutions, the preparatory steps, and the expected outcomes for the action research project, though some are not clear and many are not specific. The weekly plans are not clear, have limited creativity, and are adequately appropriate with limited evidence of insight and planning. | The plan summary includes all of the elements—the problem statement, the goals, the solutions, the preparatory steps, and the expected outcomes for the action research project, most of which are somewhat clear and somewhat specific. The weekly plans are fairly clear, adequately creative, and generally appropriate with evidence of some insight and some planning. | The plan summary restates the problem statement with perhaps more focus; the specific goals, which are mostly measurable; the specific solutions you have chosen for this project; the preparatory steps; and the expected outcomes for the action research project. The weekly plans are mostly clear, somewhat creative, and mostly appropriate with evidence of insight and planning. | The plan summary clearly articulates a focused problem statement; the specific goals, which are measurable; the specific solutions you have chosen for this project; the preparatory steps; and the expected outcomes for the action research project. The weekly plans are clear, creative, and appropriate with evidence of insight and thoughtful planning. |

<p>| Record of progress identifies a few | Record of progress identifies some | Record of progress identifies | Record of progress clearly identifies the |</p>
<table>
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<tr>
<th>Reflective Assessment</th>
<th>0-31 points</th>
<th>32–35 points</th>
<th>36–40 points</th>
<th>41–45 points</th>
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</thead>
<tbody>
<tr>
<td>Narrative makes few connections with the initial problem statement work and the implementation plan. Discussion of implementation plan is insufficient. Includes adequate points for peer review.</td>
<td>Narrative makes some adequate connections with the initial problem statement work and the implementation plan. Discussion of implementation plan is adequate. Includes adequate and generally appropriate points for peer review.</td>
<td>Narrative makes some appropriate connections to and with the initial problem statement work and the implementation plan. Discussion of implementation plan is appropriate, but not particularly insightful, thoughtful, nor comprehensive. Includes adequate yet appropriate points for peer review.</td>
<td>Narrative makes clear connections to and with the initial problem statement work and the implementation plan. Discussion of implementation plan is insightful, thoughtful, concise, and comprehensive. Includes appropriate and insightful points for peer review.</td>
<td></td>
</tr>
<tr>
<td>Reference List</td>
<td>0-9 points</td>
<td>10-11 points</td>
<td>12–13 points</td>
<td>14–15 points</td>
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<tr>
<td>Minimal variety of resources; format generally incorrect.</td>
<td>Some variety of resources; format has several noticeable errors.</td>
<td>Adequate variety of resources; format is mostly correct.</td>
<td>Good variety of resources; format is correct.</td>
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<tr>
<td>Appendix</td>
<td>0-17 points</td>
<td>18–19 points</td>
<td>20–22 points</td>
<td>23–25 points</td>
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<tr>
<td>Presentation of materials used or referenced in implementation,</td>
<td>Adequate presentation of materials used or referenced in</td>
<td>Acceptable presentation of materials used or referenced in</td>
<td>Clear and usable presentation of materials used or referenced in</td>
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<tr>
<td>though perhaps sporadic or unclear; format generally incorrect.</td>
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<tr>
<td>implementation—some key materials missing or misrepresented or unclear; format has several noticeable errors.</td>
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<tr>
<td>implementation; format is mostly correct.</td>
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<tr>
<td>implementation; format is correct.</td>
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</table>
Professionalism and Participation:

A University of West Georgia graduate should be able to demonstrate the ability to interpret and integrate information and the ability to express thoughts coherently in oral and in written form. This is especially true for educators. Therefore, all formal assignments should be proofread for Standard English grammar, spelling, capitalization, punctuation, and proper citations according to APA (5th) guidelines. Written work must be completed in a typed, double-space format, with Times/Times New Roman font, size 12, and 1-inch margins on all sides unless otherwise indicated.

Throughout the professional literature, it is documented that effective teachers are knowledgeable, responsible, enthusiastic, energetic, interactive, cooperative, attentive, and participatory and have a sense of efficacy. These same professional behaviors will be expected of students enrolled in this course. **Students are expected to participate in ALL class sessions and are accountable for all materials covered.** Attendance will be taken every class session. You are responsible for all information and changes in the course content that may occur. No make-up tests will be allowed. **Projects and papers are due on the designated date.** No late assignment will be accepted. Extra credit will not be allowed and work completed for another class will not be acceptable in this course.

Students are expected to adhere to the highest standards of academic honesty. Plagiarism occurs when a student uses or purchases ghostwritten papers. It also occurs when a student utilizes the ideas of or information obtained from another person without giving credit to that person. If plagiarism or another act of academic dishonesty occurs, it will be dealt with in accordance with the academic misconduct policy as stated in *The Student Handbook, Undergraduate Catalog,* and *Graduate Catalog.*
## CLASS OUTLINE:

<table>
<thead>
<tr>
<th>Week</th>
<th>Class Activities</th>
<th>Reading Assignments or Topic</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction and Overview</strong></td>
<td>Syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Issues in Classroom Management</td>
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<tr>
<td>Week 3</td>
<td><strong>Problem Statement Due</strong></td>
<td>Theories of Classroom Management</td>
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<tr>
<td>Week 4</td>
<td></td>
<td>Researchers in Classroom Management</td>
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<td>Week 5</td>
<td></td>
<td>Setting the climate</td>
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<td>Week 6</td>
<td></td>
<td>Teaching the social skills</td>
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<tr>
<td>Week 7</td>
<td><strong>Implementation Plan Due</strong></td>
<td>Students who have trouble accepting responsibility</td>
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<tr>
<td>Week 8</td>
<td></td>
<td>Students with weak interpersonal skills</td>
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<tr>
<td>Week 9</td>
<td></td>
<td>Students with behavior problems</td>
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<tr>
<td>Week 10</td>
<td><strong>Record of Progress Due</strong></td>
<td>Students with special needs</td>
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<tr>
<td>Week 11</td>
<td></td>
<td>Understanding student’s basic psychological needs</td>
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<tr>
<td>Week 12</td>
<td></td>
<td>Establishing positive student-teacher relationships</td>
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<td>Week 13</td>
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<td>Working with parents</td>
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<td>Week 14</td>
<td></td>
<td>Increasing student motivation</td>
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<td>Week 15</td>
<td></td>
<td>School wide student management systems</td>
</tr>
<tr>
<td>Week 16</td>
<td><strong>Project Due</strong></td>
<td>Action Research Project</td>
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<tr>
<td>(Final)</td>
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</table>
EDMS 6115 Knowledge of Students

Knowledge of Students (3) (KSU)—emphasizes basic-level competencies in domain 2 of GA Framework, Knowledge of Students; meets PSC requirement for teaching children with special needs.

Conceptual Framework: Collaborative Development of Expertise in Teaching and Learning

The Professional Teacher Education Unit (PTEU) at Kennesaw State University is committed to developing expertise among candidates in initial and advanced programs as teachers and leaders who possess the capability, intent and expertise to facilitate high levels of learning in all of their students through effective, research-based practices in classroom instruction, and who enhance the structures that support all learning. To that end, the PTEU fosters the development of candidates as they progress through stages of growth from novice to proficient to expert and leader. Within the PTEU conceptual framework, expertise is viewed as a process of continued development, not an end-state. To be effective, teachers and educational leaders must embrace the notion that teaching and learning are entwined and that only through the implementation of validated practices can all students construct meaning and reach high levels of learning. In that way, candidates are facilitators of the teaching and learning process. Finally, the PTEU recognizes, values and demonstrates collaborative practices across the college and university and extends collaboration to the community-at-large. Through this collaboration with professionals in the university, the public and private schools, parents and other professional partners, the PTEU meets the ultimate goal of assisting Georgia schools in bringing all students to high levels of learning.

Use of Technology: Telecommunication and information technologies will be integrated throughout the teacher preparation program, and all candidates must be able to use technology to improve student learning and meet Georgia Technology Standards for Educators. During this course, candidates are expected to utilize various media resources to support classroom and group activities relative to the course. Candidates are encouraged to be functional in the use of library and computer research tools. Candidates should access information resources and incorporate these into assignments and activities.

In EDUC 6100L, teacher candidates will use:

- The basic skills and terminology needed to use a computer,
- A word processing package,
- Internet technologies including email, WWW, and online course applications,
Diversity: A variety of materials and instructional strategies will be employed to meet the needs of the different learning styles of diverse learners in class. Candidates will gain knowledge as well as an understanding of differentiated strategies and curricula for providing effective instruction and assessment within multicultural classrooms. One element of course work is raising candidate awareness of critical multicultural issues. A second element is to cause candidates to explore how multiple attributes of multicultural populations influence decisions in employing specific methods and materials for every student. Among these attributes are age, disability, ethnicity, family structure, gender, geographic region, giftedness, language, race, religion, sexual orientation, and socioeconomic status. An emphasis on cognitive style differences provides a background for the consideration of cultural context.

Kennesaw State University provides program accessibility and accommodations for persons defined as disabled under Section 504 of the Rehabilitation Act of 1973 or the Americans with Disabilities Act of 1990. A number of services are available to support students with disabilities within their academic program. In order to make arrangements for special services, students must visit the Office of Disabled Student Support Services (ext. 6443) and develop an individual assistance plan. In some cases, certification of disability is required.

**MODULE I: Knowledge of Students**


**GENERAL COURSE GOALS:**
The general goals of the module are to:
(a) understand current theoretical perspectives and domains of development and learning;
(b) understand research methodology and techniques used to study behavior and developmental change;
(c) examine the physical, cognitive, emotional, and social domains of development;
(d) understand the environmental, genetic, child-rearing, cultural, economic, political, and educational influences on development and socialization of children and youth;
(e) understand the relationship between these factors and teaching and learning;
(f) discuss the necessity for development and application of educational programs according to developmental and learning principles examined in this course;

**COURSE OBJECTIVES:** Upon completion of this module each teacher candidate will accomplish objectives as indicated in the grid that follows.

<table>
<thead>
<tr>
<th>Course Objectives</th>
<th>CPI Outcome*/ Revised CPI Outcome</th>
<th>NMSA Standard **</th>
<th>Course Activities/ Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply major theoretical perspectives and principles of development and learning</td>
<td>2.1</td>
<td>1</td>
<td>Formal Assessment (Exam)</td>
</tr>
<tr>
<td>and learning in children and adolescents advocated by such scholars as Piaget,</td>
<td>2.1/2.2</td>
<td></td>
<td>Group Presentations</td>
</tr>
<tr>
<td>Maslow, Erikson, Bandura, Bloom, Kohlberg, Gardner, and Vygotsky.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>2. Describe normative research methods and techniques used to study behavior and</td>
<td>1.3</td>
<td>4,5</td>
<td>Research Article Reviews</td>
</tr>
<tr>
<td>development change in learners.</td>
<td>1.4</td>
<td></td>
<td>Formal Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Course Objectives</td>
<td>CPI Outcome*/Revised CPI Outcome</td>
<td>NMSA Standard **</td>
<td>Course Activities/Assignments</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>3. Describe how instruction and learning evolves from the study of human growth and development.</td>
<td>2.5 2.9/2.10</td>
<td>3,5</td>
<td>Formal Assessment (Exam)</td>
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<td></td>
<td></td>
<td></td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td>4. Describe how genetic, health, and environmental factors influence the process of development and learning.</td>
<td>2.2 2.3</td>
<td>1,4</td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td></td>
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<td>Group Presentation</td>
</tr>
<tr>
<td>5. Describe social, moral, emotional, physical, cognitive, and physiological development and the interrelationships among these domains as related to learners.</td>
<td>2.1 2.1</td>
<td>1,4</td>
<td>Observation Reflection</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td>6. Analyze the cultural, economic, social, ecological, political and educational influences on development.</td>
<td>2.2 2.3</td>
<td>1</td>
<td>Immersion Reflection</td>
</tr>
<tr>
<td></td>
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<td></td>
<td>Reflection</td>
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<td></td>
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<td></td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td>7. Use current technology to access research</td>
<td>1.3 1.4</td>
<td>3,5</td>
<td>Research Article Review</td>
</tr>
<tr>
<td>8. Explain the impact of technology on learning.</td>
<td>2.5 2.7,2.8</td>
<td>3,5</td>
<td>Group Presentation</td>
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<tr>
<td></td>
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<td></td>
<td>Class Discussion</td>
</tr>
<tr>
<td>9. Show the relationship between factors that contribute to individual differences (including exceptionalities, diversity) to the implications for instruction</td>
<td>2.2 2.3</td>
<td>1</td>
<td>Group Presentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Research Article Review</td>
</tr>
<tr>
<td>11. Articulate the sequence and characteristics of life span development with special emphasis on middle childhood, adolescence, and young adulthood.</td>
<td>2.1 2.1</td>
<td>1</td>
<td>Formal Assessment</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>Observation and Narrative</td>
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<td></td>
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<td>Text Readings</td>
</tr>
<tr>
<td>12. Identify factors inside and outside the home, which affect successful growth and development as related to family system theory, knowledge of the dynamics, roles, and relationships within families and communities.</td>
<td>2.2 2.2, 2.3</td>
<td>1</td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Formal Assessment</td>
</tr>
<tr>
<td>Course Objectives</td>
<td>CPI Outcome*/ Revised CPI Outcome</td>
<td>NMSA Standard **</td>
<td>Course Activities/ Assignments</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>13. Identify current issues in child development.</td>
<td>2.1</td>
<td>1,2</td>
<td>Research Article Review</td>
</tr>
<tr>
<td></td>
<td>2.1, 2.2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14. Explain and apply methods of studying child development</td>
<td>1.1, 2.1</td>
<td>4</td>
<td>Formal Assessment</td>
</tr>
<tr>
<td></td>
<td>1.1, 2.1</td>
<td></td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td>15. Apply the knowledge and principles of human growth, development, and learning theories when observing learners at various stages of development.</td>
<td>2.1</td>
<td>1</td>
<td>Observation and Narrative</td>
</tr>
<tr>
<td></td>
<td>2.1</td>
<td></td>
<td>Group Presentation</td>
</tr>
<tr>
<td>18. Exhibit the ability to work cooperatively with peers, parents and others.</td>
<td>3.2</td>
<td>7</td>
<td>Professionalism Evaluation</td>
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<tr>
<td></td>
<td>3.3</td>
<td></td>
<td>Group Presentation</td>
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<tr>
<td></td>
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<td></td>
<td>Small Group Activities</td>
</tr>
<tr>
<td>20. Exhibit ethical standards in course work and relationships with others.</td>
<td>3.3</td>
<td>7</td>
<td>Professionalism Evaluation</td>
</tr>
<tr>
<td></td>
<td>3.4</td>
<td></td>
<td>Group Presentation</td>
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<tr>
<td></td>
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<td></td>
<td>Small Group Activities</td>
</tr>
</tbody>
</table>

VIII. MODULE REQUIREMENTS/ASSIGNMENTS

The assignments are briefly described below.

1. Reflective Journal: Each teacher candidate will maintain an electronic journal of their typed reflections based on chapter questions.

2. Observations: Teacher candidates will observe two adolescent individuals in their natural environments (e.g., at school, work, home, and play). Individual observations, in narrative form, will be due on the dates specified in the course outline. Your first observation will involve a student from the U. S. American middle-class Caucasian culture. Your second observation will involve a student from the minority culture chosen by your cooperative group.

An Observation Guide to use while you observe your student for at least 30 minutes will be provided. If necessary, be sure to obtain permission to observe the student from a parent or guardian with the understanding that participation is voluntary and all information will remain confidential. We will discuss in class the ethics involved in an the observation, and the ethics involved in your narrative. Please note, this is an observation – not an interview. These two observation narratives will form the foundation of a group presentation, so be sure to keep a paper and disk copy of each narrative to share with your collaborative group.
4. Collaborative Group Presentation: Teacher candidates will be assigned into groups of 4 to 6 by their subject area concentrations. Your group presentation will integrate your data from your two observations with those of your group members and apply your conclusions toward the research discussed in the text and possible implications for teaching.

5. Research Article Project: Working with a partner, you will locate copy and read one research article related to adolescent development. The primary goals of this assignment are 1) to be able to locate a research article of interest in databases and 2) to read and understand current research and recommendations in an area of interest. More information on this project will be given in class including instruction on searching electronic databases. Partners will prepare and present a PowerPoint in which you review the article according to the guidelines provided to you.

7. Exams: There will be four exams. Tests will be multiple-choice, essay, and possibly open-book or take-home. All are based on assigned readings from Santrock. Teacher candidates are expected to take tests on scheduled dates with the class. Class notes, PowerPoints, and handouts will point you to the topic/concept that will be questioned on the test – test questions will generally then ask you to apply that information.

Module II: Diversity

Required Texts:

<table>
<thead>
<tr>
<th>Course Goals and Objectives: Upon successful completion of this module the candidate will</th>
<th>CPI Outcomes &amp; NCATE Standards*</th>
<th>Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understand how differences in ethnicity, class, gender, religion, language and exceptionality affect the work of schools and teachers in modern society.</td>
<td>CPI – Facilitator of Learning NCATE – Standard I (Knowledge, Skills, and Dispositions), Standard II (Diversity)</td>
<td>Ethnocultural Heritage Assignment Research Article Review Proficiency Exams</td>
</tr>
<tr>
<td>Articulate the legal and ethical requirements of their role in the education of students with disabilities and the ways those continue to evolve out of legislative, litigative, and sociological changes.</td>
<td>CPI – Facilitator of Learning NCATE – Standard I (Knowledge, Skills, and Dispositions)</td>
<td>Proficiency Exams Quizzes/Tests</td>
</tr>
<tr>
<td>Demonstrate an understanding of the way in which general characteristics of exceptionalities are linked to definitions under state and federal laws and the attendant regulations.</td>
<td>CPI – Facilitator of Learning NCATE – Standard I (Knowledge, Skills, and Dispositions)</td>
<td>Proficiency Exams Quizzes/Tests</td>
</tr>
<tr>
<td>Demonstrate an understanding of due process and their role in its implementation for parents and students and their role in engaging and supporting the participation of parents of students with diverse characteristics (including disabilities) in the education of their children.</td>
<td>CPI – Collaborative Professional NCATE – Standard I (Knowledge, Skills, and Dispositions)</td>
<td>Proficiency Exams Quizzes/Tests</td>
</tr>
<tr>
<td>Demonstrate an understanding of disabilities as lifelong circumstances requiring different strategies and accommodations in various settings and stages.</td>
<td>CPI – Facilitator of Learning, Collaborative Professional NCATE – Standard I (Knowledge, Skills, and Dispositions), Standard II (Diversity)</td>
<td>Proficiency Exams</td>
</tr>
<tr>
<td>Demonstrate the ability to identify community and professional resources and collect information about their access.</td>
<td>CPI – Facilitator of Learning NCATE – Standard I (Knowledge, Skills, and Dispositions)</td>
<td>Cultural Immersion Experience</td>
</tr>
<tr>
<td>Exhibit a commitment to teaching in a diverse world.</td>
<td>CPI – Collaborative Professional NCATE – Standard I (Knowledge, Skills, and Dispositions)</td>
<td>Cultural Immersion Experience Professionalism</td>
</tr>
</tbody>
</table>
Course Requirements and Assignments (to meet course objectives):

**Research/Review/Respond:** Locate and read a research article addressing issues in educating students with disabilities in your primary area of interest, e.g. Science or Math. Therefore, *If you are pursuing an MAT in Math you must find an article on teaching math to students with disabilities in the general education classroom.* The primary goal is to read and understand current research or recommendations in an area of interest and then be able to discuss the topic in class. The articles can be located through technology tools such as CD-ROM, WWW, Galileo, ERIC, microfilm or microfiche, etc. You may also use the bibliography provided with this syllabus. You are encouraged to go to the library and explore the resources available to you.

**Proficiency Exam:** One examination, with two parts (described below) will be completed on-line during a designated time period. Both of these exams require a minimum score of 80% correct responses in order to receive a passing grade in this course. More than one retake to meet mastery will entail a personal and private conference with the instructor to develop a remediation plan.

**Legislation and Litigation Proficiency Exam:** The knowledge and understanding of public laws focusing on the provision of special education services is an important segment of this course. As a teacher, you will be asked to collaborate with other service givers to provide educational opportunities for all students, including those with disabilities. State and federal laws that you must understand stringently regulate the provision of those services. The content of this assessment is the application of the laws studied in class and will be evaluated for knowledge and comprehension.

**Disability Characteristics Proficiency Exam:** It is important that candidates have an understanding of disability categories contained within the Federal Regulations for Special Education as well as the characteristics and learning needs of students identified with those disability categories. This assessment tests the knowledge of candidates in these areas.

**Ethnocultural Heritage PowerPoint:** Create a Power Point presentation that addresses your ethnocultural heritage and how it has affected and influenced your approaches and attitudes toward your learning and education as well as your expectations for your future students. Be sure that the ppt. also incorporates what you learned from the Cultural Immersion Experience described below. The last day of this four-day session, you will give a ten-minute presentation of your ppt. to the class. Specific guidelines and grading criteria will be provided by your instructor. (Diversity, Technology)

**Cultural Immersion Experience Essay & Resource Guide (Diversity)**

Interview/interact with an adult of a different race, religion, sexual orientation, physical ability, cognitive ability, etc. than your own OR participate in an in-depth cultural experience approved by the instructor.

Reflect on your experience and what you learned about yourself and the culture you experienced in a three-page essay. (See rubric for grading criteria.)

Create Diversity Resource Guide: Identify five community services to assist you in teaching students and relating to families of cultures similar to the individuals with whom you interacted. Organize the resources from WebCT into a resource guide for students with disabilities.

**Modular III: Field Experience**

Course Goals and Objectives:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Outcomes &amp; NCATE Standards*</th>
<th>Assignments and Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Goals and Objectives: <strong>Upon successful completion of this course the candidate will</strong></td>
<td></td>
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</tr>
<tr>
<td>Demonstrate an awareness and sensitivity to students from different backgrounds as related to the concepts</td>
<td>CPI – Facilitator of Learning, Collaborative</td>
<td>Observations and Reflections</td>
</tr>
<tr>
<td>Activity</td>
<td>Professional Standard I (Knowledge, Skills, and Dispositions), Standard II (Diversity)</td>
<td>CPI – Facilitator of Learning</td>
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<tr>
<td>Describe how the concepts of race, socioeconomic status, ethnicity, religion, language differences, gender and exceptionality affect student performance and teacher expectations.</td>
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<tr>
<td>Describe how the cultural background, language differences, cognitive abilities, and exceptionalities of a learner influence participation in the educational setting.</td>
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<tr>
<td>Discuss communication and learning styles of diverse learners in middle grades and secondary classrooms.</td>
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<td>Demonstrate an understanding of their role in engaging and supporting the participation of parents of diverse students in the education of their children.</td>
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<tr>
<td>Explain major theoretical perspectives of learning (cognitive, developmental, social learning, behavioral, and human information processing) and their role in the education of diverse learners.</td>
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<td>Describe contexts when different theoretical positions would be appropriate for use with diverse learners.</td>
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<td>Collect and share observational data that will be useful to members of interdisciplinary teams for multiple decision-making.</td>
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<tr>
<td>Work collaboratively with other professionals to facilitate pre-referral, screening and assessment, placement, transitions, and instructional design.</td>
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</tbody>
</table>
Exhibit a commitment to teaching in a diverse world.

<table>
<thead>
<tr>
<th>CPI – Collaborative Professional</th>
<th>Observations, Reflections, &amp; Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>NCATE – Standard I(Knowledge, Skills, and Dispositions), Standard II (Diversity)</td>
<td>EDUC discussions</td>
</tr>
</tbody>
</table>

*“Outcomes” refers to outcomes evaluated in the Candidate Performance Instrument (CPI), used to evaluate Practicum II, Practicum III, and the professional portfolio. The National Council for Accreditation of Teacher Education (NCATE) Standards can be found at [www.ncate.org](http://www.ncate.org).

Assignments and Requirements:

**Professionalism:** It is expected that future teachers will conduct themselves with the professionalism that is required of practicing teachers. Please note that "meeting expectations" for teachers is usually what others consider to be "exceeding expectations." MAT teacher candidates are entering a profession of extremely high standards that they are expected to live up to daily. Keep in mind that the way that you deal with peers and faculty has proved to be indicative of how you will deal with your future students, colleagues, and administrators.

**The Teacher Candidate shows acceptable professional ability to:**

Reflect upon and improve professional performance based on professional standards, feedback, best practices and effective communication.

3.2 **Build collaborative and respectful relationships with colleagues, supervisors, students, parents and community members.**

3.3 **Display professional and ethical behavior consistent with recognized educational standards and codes of ethics.**

**IF, AT ANY TIME, AN ADVISOR, FACULTY MEMBER, COLLABORATING TEACHER, OR SCHOOL PRINCIPAL QUESTIONS A TEACHER CANDIDATE’S PROFESSIONAL CONDUCT, APPROPRIATE ACTION WILL BE TAKEN. SUCH ACTION MAY Include THE DEVELOPMENT OF A PLAN FOR THE TEACHER CANDIDATE TO COMPLETE BY THE END OF THE SEMESTER OR THE REMOVAL OF THE TEACHER CANDIDATE FROM THE PROGRAM.**

**Experiential Service Learning Project** – Candidates will arrange to spend one-on-one time with adolescents and/or young adults in the role of tutor and mentor, applying the concepts studied in EDUC 610 The Development, Psychology, and Diversity of the Learner. You should spend at least nine hours per week with students, documenting the dates and times of your meetings. You should also make efforts to work with a diverse population of students. Choose to work with males and females and/or middle grades and secondary students. Keep in mind that any one student might represent several diverse characteristics. Consider selecting students to work with who are:

- From a culture different from yours
- Have special physical or cognitive needs

Candidates will be given a total of six directed activities to use while working with students. There will be two activities for each module. These activities may include but are not limited to:

- Determining the students’ preferred learning modalities, multiple intelligences, motivational factors, etc.
- Investigating conditions of students’ educational environments and experiences.
- Reflecting upon the impact of the students’ diversities and exceptionalities on learning.
- Collecting observational data that might be useful for decision-making.
- Communicating with the students’ parents or guardians regarding your relationship and observations.

Candidates are expected to use this service learning experience to inform and contribute to their EDCU 6100 class discussions. In addition, documentation of time, written observations, reflections, and conclusions may be turned in at intervals throughout the summer session with final conclusions submitted at the end. (Diversity)

Opportunities to work with students may include the following:

- Church or synagogue youth groups
- Scout troops
Your children or relatives
The children of friends or neighbors
Students at your school (if employed)
Service-learning opportunities through KSU (information will be provided)
You will be required to verify that the students you work with are there on a voluntary basis, and that they may chose to discontinue working with you at any time without fear of any type of penalty. You are also required to verify that you are covered by liability insurance. More information will be provided about how to acquire this insurance in class.
EDMT 6215 Methods in Teaching Secondary Mathematics

"...to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles as teachers, counselors, and leaders."

College of Education
Columbus State University

Course Information Sheet

<table>
<thead>
<tr>
<th>Course:</th>
<th>EDMT 6XXX Methods in Teaching Secondary Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor:</td>
<td>Dr. Douglas Brumbaugh</td>
</tr>
<tr>
<td>Office:</td>
<td>Online</td>
</tr>
<tr>
<td>Phone:</td>
<td>407 365 4885</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:brumbad@mail.ucf.edu">brumbad@mail.ucf.edu</a></td>
</tr>
<tr>
<td>Corequisites:</td>
<td>EDMT 6XXX Practicum</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>Admission to Teacher Education</td>
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</tbody>
</table>

ADA COMPLIANCE STATEMENT
Columbus State University
If you have a documented disability described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact Joy Norman at the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

The College of Education at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC). The Department of Teacher Education has adopted these principles, which are listed below, as standards for beginning teachers.

**INTASC Principles:**
Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.
Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

Course Goals / Objectives
1. Prospective teachers will show an understanding of secondary mathematics and have a broad understanding of the secondary mathematics curriculum. They will approach mathematics and the learning of mathematics as more than procedural knowledge. (INTASC 1)

2. Prospective teachers will show an understanding of the diverse ways in which secondary school students learn mathematics. (INTASC 1, 2, 3)

3. Prospective teachers will exhibit knowledge of a variety of instructional strategies and resources, and appropriate uses of these. (INTASC 4, 5, 6)

4. Prospective teachers will exhibit knowledge of a variety of assessment techniques and appropriate uses of these techniques. (INTASC 8)

5. Prospective teachers will be able to plan a unit of instruction that incorporates sound mathematics and sound pedagogy. (INTASC 7)

6. Prospective teachers will reflect on what they are learning and producing and evaluate their own progress. (INTASC 9)

7. Prospective teachers will show evidence of professionalism in their participation in class, in their interactions with colleagues, and in their pursuit of opportunities for further growth. (INTASC 9, 10)

8. Prospective teachers will apply their knowledge of mathematics, pedagogy, and students in secondary mathematics classrooms. (INTASC 1-9)

Georgia Framework for Teaching

The following standards come from the Georgia Framework for Teaching. They will be interspersed throughout the course. The expectation is that you will continue your professional development as a teacher of mathematics beyond the requirements and time parameters of this course. Throughout the course, many of the following standards will be areas of focus. It is assumed that there will be additional emphasis placed on many of these subdivisions in other courses in the program. This course will emphasize Domains 1 and 5. However, as planning and assessment are discussed in Domain 5, you will see aspects that focus on understanding student development (Domain 2), learning environments (Domain 3), assessment (Domain 4), and professionalism (Domain 6).

Domain 1: Content & Curriculum - Teachers demonstrate strong knowledge of content area(s) appropriate for their certification levels. Accomplished teachers:
1.1 demonstrate knowledge of content, major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the subject(s) they teach.
1.2 understand and use subject-specific content and pedagogical content knowledge (how to teach their subjects) that is appropriate for diverse learners they teach.
1.3 stay current in their subject areas as engaged learners and/or performers in their fields.
1.4 relate content area(s) to other subject areas and see connections to everyday life.
1.5 carefully select and use a wide variety of resources, including available technology, to deepen their own knowledge in the content area(s).
1.6 interpret and construct school curriculum that reflects state and national content area standards.

Domain 2: Knowledge of Students & Their Learning - Teachers support the intellectual, social, physical, and personal development of all students. Accomplished teachers:
2.1 believe that all children can learn at high levels and hold high expectations for all.
2.2 understand how learning occurs in general and in the content areas (e.g., how diverse learners construct knowledge, acquire skills, and develop habits of mind).
2.3 are sensitive, alert, and responsive to all aspects of a child’s well-being.
2.4 understand how factors in environments inside and outside of school may influence students’ lives and learning.
2.5 are informed about and adapt their work based on students’ stages of development, multiple intelligences, learning styles, and areas of exceptionality.
2.6 establish respectful and productive relationships with families and seek to develop cooperative partnerships in support of student learning and well-being.

Domain 3: Learning Environments - - Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation. Accomplished teachers:

3.1 create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.
3.2 organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
3.3 understand and implement effective classroom management.
3.4 recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
3.5 are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.
3.6 access school, district, and community resources in order to foster students’ learning and wellbeing.
3.7 use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Domain 4: Assessment - - Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners. Accomplished teachers:

4.1 understand measurement theory and the characteristics, uses, and issues of different types of assessment.
4.2 use preassessment data to select or design clear, significant, varied and appropriate student learning goals.
4.3 choose, develop, use classroom-based assessment methods appropriate for instructional decisions.
4.4 involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
4.5 develop and use valid, equitable grading procedures based on student learning.
4.6 use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
4.7 use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
4.8 are committed to using assessment to identify student strengths and needs and promote student growth.

Domain 5: Planning & Instruction - - Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment. Accomplished teachers:

5.1 articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
5.2 plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
5.3 understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
5.4 monitor and adjust strategies in response to learner feedback.
5.5 vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
5.6 use appropriate resources, materials, and technology to enhance instruction for diverse learners.
5.7 value and engage in planning as a collegial activity.

Domain 6: Professionalism - - Teachers recognize, participate in, and contribute to teaching as a profession. Accomplished teachers:

6.1 continually examine and extend their knowledge of the history, ethics, politics, knowledge of the history, ethics, politics, organization, and practices of education.
6.2 understand and implement laws related to rights and responsibilities of students, educators, and families.
6.3 follow established codes of professional conduct, including school and district policies.
6.4 systematically reflect on teaching and learning to improve their own practice.
6.5 seek opportunities to learn based upon reflection, input from others, and career goals.
6.6 advocate for curriculum, instruction, learning environments, and opportunities that support the diverse needs of and high expectations for all students.
6.7 assume leadership and support roles as part of a school team.

Most of the course consists of reading and assignments. The basic objectives for the course, when met, will provide a foundation upon which you assumedly will continue to build your teaching understandings and skills. You will study selected methods of teaching that are useful and applicable in secondary mathematics education. You will use selected methods that help secondary students understand mathematical concepts presented to them.

**General comments**

This course has multiple aspects.

One part will have you demonstrating that you can adequately perform given mathematical operations expected of secondary students. There will be ten different content quizzes for you to do on your own. These will consist of objectives normally found in school settings. The quizzes will come directly from the given objectives and WILL BE A PART OF YOUR GRADE COMPUTATION. There are two basic motivations for these tests. First, you must demonstrate competency in the content you will be teaching and this is one way of showing it. Second, because the objectives are those designed for a secondary student, you can find the information in appropriate secondary texts. In this way, I am "forcing" you to become familiar with texts currently available in secondary mathematics.

The basic objectives for the course, when met, will provide a foundation upon which you assumedly will continue to build your teaching understandings and skills. You will study selected methods of teaching that are useful and applicable in secondary mathematics education. You will use selected methods that help secondary students understand mathematical concepts presented to them.

**Textbook**


**Requirements / Projects**

*Assignment due dates and values:*

- 5 articles (total of 10 points)
- First Technology Lesson Plan (TLP) (check)
- Two text comparison (15 points)
- Second TLP (check)
- Three text comparison (25 points)
- Third TLP (check)
- Diagnostic test (25 points)
- Fourth TLP (10 points)
- UNITS (50 points)
- Fifth TLP (10 points)
- Bases (25 points)
- Your creative Learning Activity (40 points)

**Explanation of Projects**

**READINGS.** Readings will be assigned for each session of the course. You will be expected to provide written responses before proceeding to the next session of the online class. I suggest that as you read the text, you do the examples, answer the exercises, and work at strengthening your understanding of the ideas presented. As you encounter new or different ideas, it is not important that you agree with what is said in the text. Agree or disagree, it is imperative that you establish an informed decision on your position so you can adequately defend it. An informed decision goes beyond responses like:

- “This is the way I was taught.”
- “I just think that is the best way.”
An informed decision implies thought, discussions with others, and research to establish tenants that are the underpinnings of your position.


Summarize each chapter, bringing out at least:
- Point(s) brought out that are notable
- Point(s) brought out that you had not thought about
- Point(s) not brought out that should be mentioned

Submit written answers to “STICKY QUESTIONS” at the end of each chapter

Submit written answers to the “LEARNING ACTIVITY” at the end of each chapter

**NOTE that the chapter summary, sticky questions, and learning activity responses are due before beginning the next session.**

FIVE PROFESSIONAL JOURNAL ARTICLES dealing with teaching of mathematics in the secondary schools are to be read and reacted. SUMMARIZE each article in approximately 100 words and WRITE A REACTION (X words) to that article. Include the appropriate bibliographic information in appropriate format (get a style manual). Some possible sources (there are lots of others):

- Mathematics Teacher (www.nctm.org)
- Teaching Middle School Mathematics (www.nctm.org)
- ON-Math (www.nctm.org)
- School Science and Mathematics (http://ssmj.tamu.edu/)
- Reflections Online (www.gctm.org/)
- Dimensions (www.fctm.net/)
- Phi Delta Kappan (http://www.pdkintl.org/kappan/kappan.htm)

Submit all 5 together. Do not submit a copy of the article.

These articles will be shared with other members of the class (your name and email address will be removed). The intent/hope of this sharing is that you will help each other become more immersed in the literature relating to the teaching of secondary mathematics.

CONTENT QUIZZES will be given throughout the term. Through these you will be demonstrating that you can adequately perform given mathematical operations expected of secondary students. There will be ten different content quizzes (See syllabus for listing of objectives to be tested) for you to do on your own. These will consist of objectives normally found in school settings and aligned with the Georgia Performance Standards (GPS). The GPS and other resources for teaching math may be found at http://www.georgiastandards.org/math.aspx. The quizzes will come directly from the given objectives and WILL BE A PART OF YOUR GRADE COMPUTATION. There are two basic motivations for these quizzes. First, you must demonstrate competency in the content you will be teaching and this is one way of showing it. Second, because the objectives are those designed for a secondary student, you can find the information in appropriate secondary texts. In this way, I am “forcing” you to become familiar with texts currently available in secondary mathematics.

**NOTE** - - You will be expected to arrange to take these quizzes at a local university, community college, or high school. It will be your responsibility to connect with someone at one of these locations to proctor the quizzes. The name, title, email, and phone number...
of the proctor must be supplied to the instructor of this course, who will in turn, contact the individual and arrange for the sending back and forth of the different quizzes.

*The letters and numbers in the parentheses to the right of each objective indicate the related Georgia Performance Standards. For details on these standards, see [http://www.georgiastandards.org/math.aspx](http://www.georgiastandards.org/math.aspx).

**GENERAL MATHEMATICS**
1. Compute the area remaining when sections are cut out of a given figure of triangles, squares, rectangles, trapezoids, parallelograms, or circles.
2. Determine the change in the area or volume of a figure when its dimensions are altered. (M6M2, M6M3, M6M4)*
3. Demonstrate the ability to find specified terms in an arithmetic sequence. (M8A3, MM4A9)

**ALGEBRA**
1. Define a relation and state its domain and range. (M8A3)
2. Add or subtract algebraic fractions with like or unlike denominators. (MM1A2)
3. Solve quadratic equations by factoring, graphing, completing the square, and using the quadratic formula. (MM1A3)
4. Solve a variety of equations and inequalities (e.g., absolute value, quadratic, polynomial, exponential, logarithmic) analytically, graphically, and by using appropriate technology. (MM1A3, MM3A3, MM4A1)
5. Identify and graph special functions (absolute value, greatest integer, identity). (MM1A1, MM2A1)
6. Explain characteristics of a variety of functions (linear, quadratic, polynomial, power, square root, rational, absolute value, exponential, logarithmic, trigonometric) including domain, range, vertex, axis of symmetry, zeros, intercepts, extrema, points of discontinuity, intervals over which the function is constant, intervals of increase and decrease, and rates of change. (MM1A1, MM2A1, MM3A1, MM3A2, MM4A1, MM4A4, MM4A8)
7. Solve systems of linear equations with 2 or 3 variables. (M8A5)
8. Solve linear programming problems. (MM3A6)
9. Determine the inverse of a given function. (MM2A5, MM4A1)

**COMPLEX NUMBERS, SEQUENCE AND SERIES**
1. Find the sum, difference, product or quotient of 2 complex numbers. (MM2N1)
2. Determine the absolute value, conjugate, reciprocal and square root(s) of a given complex number. (MM2N1)
3. Find a specified term in an arithmetic sequence. (MM4A9)
4. Find the sum of an arithmetic series. (MM2A3, MM4A9)
5. Find a specified term of a geometric sequence. (MM2A2, MM4A9)
6. Insert any number of geometric means between 2 given terms.
7. Find the sum of a geometric series. (MM4A9)
8. Graph in the polar plane.
9. Express complex numbers in polar or trigonometric form.
10. Extract roots of complex numbers and raise complex numbers to integral powers.

**PROBABILITY AND STATISTICS**
1. Find the number of permutations of elements of a test. (MM1D1)
2. Find the number of combinations of n-elements taken r at a time. (MM1D1)
3. List a sample space for an experiment and identify an event. (M8D2, MM1D1)
4. Find the probability of an event and its complement. (M8D3, MM1D2)
5. Find the probability of mutually exclusive events. (MM1D2)
6. Find the probability of the occurrence of a second event given the occurrence of a first event. (MM1D2)
7. Compute mean, and mode of ungrouped data. (M7D1, MM1D3, MM2D1)
8. Find range, variance, standard deviation, quartiles, interquartile range for data. (M7D1, MM1D3, MM2D1)
9. Relate sample data to a population. (MM1D3)
10. Determine an algebraic model to quantify the association between two quantitative variables. (MM2D2)
11. Create probability histograms of discrete random variables, using both experimental and theoretical probabilities. (MM3D1)
12. Solve problems involving probabilities by interpreting a normal distribution as a probability histogram for a continuous random variable (z-scores are used for a general normal distribution). (MM3D2)
13. Determine the margin of error and confidence interval for a specified level of confidence and make inferences from data about a population. (MM4D2, MM4D3)
GEOMETRY
1. State the converse, inverse, and contrapositive of a conditional statement. (MM1G2)
2. Draw correct conclusions from given statements. (MM1G2)
3. Write an indirect proof. (MM1G2)
4. Determine the geometric mean between two numbers.
5. Calculate the degree measure of major and minor arcs, semicircles, and central angles. (MM2G3)
6. Apply the theorems which pertain to the measures of inscribed angles formed by chords, secants, and/or tangents. (MM2G3)
7. Apply the theorems which pertain to the relationships of lengths of chord, secant, and tangent segments. (MM2G3)
8. Perform constructions using both compass and straight edge, and appropriate technology. (M7G1)
9. Describe various transformations in 2-D and 3-D (e.g., translations, dilations, rotations, reflections, cross sections). (M7G2, M7G4)

MORE GEOMETRY
1. Apply the concurrency theorems, i.e. those involving the intersection of medians, angle bisectors, and perpendicular bisectors of sides of a triangle. (MM1G3)
2. Apply the triangle similarity postulate and theorems. (M7G3)
3. Apply properties of triangles, quadrilaterals, and other polygons. (MM1G3)
4. Demonstrate the ability to write equations of lines and circles under given conditions. (M7A2, M8A4, MM3G1)
5. Demonstrate the ability to find perimeter and area of plane figures, and surface area and volume of regular solid figures. (M6M2, M6M3, M6M4, M6G2, MM2G4, MM3G3)
6. Compute arc lengths and the area of sectors of circles.
7. Analyze and apply properties of geometric figures in the coordinate plane. (MM1G1)
8. Analyze, and graph the equations of the conic sections (parabolas, circles, ellipses, and hyperbolas). (MM3G2)

MATRIX ALGEBRA
1. Find the value of the determinant of a 2x2 or 3x3 matrix. (MM3A4)
2. Find the sums of differences of matrices. (MM3A4)
3. Find the product of a scalar and a matrix. (MM3A4)
4. Solve simple matrix equations. (MM3A5)
5. Find the product of two matrices. (MM3A4)
6. Define the inverse of a non-singular matrix. (MM3A4)

TRIGONOMETRY
1. Solve equations involving circular/trigonometric functions and their inverses. (MM2G2, MM4A2, MM4A3, MM4A6, MM4A8)
2. Demonstrate ability to prove trigonometric/circular function identities. (MM4A5)
3. Solve a right triangle, given two parts. (MM2G1)
4. Apply the Law of Cosines. (MM4A6)
5. Apply the Law of Sines. (MM4A6)
6. Solve for the area of an oblique triangle given 3 appropriate parts using $A = \frac{1}{2} ab \sin C$, or Heron's formula. (MM4A7)

POINTS, LINES, PLANES, AND VECTORS
1. Resolve a vector into component vectors. (MM4A10)
2. Add and subtract vectors and multiply a vector by a scalar. (MM4A10)
3. Find the dot product of two vectors. (MM4A10)
4. Given the description of a locus, determine the equation of the locus.
5. Identify the directrix, foci, vertices, and axes of a conic section where appropriate. (MM3G2)
6. Given the equation of a line, determine slope and y-intercept, and graph the line. (M8A4)
7. Given the equation of a circle, parabola, or hyperbola, determine appropriate information such as: center, radius, vertex, focus, asymptote, etc. (MM3G2)
8. Identify parallel or perpendicular lines. (M8G1)

CALCULUS
1. Demonstrate the ability to apply the concept of limits to functions.
2. Solve problems using the laws of limits to constants, sums, products and quotients.
3. Demonstrate the ability to find derivatives of algebraic, trigonometric, exponential, and logarithmic functions.
4. Find the derivative of a sum, product or quotient.
5. Find the equation of a tangent line at a point on the curve.
6. Find relative and absolute maximum and minimum points.
7. Find the anti-derivative of algebraic, trigonometric, exponential or logarithmic functions.
8. Find the area under a curve using integration.
9. Find the volume of a solid of revolution.

TECHNOLOGY LESSON PLANS
- - The intent of these is two fold: get you to learn technology and begin a stockpile of lessons. This is a student guide through what you are attempting to accomplish. You may assume appropriate background and familiarity with the technology and mathematics of the lesson. These plans should use the power of the technology. They should reflect the technology being used to do things that could not typically be done by hand.

For example, in geometry, showing that the sum of the measures of a triangle is always 180 degrees is easily done with Geometer’s Sketchpad, GeoGebra, Cabri, Wingeom, etc. Build the triangle. Measure the angles. Sum the measures. Move a vertex. The sum stays the same. That is difficult to do by hand.

In algebra, trig, pre-calculus, showing what the \( \cos(\cos(\cos(\cos(x))) \) looks like is next to impossible by hand. Using MathCad, Maple, Mathematica, Derive, Theorist, graphing calculators, etc. to do this makes it quite simple.

Averaging can be easily done on calculators by creating lists and then entering the formulas necessary for averaging them. This could be done by hand, but the technology makes it much quicker. This one could be done on a spreadsheet. You might want to check out Winstats too.

Sample TLPs will be provided.

TEXT COMPARISON
- - Textbooks will be a part of your world from now on. You need to be familiar with them and the things that are done in them. Select one topic and see how it is presented in one textbook series in at least two different years (like Algebra I & II or 7th & 8th grade general math). You should not use a text (1985) and a newer edition (1995) of the same text. The texts you use should be published about the same time. How are the presentations the same (Some series have actually used the same pictures in three different sequential texts), different? When the topic is treated the second (or third) time, what is done to stimulate new interest? What new things are inserted in the subsequent treatments? Etc.? Your work should show careful thought and consideration.

UNIT PLAN
- - Planning is crucial to a good, meaningful presentation. I spend a lot of time preparing for my classes, talks, demonstrations, etc. I tell you this basically to let you know that I am not asking you to do anything that I do not do myself. I am also very much aware that the things I am going to require you to do in this unit plan take your time, that others might want you to do things differently, that you will see some teachers in your experiences who do not plan so extensively, that some people will tell you that all this planning is not necessary, that some people will say I am nuts (could be), etc. However, I KNOW that the effort is well worth it. I know that because I have been told so by other students after they have taught these lessons, because I see students respond to well prepared lessons as I observe, because I see you or your peers stand before a class and respond easily to situations due to pre-planning, etc. PLANNING IS WORTH THE TIME AND EFFORT. Doug Brumbaugh

You are to plan a unit that includes at least four teaching days. You may select any area of secondary mathematics content you wish. You may use any combination of source books, texts, or extra materials you wish. No material may be directly copied. Please feel free to discuss your ideas with me at any time. Consider first how the content can be taught, then decide how you will teach it. The old method of lecture, showing examples on the board, giving an assignment, and going over homework the next day will not be acceptable. You are encouraged to use technology, manipulatives, involve students, ask higher level questions, show applications, make the material relevant, explain clearly, make the content "live," stimulate student interest, and help students like mathematics. Overall, you should strive to make your unit as innovative, interesting, dynamic and exciting as possible. Throughout this assignment, assume that you are teaching mathematical concepts that are new to the students - - “If it is not new, why teach it?”
Select a format from which you can teach. Do not worry about complete sentences, but be careful about abbreviations. Double spacing helps. Some reasons for requiring the detail are:

(a) You need to carefully think about what you will do BEFORE you get in front of the class.
(b) You are not accustomed to thinking on your feet.
(c) Detail implies that you have given sufficient thought to the topics of the day so that questions or last minute changes will not be difficult for you.
(d) You need to be certain that you have adequately and thoroughly covered the topic, eliminating ambiguity.
(e) Students will have questions about the material. A well thought out plan will answer many of the questions before they are asked.

You should implement your unit in the middle or high school classroom in which you are placed for the practicum class or in your own classroom if you are already teaching. Those who are working in another teacher’s classroom for the practicum class will need to consult with the cooperating teacher as you plan your unit. As part of the practicum class, your teaching will be observed and evaluated by the cooperating teacher and/or university supervisor.

**Unit Plan Scoring Rubric**

**Preface** - Your preface will describe the class in which you will be teaching your unit. You should include: class size, ability level, age, grade, and limitations. Here is a good place to give some consideration to ESOL students. Assume you will be working with a whole class. (1 Point)

**Rationale** - Your rationale will answer the student question, "Why do I have to learn this stuff?" What students really want to know is when this content will find a place in their lives. Your rationale should provide a realistic, practical response to that question. Students do not want to hear that they will need it for tomorrow's lesson, that it is a part of the text, or that they will need it in calculus. You must consider the age level of the students involved and whether it is likely that they have checking accounts, are buying cars, have credit cards, or even know what they will do when they grow up. You need to find a rationale that is relevant to students now, not in some dim "probable" future. (3 Points)

**Outline** - Your outline might be as simple as a list of the standards, general objectives, and major questions for the unit. As you write the objectives, keep in mind the ages of the students and the content to be covered. This will help you organize your thoughts and ensure that you provide variety within the unit. Your objectives should be aligned with the Georgia Performance Standards for Mathematics. You should include initial ideas about the questions you will ask, how you will blend the lessons, what activities you will use, how you will generate interest, and how you will stimulate thought. (0 points)

**Daily Lesson Plans** - Your lesson plan for each of the four teaching days must include the standard(s) being reached, objectives, materials, procedures, and assessment for the day. This plan need not be an actual script, but should include all of the major points of your argument or development of each topic. Three important elements that will be blended are:

**Teaching Notes** should reflect the things you will say as you lead your students from "not knowing" to "knowing" the mathematics you are teaching. What special considerations would you need to factor in if you have ESOL students in the class? (14 Points)

**Questions** are crucial. Remember that you are trying to stimulate your students to think on their own. If your questions are all on the knowledge level, there will be little or no thought involved as the students merely feed back information. Including upper level questions in your plans will require careful thought. Blending them into your lesson plan shows that you have given them appropriate consideration. (14 Points)

**Examples** of each new problem type should be carefully selected and in your plans, including a complete and detailed solution. You will probably use more than one example for each type of problem, but only one must be solved in detail in your lesson plan. (14 Points)

**Evaluation** is essential because you need to know what each student knows and how well it is known. If a good part of the class does not understand the lesson of the day, how do you justify moving to another lesson that builds on that information? You may want to consider testing, homework, group activities, board work, or even student interviews as part of your evaluation. Tests, quizzes, dittos, and/or interview questions are to be handed in with the unit. They will be evaluated in light of how well they will assist you in determining if your objectives have been met. (4 Points)
Total point value for the unit plan - - 50 points.

 DIAGNOSTIC TEST - - You are to develop a diagnostic test. The test MUST be multiple choice and cover at least 4 different concepts with at least 5 questions per concept. The questions should be similar for each concept (numbers or letters change but that is all) and the concepts do not have to be related. Each distracter should follow a given error pattern for the concept being tested. For example, if you ask a student to solve 2x+3=19,

- $2x=19-3$ or $2x = 16$ or $x = 8$ would be correct.
- $2x=19+3$ or $2x = 22$ or $x = 11$ the student added rather than subtracted
- $2x=19-3$ or $2x = 16$ or $x = 32$ the student multiplied not divided.

Etc. Each error pattern would be duplicated in the questions concerning a concept. That way, when the test is corrected, if a consistent error shows up, the necessary adjustments can be made with the student. NOTE - - your error analysis should be included with the test when submitted for assessment.

 3 TEXT COMPARISON - - To broaden your familiarity with textbooks and the Georgia Performance Standards (GPS), select some topic from the GPS and find it in two different textbook series (Holt, AW, HBJ, Laidlaw, Saxon, Interactive Mathematics, Core-Plus, etc.) and in the GPS Mathematics Framework (see http://www.georgiastandards.org/mathframework.aspx). At least one of your textbooks should be from a middle grades or high school NSF-funded curriculum project. See http://mathematicallysane.com/links/nsfprojects.asp for a list of NSF curriculum projects and links to related resources. Compare and contrast the three presentations, indicating strengths, weaknesses, potential points of confusion in the presentation, aspects the students would or would not like, which series you prefer and why, etc. Your write-up should reflect careful thought and consideration.

CREATIVE LEARNING ACTIVITY - - You have done 15 “LEARNING ACTIVITYIES” as a part of completing the textbook assignment plus “Bases”. The conjecture is that most, if not all of the topics developed provided you with new mathematical understandings or extended material with which you are familiar.

You are to develop a “LEARNING ACTIVITY” on a topic of your choice. This topic should be something that is new information to you, or extends your knowledge on a topic. It should be something that your peers would learn from. It must be something that is appropriate for a secondary student of mathematics in either the middle grades or high school. You ARE NOT PERMITTED to copy the work of another individual(s). You may use the work of others as a reference. Possible resources:

- Secondary mathematics textbooks (Extra for Experts type sections)
- NCTM News Bulletin Student Math Notes
- NCTM Illuminations (http://illuminations.nctm.org/)
- Mathematics history books
- Secondary mathematics methods texts

Written Assignments. All assignments should be word-processed with appropriate consideration given to spelling and grammar. Submit all assignments via CougarVIEW. Note that with a few exceptions, assignments are due before proceeding to the next session.

Tests. There will be ten content quizzes.

Evaluation:
Grading scale: A - - 752 - 835
    B - - 668 - 751
    C - - 585 - 667
    D - - 501 - 584
    F - - Below 501
Specific assignments are listed in the Session Expectations listed earlier.

**Instructional Strategies:**
Through WebCT, students will have access to course materials, complete online assignments, and participate in online discussions.

**Cultural Diversity / Global Perspectives:**
The recommendations of NCTM and the Georgia Performance Standards call for a core curriculum for all students. Issues raised by this recommendation will be examined, and students will respond through their lesson plans, reading, and reflections.

**Technology:**
A wide variety of technology, including manipulatives, calculators, videos, and computer software will be used in class sessions.

Students will be expected to use word processing software, mathematical software, electronic search systems, e-mail, Internet, and other media for assignments.

**References / Bibliography:**
Resource materials from the Columbus Regional Mathematics Collaborative
Journals and Yearbooks from the National Council of Teachers of Mathematics:
- Mathematics Teaching in Middle School
- Mathematics Teacher
- Journal for Research in Mathematics Education
- Teaching and Learning Mathematics in the 1990s

Units from the Interactive Mathematics Program (IMP), Key Curriculum Press (website: http://www.keypress.com/catalog/products/textbooks/Prod_IMP.html)


*Discovering Algebra* represents a fresh yet proven approach to high school algebra. In today's society, it is not sufficient for students to merely memorize facts and formulas. To meet the challenges of success in school or the technology-rich work-world, it is far more useful for students to develop mathematical skills in a meaningful and retrievable way. The sequence of topics, content emphasis, integration with other mathematics areas, hands-on activities, and use of technology combine to form a program that gives students a solid, lasting foundation in algebra and truly reflects the NCTM Principles and Standards for School Mathematics (Key Curriculum Press).


Students explore geometric relationships with a wide variety of tools, including compasses, computers, and graphing calculators. Instead of just memorizing rules and definitions, students perform constructions, measure figures, observe patterns, discuss their findings, write their own definitions, and formulate their own geometric conjectures. The real-world examples and applications from many cultures and disciplines keep students involved and thinking. In addition, the book’s focus on critical problem-solving skills helps students become self-motivated, independent thinkers (Key Curriculum Press).

*Assessment Standards* (1995)
GeorgiaStandards.org - http://georgiastandards.org/
NCTM Illuminations - http://illuminations.nctm.org/
EDSC 6215 Methods in Teaching Secondary Science

“...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles as Teachers, Counselors, and Leaders”

EDSC 6215 Methods in Teaching Secondary Science
College of Education and Health Professions
Columbus State University
Department of Teacher Education

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<th>Course:</th>
<th>EDSC 6215</th>
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<tr>
<td>Instructor:</td>
<td>Dr. Bonita Flournoy</td>
</tr>
<tr>
<td>Office:</td>
<td>346 Jordan Hall</td>
</tr>
<tr>
<td>Phone:</td>
<td>(706) 569-2884</td>
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<tr>
<td>Email:</td>
<td><a href="mailto:Flournoy_bonita@colstate.edu">Flournoy_bonita@colstate.edu</a></td>
</tr>
<tr>
<td>FAX:</td>
<td>(706) 569-3134</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>Online through WebCt CougarView</td>
</tr>
<tr>
<td>Semester:</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>Time:</td>
<td>Asynchronous</td>
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<tr>
<td>Day(s):</td>
<td></td>
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<tr>
<td>Location:</td>
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<tr>
<td>Co-requisites:</td>
<td>EDMS 6216</td>
</tr>
</tbody>
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**COURSE DESCRIPTION**
This course provides learning experiences in instructional strategies, models and methods that facilitate learning science at the secondary level. Instruction based on standards and research will be the focus of the course. Concepts and themes addressed include: understanding science inquiry, planning for instruction in science, assessment practices, diversity and special needs in the science classroom, and technology applications. The co-requisite for this course is EDMS 6216.

**College of Education Conceptual Framework**
The College of Education at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

The College of Education has adopted the guiding principle, Creating Opportunities for Excellence, to support its mission...to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles as teachers, counselors, and leaders. Creating opportunities for excellence, the College of Education prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.
The visual model above represents the key features of the Conceptual Framework. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of our efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 level and the university level.

Teaching

Excellence in teaching embodies the use of best practices to improve student learning in the university as well as the P-12 classroom. Within the learning community in the College of Education, faculty employ best practices in the areas of teacher preparation, counseling and educational leadership. The ideas and activities that constitute best practices include the use of a variety of tools and strategies to address the needs of diverse learners and the integration of technology to enhance teaching and learning. Faculty model best practices for teacher candidates and other school professionals who then apply similar ideas and activities in P-12 schools and classrooms. Educators collaborate within communities of learning as they apply best practices. They continually seek feedback from peers, mentors, and students and reflect upon the efficacy of their practice. Counselors and leaders support and contribute to excellence in teaching by creating and maintaining safe and supportive school environments that promote high levels of learning. Furthermore, counselors improve student learning by promoting the academic, career, and social development of students. The result of these efforts by teachers, counselors, and leaders is performances that lead to accomplished teaching and improved learning for all students.

Scholarship

Scholarship is systematized knowledge that is accurate, authoritative, and thorough. Scholarship combines theoretical knowledge with practical applications. Scholars operate within communities of learning as peers, collaborators, mentors, and leaders, who construct, critically examine, and reflect upon knowledge. Scholars seek out and explore multiple viewpoints, embracing diversity as it enriches their intellectual lives. Scholars actively engage in a life-long learning process, continually acquiring, integrating, refining, and applying knowledge to achieve excellence in teaching and to improve student learning.

Professionalism

Professionalism comprises a body of knowledge, a set of beliefs, an array of actions or behaviors, and ethical standards that members of a profession agree are the core of their practice. The professional demonstrates in-depth knowledge of the field and strives to meet its highest standards as represented in the INTASC Principles, NBPTS Core Propositions, CACREP School Standards, ASCA Standards, ISLLC Standards, and specialty association standards. The professional educator is an active member in the learned societies and professional organizations that set the code of ethics and standards for the field. Ultimately, the professional educator is a scholar who models professionalism for students and fosters the development of the knowledge, skills, and dispositions in students which allow them to acquire, integrate, refine, and apply knowledge meaningfully throughout their lives.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions, which are listed below, as standards for beginning and advanced teachers.
INTASC Principles:

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

ADA STATEMENT:
If you have a documented disability, as described by the Americans with Disabilities Act (ADA), it is mandatory that you inform the instructor of this class no later than the second class period meeting and contact the Special Needs Office at (706) 568-2330. The office will assist you in arranging appropriate accommodations with the instructor.

COURSE OBJECTIVES and OUTCOMES:
The student will:

1) Demonstrate advanced content knowledge and process skills necessary for planning, teaching, management and assessment in the classroom.

2) Explain how students learn science and apply these ideas in lesson planning.

3) Develop lessons that facilitate learning science for diverse learners.
4) Demonstrate and apply knowledge of how to relate science to the personal lives and interests of students and to potential careers.
5) Develop and implement lessons and unit plans with clear rationales, goals, methods, materials, and assessments.
6) Use multiple strategies in teaching and to assess learning, consistent with local, Georgia Performance Standards and the National Science Education Standards.
7) Create and implement hands-on science inquiry experiences.
8) Explore and integrate practical strategies for reading and writing in science.
9) Develop skills that support reflective practice
10) Provide artifacts and reflections that suggest that the 21st Century and Georgia standards are addressed

COURSE REQUIREMENTS:
Reading assignments: Assigned readings must be read in order to be prepared for class. A list of reading assignments (and any notes taken from the readings) should be kept in your portfolio for reference.
Class Participation: You are expected to attend scheduled chat room discussions and to contribute in class activities (consisting of individual and small group formats)
Written Assignments: Questions may be assigned from chapters in the textbook as well as other sources. You are required to word process assignments in Microsoft Word versions 2003 to 2007. Work must be turned in on time. Assignments completed for this course must be saved in MS Word format, if not instructed otherwise. All essays, summaries and projects must be typed. 12 point font size, Times New Roman font style and double spaced. Assignments must be uploaded to the appropriate assignment areas as denoted in modules by its posted deadline
Mini-lesson Teaching Episode(s): You will develop lessons and teach all or segments of the lesson to students in a school setting or in the presence of at least three children, and videotape these sessions when requested.
Portfolio: E portfolio of the unit plan, assessments, student samples
Chats and Discussion postings will be scheduled by the instructor. All students must attend these sessions.

ASSESSMENT AND EVALUATION
Grading:
A point system will be used in this course. All students are responsible for monitoring their points and performance. The designated points are indicated in the course module table below.

The following scale will be used to assign grades:

Points Grade
180 – 200 pts A
160– 179 pts B
140– 159 pts C
Below 140 pts F

TEXTBOOK:

National Science Education Standards (The National Research Council)
http://www.nap.edu/readingroom/books/nses/

Benchmarks for Scientific Literacy (American Association for the Advancement of Science)
http://www.project2061.org/tools/benchol/bolframe.htm
CULTURAL DIVERSITY: In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

TECHNOLOGY: Students will be encouraged to use the broad range of electronic technology available. Required technology is listed below:
PC, keyboard, and monitor; digital video camera (preferred) that has at least one USB port and cords for connection to your computer, or web cam or cell phone with digital camera. Access to the Internet, WebCt/CougarViewVista8, JavaScript, Adobe Player, and Teacher Tube.com

ATTENDANCE POLICY: Regular submissions of class assignments are a student’s obligation. The equivalent to two missed assignments will cause you to be dropped from the class for excessive absence. (CSU 2001-02 Catalog, p. 73)

PLAGIARISM:
The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one’s own in written work offered for credit.

It is always assumed that the written work offered for credit is the student’s own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

### Course Module Schedule

<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Chapter and Assignment</th>
<th>Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Becoming a Science Teacher/Beginning</td>
<td>1. Ch.1 and 2 Develop your own Instructional Theory</td>
<td>15 pts</td>
</tr>
<tr>
<td>Your instructional Theory and Planning for Instruction</td>
<td>2. Discipline/Lab Safety Plan: 3. Drawing of current classroom; 4. List of supplies Disaster/Emergency Contact Information</td>
<td>1. According to Chapter 1 Activity 1-2 complete and write a sentence or two about why you selected each. Submit answers and justifications for 1-15 only. 2. Read activity 1-3. Select one of the goals from Activity 1-2 and prepare a 30 minute lesson and teach it to a group of 3 to 4 people. Videotape it or have someone take digital pictures and use the self-critique form to evaluate your teaching. Send in your self-critique answers, and the lesson plan. You will post the videotape or pictures in the next assignment at teachertube. Use the format attached in the document to write the short lesson plan. 3. Go to the Flinnsci.com website and access the lab design examples for the science content area you plan to teach and re-design it in the way you would ideally want your own lab designed; write a list of materials you would need to have successful lab experiences for your students. Submit the design and list.</td>
</tr>
<tr>
<td>Understanding Scientific Inquiry</td>
<td>1. Ch. 3 and 4 Complete Activities 3-1 and 4-1</td>
<td>20 pts</td>
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<tr>
<td></td>
<td></td>
<td>Read chapters 3 and 4 and complete and submit your</td>
</tr>
<tr>
<td>Module Topic</td>
<td>Chapter and Assignment</td>
<td>Point Distribution</td>
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<tr>
<td>2.Learning to Write Inquiry Science lessons</td>
<td>10 pts <a href="http://edutechwiki.unige.ch/en/Inquiry-based_learning">http://edutechwiki.unige.ch/en/Inquiry-based_learning</a> <a href="http://wise.berkeley.edu/">http://wise.berkeley.edu/</a></td>
<td>answers to Activities 3-1 and 4-1. Go to the URL edutechwiki and read the information about inquiry. After which, visit the Wise URL, select a specific content area, and go through a lesson that you are interested in. Go to the URL on teachertube.com and upload your pictures or videos of your teaching session from the last assignment.</td>
</tr>
</tbody>
</table>

<p>| Goals and Objectives | Chapter 7 and 8 | 10pts-Go to the URL and retrieve your standards in the content area and grade level you intend to teach. Review them as the goals of science teaching. Select three different textbooks for your content area that are for secondary high schools students and complete the Activity 7-3 for each textbook you selected. |
| Assessment Practices and Curriculum Perspectives | Chapter 9 Assessing Student Learning | 15pts Read the Assessment Practices Critique document and critique the three assessment instruments you have, each, by the critique forms at the bottom of the document. |
| | Collect 3 different types of testing or assessment instruments and complete the critique instrument for each, available on Web-Ct, to analyze your testing instruments, and revise them based on findings. | |
| | Chapter 10 Locate a specific science content curriculum(preferably from your own school) and evaluate it using the Activity 10-1 Project 2061 analysis procedures. | 10pts-A Curriculum is not only a set of standards; it includes standards, content frameworks, textbooks, assessments and possibly, software. |
| Planning for Instruction and Assessment | Chapter 13 and 14 Inquiry, (inductive lesson plans) | 15pts-Using the 5E instructional model and develop a lesson in the science content that you are currently in, for practicum. Teach this lesson to a group of students and take pictures of videtape it. Submit lesson plan pictures and three student work samples. |
| | Chapter 16 Demonstrations and Laboratory Work(Teaching Episode) | 20pts-Perform the lab experiment indicated and write the laboratory report using powerpoint and he format |</p>
<table>
<thead>
<tr>
<th>Module Topic</th>
<th>Chapter and Assignment</th>
<th>Point Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Develop, teach , and video tape a deductive laboratory investigation</td>
<td>that is attached to the assignment. Submit the powerpoint</td>
</tr>
<tr>
<td></td>
<td>Developing Science Literacy  Reading and Writing in Science. Read the content files on reading strategies and develop a lesson incorporating one of the reading strategies.</td>
<td>15pts-The lesso plan should follow the format of the strategy and also the shortform lesson plan</td>
</tr>
<tr>
<td></td>
<td>Chapter 18 Computer and science simulations, webquest, Teaching Episode: infusion of technology <a href="http://www.gobe.gov">www.gobe.gov</a></td>
<td>20pts-Go to the GLOBE website and gather information from around your house to send to the GLOBE data system. Record your findings for a week and submit the as a table to me. Make sure you submit your data to GLOBE</td>
</tr>
<tr>
<td>Investigating Individual Differences in Science Classrooms Case studies</td>
<td>Chapter 19,20,21 Complete IRIS Modules on special needs, multicultural education and activity using Howard Gardner’s Multiple Intelligences Classroom and Behavioral management:</td>
<td>15pts Identify a special need; select a previous lesson that you have developed and retool it to address the special need student.</td>
</tr>
<tr>
<td>Unit Plan</td>
<td>Develop a 5-7 day instructional science unit</td>
<td>35pts After reading chapter 14 develop a science unit that includes the component indicated on page 194. Make sure you follow the checklit requirements for your unit. You should identify concepts that will be used in the content that you intend to teach as well as for the grade level. Check with your practicum placement cooperating teacher for recommendations on the concepts the unit should cover, at this time. Submit the unit plan, assessments, three samples of student work that has been graded and the rubric for at least one assessment instrument that was used.</td>
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<tr>
<td>Total</td>
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<td>200 pts</td>
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</table>

**This syllabus is a tentative course plan: changes may be necessary based on the needs of the participants**

I have received a copy of the syllabus for EDSC 6215. I have read the syllabus and have been offered an opportunity to ask questions about it. I understand the requirements set forth in the syllabus and my responsibility to fulfill those requirements in a professional manner.

______________________________  ______________________
Student Signature                Date
EDMS 6216 Teaching Practicum

"To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles as Teachers, Counselors, and Leaders"

College of Education
Columbus State University
Department of Teacher Education

<table>
<thead>
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<th>Course:</th>
<th>EDMT 6***: Practicum (2 credits)</th>
<th>Semester:</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td>Time: TBA</td>
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<tr>
<td>Office:</td>
<td></td>
<td>Day(s): TBA</td>
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<td>Phone:</td>
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<td>Location: Partner School Network</td>
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<tr>
<td>FAX:</td>
<td></td>
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Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**NBPTS Core Assumptions:**

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

**ADA STATEMENT:**
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

**COURSE GOALS & OBJECTIVES:**

**Goals of Practicum:** The practicum provides the teacher candidate an opportunity to apply what is learned in other courses to real classroom situations. The teacher candidate will have experiences in planning, instructing, evaluating, and performing other teaching-related duties. The practicum experience will help to prepare the teacher candidate for student teaching and identify areas of strength and areas in which additional work is needed.

**Objectives:**
The teacher candidate will:
1. Demonstrate a broad understanding of the mathematics or science curriculum for grades 6-12.
2. Demonstrate the ability to apply acquired knowledge by planning and implementing a unit of instruction that incorporates sound mathematics or science and sound pedagogy.
3. Demonstrate appropriate use of a variety of instructional strategies and resources, including technology. The candidate will approach the teaching and learning of mathematics or science as more than procedural knowledge.

4. Demonstrate the ability to create an atmosphere conducive to learning.

5. Demonstrate the ability to think critically and reflectively about his or her teaching.

6. Demonstrate a desire for learning and commitment to professional growth through thorough preparation for teaching, interactions with colleagues, and pursuit of opportunities for further growth.

7. Be able to communicate effectively with students, teachers, and other professionals in the school.

8. Be able to accommodate the needs of students of varying abilities.

9. Be able to assess student learning using a variety of formal and informal assessment strategies.

**COURSE REQUIREMENTS:**

The teacher candidate will:

1. Spend a minimum of 90 hours during the semester in his/her assigned school.
2. Observe teachers and students in assigned school.
3. Complete assignments relating to classroom observations and experiences.
4. Assist with various teaching duties, participate in planning lessons and units, work with students individually and in small groups, teach or assist with whole-class instruction, assess students, etc.
5. Plan and teach a unit under the guidance of the cooperating teacher (if applicable) and university supervisor.
6. Use videotaping for self-reflection and analysis as well as for university evaluation.
7. Maintain a weekly log of professional activities.

**GRADES:** Teacher candidates will be observed in the classroom setting by the university supervisor and/or via video. The university supervisor will conduct at least one complete observation cycle (pre-conference, observation, post-conference). Teacher candidates will be evaluated on aspects of teaching described in the Model of Appropriate Practice (MAP). Cooperating teachers will also be asked to complete a MAP evaluation and a Dispositions evaluation at the end of the semester. The university supervisor will collect the forms. Rubrics for the Model of Appropriate Practice (MAP) and the Dispositions evaluation can be found at the following web site: [http://te.colstate.edu/forms.asp](http://te.colstate.edu/forms.asp).

Candidates’ practicum assignments will also be graded.

Classroom Observations: 50%

Practicum Assignments: 50%

**Practicum Assignments:** (see attached pages at end of syllabus for details)

Practicum Assignment 1 - Conceptual Knowledge/Procedures: This observation focuses on the balance between conceptual knowledge and procedures. Observe your cooperating teacher for at least 3 days to get a sense of her/his style.

Practicum Assignment 2 - Classroom Environment: This observation focuses on the classroom environment and the people or things in the classroom which help to create the environment. Observe a teacher for at least 3 days to get a sense of the classroom environment.

Practicum Assignment 3 - Student Involvement: This observation focuses on the student involvement and factors that influence how often students participate and the ways in which they participate. Observe a teacher for at least 3 days to get a sense of the students’ involvement in the classroom.

Practicum Assignment 4 - Questioning/Assessment: This observation focuses on questioning and assessment. Observe a teacher for at least 3 days to get a sense of the questioning techniques and forms of assessment used by the teacher.

Practicum Assignment 5 - Instructional Practices: This observation focuses on instructional practices. Observe a teacher for at least 3 days to get a sense of the variety of instructional practices used by the teacher. You should do this observation late in your field experience so that you can think about the variety of practices you have observed during the semester.
TEXTBOOK: None

CULTURAL DIVERSITY: In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in discussions.

TECHNOLOGY: Teacher candidates will be encouraged to use the broad range of electronic technology available. This includes appropriate computer hardware and software, internet resources and audio/video technology. Candidates will be required to integrate technology in at least two of the lessons that they plan and teach.

ATTENDANCE POLICY:
Candidates must complete a minimum of 90 hours in the assigned school over the course of the semester. Candidates should be in the school on a regular basis (e.g., two days a week for 3-4 hours and in the same classes each week unless observing another teacher).
During the second half of the semester, for a period of three to four weeks, the teacher candidate will be in the school every day (Monday-Friday) for a specific class (e.g., 4th block). During this period, the candidate will plan and teach a unit.
The teacher candidate must be punctual and reliable in carrying out assigned or assumed responsibilities.

PLAGIARISM:
The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one’s own in written work offered for credit.

It is always assumed that the written work offered for credit is the student’s own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

NOTE: Credit for this statement goes to Dr. Barbara Hunt.
EDMS 6001 Assessment for Instruction

EDMS 6001
USING ASSESSMENT TO IMPROVE TEACHING AND LEARNING
3 Semester Hours

Dewar College of Education
Valdosta State University
Department of Special Education and Communication Disorders

Conceptual Framework: Guiding Principles (adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)
Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.
Equity Principle: All learners deserve high expectations and support.
Process Principle: Learning is a lifelong process of development and growth.
Ownership Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.
Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.
Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition

Positively Impacting Learning through Evidence-Based Practices

EDMS 6001 Course Information

REQUIRED TEXTBOOK

COURSE DESCRIPTION
Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.

COE Conceptual Framework: Standards
Standards Addressed in this Course
IV. Assessment: Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.

Course Objectives (CO)
At the conclusion of this course, students will demonstrate
CO 1. a thorough understanding of measurement theory and the characteristics, uses, and issues of different types of assessment;
CO 2. skills in using preintervention data to select or design clear, significant, varied and appropriate student learning goals;
CO 3. skills in choosing, developing, and using classroom-based assessment methods appropriate for instructional decisions;
CO 4. knowledge and skills in involving learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning;
CO 5. skills in developing and using valid, equitable grading procedures based on student learning;
CO 6. skills in using assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel;
CO 7. skills in use of resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments; and
CO 8. their commitment to using assessment to identify student strengths and needs and promote student growth.

Course Activities/Assignments/Requirements (Detailed instructions for each activity and assignment are included in modules and other course materials.)

1. Module Activities and Quizzes - Students will complete activities in each module, including chapter quizzes and reading discussions. (CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7, CO 8)

2. Exams - A midterm examination, and a final examination will assess knowledge of measurement theory, and the characteristics, uses, and issues of different types of assessment. (CO 1, CO 2, CO 3, CO 4, CO 5, CO 6, CO 7, CO 8)

3. Classroom Environment Inventory and Plan – Students will use videotaped classroom segments to analyze and report on the classroom environment in several situations. VSU students are required to enter this assignment as a separate artifact in their EDAT LiveText Portfolios.

4. Assessment Project – The major project of the course is the Assessment Project, which will be developed, implemented, and evaluated in an applied setting. This project consists of multiple components, which are submitted individually, but which are all part of one large project. For this project, the student should choose one class, conduct all project activities with this class, and provide all data and data analysis based on work with that class. The sections of the Assessment project include the following:
   a. Analysis of Existing Data – Students will analyze student assessment data from the selected class. This analysis will include state-developed testing information (e.g., GKAPR, CRCT, End-of-Course Tests) as well as data from teacher-developed assessment tools. This analysis will identify students’ strengths and needs in terms of the whole class as well as for individual students in the class. (CO 2, CO 8)
   b. Learning Goals - Based on this analysis, the teacher will choose a topic to teach and select appropriate learning goals, based on the GPS, for the students in the classroom. The selection analysis will include written justification, based on data, for each of the goals identified. (CO 2, CO 8)
   c. Pre and Post Assessment Tools – Pre-Assessment: Based on the learning goals identified, the teacher will select and/or develop pre-instruction, subject or skill specific assessment tool(s). These tools and strategies must be appropriate for the content or skill area, must be designed using universal design principles, and must be developed to ensure fairness and accuracy of measurement. The written description accompanying these tools will describe the steps taken to address issues of fairness and accuracy. Post-Assessment: A summative assessment instrument must also be included and described. It should be designed so that the results can be compared to the pre-assessment results to determine student progress. (CO 3, CO 5)
   d. Plan for Instruction and Formative Assessment- Using data gathered, analyzed, and synthesized in steps a, b, and c above, the teacher will design a content-specific systematic plan of instruction for the class, reflecting differentiated instructional strategies based on assessment information. This plan of instruction must include formative assessment strategies, a timeline for the assessment data to be collected, and a plan for involving students in self-assessment. All formative assessment strategies and instruments must be designed using universal design principles. The written description accompanying this plan of instruction and formative assessment must include a written explanation of the rationale for making these choices. (CO 3, CO 4, CO 5)
   e. Candidate Evaluation by Students and Advanced Self-Observation – This section of the Assessment Project provides the teacher with personal assessment, including evaluation of the instruction by his/her students, and also a self-assessment of his/her teaching. Instruments for both of these assessments are provided in course materials. VSU students are required to enter each of these assignments as artifacts in their EDAT LiveText Portfolios. (CO 3, CO5, CO 8)
   f. Modifications Based on Formative Assessment – Students will describe modifications of instruction implemented based on formative assessment data collected. This description will include narrative information describing changes that occurred instructionally and will provide an explanation of that student assessment data that were used to inform these decisions. (CO 3, CO 8)
g. Analysis of Student Achievement – At the conclusion of instruction and post-assessment, an analysis of student achievement will be conducted. This analysis will include information related to individual students, subgroups of students, and the class as a whole. Samples of reports developed for families to communicate student achievement in the content/skill are addressed must be included. In order to receive credit for this component of the assignment, the teacher must document a positive impact on the achievement of each student in the class. **VSU students are required to enter the entire Assessment Project as a single artifact in their EDAT LiveText Portfolios.** (CO 6, CO 7, CO 8)

Course Evaluation
1. Six Chapter Quizzes-- (20 points each)…………………………………….………………... 120 points total
2. Eight Prompts (Readings and Videos) – (10 points each)………………… 80 points total
3. Classroom Environment Assignment —…………………………………… 25 points
4. Classroom Environment Survey —………………………………………… 5 points
5. Parent Email Response-……………………………………………………… 25 points
6. Assessment Project –
   a. Analysis of Existing Data —……………………………………………… 25 points
   b. Learning Goals —…………………………………………………………. 20 points
   c. Pre and Post Assessment Tools —……………………………………….. 20 points
   d. Plan for Instruction and Formative Assessment—………………………… 30 points
   e. Candidate Evaluation by Students/Advanced Self- Observation………. 20 points total
   f. Modifications Based on Formative Assessment —………………………… 20 points
   g. Analysis of Student Achievement —……………………………………. 30 points
7. Mid Term Exam—………………………………………………………………… 40 points
8. Final Exam—……………………………………………………………………. 40 points

**Total Points=500**

Grading Scale
A = 450-500 points 90-100%
B = 400-449 points 80-89%
C = 350-399 points 70-79%
D = 300-349 points 60-69%
F = Less than 300 points Below 60%

Attendance Policy
Attendance and Participation Policy
Students are expected to maintain a regular and frequent presence in the online course, particularly when involved in group projects and online discussion sessions. It is the responsibility of the student to make sure that he/she has adequate equipment and access to maintain this online presence. Because students are being prepared to accept professional duties and responsibilities, attendance decisions are viewed as critical to developing professionalism.

Online work is generally conducted asynchronously, and does not require students to be online at scheduled times.

Dewar College of Education Policy Statement on Plagiarism and Cheating
Below is information directly quoted from the Academic Honesty Policies and Procedures:
Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members’ syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics. The full text of Academic Honesty Policies and Procedures is available in the on the Academic Affairs website (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

The consequences for acts of academic dishonesty in the Dewar College of Education are:
FIRST OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml).

SECOND OFFENSE:
1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Level Two Dewar College of Education Concern form (http://www.valdosta.edu/coe/studentsinfo.shtml). According to the Dewar College of Education Concern Form Policy, “a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Policies Committee.”
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml). According to the Academic Honesty Policies and Procedures document, “after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.”

Special Needs Statement: VSU Access Office

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the sex, race, religion, color, national origin, disability, veteran status, or sexual orientation of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title IX and Section 504 of the Rehabilitation Act of 1973. Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are (229) 245-2498 (Voice/VP) and (229) 219-1348 (TTY)
EDMS 6474 Technology as a Teaching and Learning Tool

Semester Hours 2

Distance Support
CourseDen Home Page
https://westga.view.usg.edu/

CourseDen Help & Troubleshooting
http://www.westga.edu/~distance/webct1/help OR
http://help.view.usg.edu (Click on “Request Support” for live chat)

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

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

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

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

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

All work submitted for this course and program are subject to electronic and/or other reviews to ensure authenticity and student ownership.

COURSE DESCRIPTION

This course is part of the online MAT in Mathematics/Science.

Prerequisite(s): Bachelors Degree in designated GAPSC related major fields of study. MEDT 2401 or equivalent.

EDMS 6474 is a two-hour course that will provide students with an in-depth opportunity to develop deep content and knowledge in mathematics and science and how to support understanding with technology. Standards based instructional methods and design will be used to model for teachers their curriculum related to math and science. Technology training that helps students and teachers make connections will be taught.

Hands-on technology integration techniques provide scaffolding from the student’s basic computer skills to foster skills in five interrelated areas of instructional proficiency: (1) Georgia’s Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer
Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices. This course satisfies the Georgia Special Technology Requirement.

GEORGIA FRAMEWORK FOR TEACHING

This degree (online MAT in Mathematics/Science) and all the courses are based on the Georgia Framework for Teaching.

GUIDING PRINCIPLES OF THE GEORGIA FRAMEWORK FOR TEACHING

The following principles guided the development of the Framework:

- **The Process Principle**: Learning to teach is a life-long process.
- **The Support Principle**: Successful engagement in the process of learning to teach requires support from multiple partners.
- **The Ownership Principle**: Professional Teachers have ownership of their careers, which they create and design.
- **The Impact Principle**: Effective teaching yields evidence of student learning.
- **The Equity Principle**: All teachers deserve high expectations and support.
- **The Dispositions Principle**: Productive dispositions affect student learning, teacher growth, and school climate positively.
- **The Technology Principle**: Technology facilitates teaching, learning, community building and resource acquisition.

Specific objectives for this course are found in the Georgia Framework for Teaching.

DOMAIN 3: LEARNING ENVIRONMENT

*Teachers create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.*

Accomplished teachers:

- create a learning community in which students assume responsibility, participate in decision making, and work both collaboratively and independently.
- organize, allocate, and manage time, space, activities, technology and other resources to provide active and equitable engagement of diverse students in productive tasks.
- understand and implement effective classroom management.
- recognize the value of and use knowledge about human motivation and behavior to develop strategies for organizing and supporting student learning.
- are sensitive to and use knowledge of students’ unique cultures, experiences, and communities to sustain a culturally responsive classroom.
- access school, district, and community resources in order to foster students' learning and wellbeing.
- use effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

DOMAIN 4: ASSESSMENT

*Teachers understand and use a range of formal and informal assessment strategies to evaluate and ensure the continuous development of all learners.*

Accomplished teachers:
• understand measurement theory and the characteristics, uses, and issues of different types of assessment.
• use pre-assessment data to select or design clear, significant, varied and appropriate student learning goals.
• choose, develop, and use classroom-based assessment methods appropriate for instructional decisions.
• involve learners in self-assessment, helping them become aware of their strengths and needs and encouraging them to set personal goals for learning.
• develop and use valid, equitable grading procedures based on student learning.
• use assessment data to communicate student progress knowledgeably and responsibly to students, parents, and other school personnel.
• use resources, including available technology, to keep accurate and up-to-date records of student work, behavior, and accomplishments.
• are committed to using assessment to identify student strengths and needs and promote student growth.

DOMAIN 5: PLANNING & INSTRUCTION

Teachers design and create instructional experiences based on their knowledge of content and curriculum, students, learning environments, and assessment.

Accomplished teachers:
• articulate clear and defensible rationales for their choices of curriculum materials and instructional strategies.
• plan and carry out instruction based upon knowledge of content standards, curriculum, students, learning environments, and assessment.
• understand and use a variety of instructional strategies appropriately to maintain student engagement and support the learning of all students.
• monitor and adjust strategies in response to learner feedback.
• vary their roles in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
• use appropriate resources, materials, and technology to enhance instruction for diverse learners.
• value and engage in planning as a collegial activity.

COLLEGE OF EDUCATION CONCEPTUAL FRAMEWORK

The conceptual framework of the College of Education at UWG forms the basis on which programs, courses, experiences, and outcomes are created. By incorporating the theme Developing Educators for School Improvement, the College assumes responsibility for preparing educators who can positively influence school improvement through altering classrooms, schools, and school systems (transformational systemic change). Ten descriptors (decision makers, leaders, lifelong learners, adaptive, collaborative, culturally sensitive, empathetic, knowledgeable, proactive, and reflective) are integral components of the conceptual framework and provide the basis for developing educators who are prepared to improve schools through strategic change. National principles (INTASC), propositions (NBPTS), and standards (Learned Societies) also are incorporated as criteria against which candidates are measured.

The mission of the College of Education is to develop educators who are prepared to function effectively in diverse educational settings with competencies that are instrumental to planning, implementing, assessing, and re-evaluating existing or proposed practices. This course’s objectives are related directly to the conceptual framework and appropriate descriptors, principles or propositions, and Learned Society standards are identified.
for each objective. Class activities and assessments that align with course objectives, course content, and the conceptual framework are identified in a separate section of the course syllabus.

**COURSE OBJECTIVES**

Students will:

1. **locate and synthesize literature in instructional technology and mathematics and science resources to determine how technology in combination with National Council of Teachers of Mathematics (NCTM)/National Science Teachers Association (NSTA) standards and Georgia Performance Standards (GPS) can play a role in enhancing the teaching and learning process in mathematics and science classrooms** (Bell, Gess-Newsome, & Luft, 2007; Bryant & Bryant, 2003; Male, 2002; Masalski, 2005; Flick & Bell, 2000; Garofalo, Drier, Harper, Timmerman, & Shockey, 2000; Kurz, Middleton, & Yanik, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; Thomas & Cooper, 2004; online resources). (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; ISTE I, V, VI; NCTM 6, 7; NSTA 1, 4, 5);

2. **develop skills in the application and integration of educational technology as they relate to NCTM/NSTA standards which are designed to meet the needs of technology users in five critical areas: (1) Georgia’s Performance Standards for Curriculum; (2) Integration of Modern and Emerging Technologies into Instructional Practice; (3) Classroom Management in Classrooms, Computer Labs, and 21st Century Learning Environments; (4) New Designs for Teaching and Learning; and (5) Enhanced Pedagogical Practices.** (Bitter & Pierson, 2004; Bryant & Bryant, 2003; Caughlin, 2003; Counts, 2004; Lever-Duffy, McDonald, & Mizell, 2005; Mills & Roblyer, 2005; Morrison & Lowther, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; online resources). (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, VI);

3. **prepare two technology-integrated lesson plans focusing on the integration of technology in mathematics and science classrooms that meet GPS and NCTM/NSTA standards.** (Baugh & Raymond, 2003; Bell & Garofalo, 2005; Bell, Gess-Newsome, & Luft, 2007; Bitter & Pierson, 2004; Bryant & Bryant, 2003; Caughlin, 2003; Counts, 2004; Cunningham & Billingsley, 2003; Grabe & Grabe, 2004; Kurz, Middleton, & Yanik, 2005; Lai, 2005; Male, 2002; Masalski, 2005; Morrison & Lowther, 2005; Roblyer, 2005; Smaldino, Lowther, & Russell, 2008; online resources). (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, VI); and

4. **discuss the various applications of adaptive and assistive technologies, identify federal legislation that supports assistive technology services in Georgia, and identify local resources and services for special needs students.** (Bryant & Bryant, 2003; Male, 2002; online resources). (Decision Makers, Leaders, Lifelong Learners, Adaptive, Collaborative, Culturally Sensitive, Empathetic, Knowledgeable, Proactive, Reflective; NCTM 6, 7; NSTA 1, 4, 5; & ISTE I, II, III, IV, VI).
TEXTS, READINGS, AND INSTRUCTIONAL RESOURCES

Required Text


Recommended Texts


Required Course Materials

- All students are required to have access to a computer with an Internet connection.
- Microsoft Office 2007
- Inspiration software will be used for concept mapping. A free 30-day trial can be downloaded at http://www.inspiration.com for personal use.
- Geometer’s Sketchpad will be used in this class. A free trial version can be downloaded at http://www.dynamicgeometry.com/Instructor_Resources/Evaluation_Edition.html
- TI-84 Plus graphing calculator and Graph Link cable. This technology will be used for data analysis, mathematical calculations, and statistics in science and mathematics.
- A wiki web site will be used for an individual electronic portfolio and as a collaboration tool for the class.
References


Selected Web Sites

Discovery Educator Network: http://www.discoveryeducatornetwork.com/

Georgia Technology Standards for Students: http://www.georgiastandards.org

Georgia Department of Education: http://www.doe.k12.ga.us

Georgia Online Assessment System: https://www.georgiaoaas.org/servlet/a2l

Galileo-Georgia’s Virtual Library: http://www.galileo.usg.edu

Georgia Public Broadcasting: http://www.gpb.org

High Plains Regional Technology in Education Consortium: http://www.hprtec.org

Marco Polo-Internet Content for the Classroom: http://www.marcopoloeducation.org/home.aspx

National Educational Technology Standards for Teachers:
http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/NETS_for_Teachers.htm

National Educational Technology Standards for Students:
http://www.iste.org/Content/NavigationMenu/NETS/ForStudents/NETS_for_Students.htm

National Educational Technology Standards for Administrators:
http://www.iste.org/Content/NavigationMenu/NETS/ForAdministrators/NETS_for_Administrators.htm


Clipart – http://www.clipart.com/,


Georgia Learning Connection – http://www.glc.k12.ga.us/


Instructional Design – http://mdk12.org/, http://www.indiana.edu/~idtheory/home.html,


IT Organizations – http://www.gait-inc.org/ (Ga. Assoc. of IT)

 ASSIGNMENTS, EVALUATION PROCEDURES, AND GRADING POLICIES

Link to Conceptual Framework

The focus of this course is on designing and producing an electronic portfolio that showcases the student’s ability to effectively design, produce, and utilize materials for instruction in mathematics or science classrooms and operate a variety of audiovisual equipment and microcomputers. The overall evaluation for this course is structured so that each assignment is aligned with completing a different part of the electronic portfolio. Due to the broad nature of the electronic portfolio, each conceptual framework descriptor is covered in the various electronic course assignments. As students complete their electronic portfolios, they will have demonstrated achievement in the following areas:

Decision making: (1) selecting topic areas in mathematics or science to design and develop instructional materials appropriate for instruction in those content areas; (2) choosing topic areas for technology-infused lesson plans, selecting an Internet site to use in a mathematics or science technology-infused lesson plan, and selecting specific tools for instruction in mathematics or science; and (3) choosing individual projects within the class to enhance selected lessons in mathematics or science (course activities 1 - 3, projects 1 - 6).
**Leadership:** (1) examining NCTM/NSTA standards as they relate to technology, enhancing knowledge and skills in instructional technology in order to integrate technology more extensively into mathematics or science instruction so as to assist others in developing technology infused lesson plans and instructional materials to enhance the teaching/learning process and student motivation; (2) developing Internet and technology projects to enhance the learning of a selected audience, i.e., mathematics or science students (course activities 1 - 3, projects 1 - 6);

**Lifelong learning:** studying how to use and integrate technology into mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

**Being adaptive:** changing educational practices designed to meet the needs of learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

**Collaboration:** (1) working with colleagues and stakeholders to plan and carry out school improvements in technology; and (2) designing differentiated instruction that integrates technology in the mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

**Cultural sensitivity:** adapting interventions and technology innovations to meet the needs of diverse learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

**Empathy:** demonstrating sensitivity to the needs of individuals, families, and the community (course activities 1 - 3, projects 1 - 6);

**Knowledge:** drawing on pedagogical, content, and professional knowledge (specifically with regard to NCTM/NSTA standards), including knowledge from others’ postings in the online discussion when integrating technology into the curriculum for mathematics or science learners (course activities 1 - 3, projects 1 - 6);

**Being proactive:** implementing new interventions and innovations in technology to better serve learners in mathematics or science classrooms (course activities 1 - 3, projects 1 - 6);

**Reflection:** engaging in ongoing, continuous reflection related to technology to determine the effectiveness of interventions/innovations and school changes that are needed to more effectively integrate technology into the curriculum in mathematics or science classrooms (course activities 1 - 4, projects 1 - 6).

**Activities and Assessments**

1. **Online Discussions (60 points)**

Students are expected to complete assigned readings and participate in six online discussions. Each discussion is worth 10 points. You are required to post your initial thoughts and respond to AT LEAST two other postings. A reflective response includes new information, personal perspectives, or other input that shows thought and consideration of the issue, and incorporates your understanding of how the discussion relates to NCTM/NSTA standards and GPS. Your response must incorporate your thoughts and go beyond simple agreement or endorsement of responses that have already been posted. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; teacher observation)

2. **Projects (120 points)**

All student work submitted during the course is required to be original. Individual projects must be
completed to be graded. For your benefit, examples of student work and examples created by your instructor will be provided to you where available. All work must be directly related to mathematics or science teaching and must be tied to NCTM/NSTA standards. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; peer observation, teacher observation, checklist, rubric)

There are 6 projects each worth 20 points (120 total). Each project will be reflective of the area of teaching certification being sought and should incorporate NCTM/NSTA standards as they relate to specific GPS components.

- Concept Map Project
- Technology-integrated Lesson Plan 1 (must include a discipline-specific tool, such as Geometer’s Sketchpad, Fathom, GIS, simulation)
- Technology-integrated Lesson Plan 2 (must include a discipline-specific tool, such as Geometer’s Sketchpad, Fathom, GIS, simulation)
- Web 2.0 Tools
- TI-84 Plus Project
- Differentiated Instruction Project

3. Electronic Portfolio (25 points)

The electronic portfolio is worth 25 points and must contain all work for the class. It must be in an electronic format (a wiki) with correctly working links. The portfolio is a requirement. If you do not complete the portfolio, you will not receive a passing grade for the class. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; checklist)

4. Final Exam (25 points)

There will be a practice quiz in each module, and the quizzes are open for the entire term. These are NOT required, but it is strongly recommended that you take them to help you pace your reading and prepare for the final exam. You will have one comprehensive final worth 25 points. Late submissions of the final will not be accepted. (Objectives 1, 2, 3, 4; knowledge, skills, disposition; exam)

**Evaluation Procedures**

Students are evaluated in the following areas:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion Postings (6 postings at 10 points each)</td>
<td>60</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Projects (Six projects at twenty points each)</td>
<td>120</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Electronic Portfolio</td>
<td>25</td>
<td>End of semester</td>
</tr>
<tr>
<td>Final Exam</td>
<td>25</td>
<td>End of semester</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>230</strong></td>
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</tbody>
</table>
GRADING POLICY:

The grading scale is as follows: A = 90% - 100% (207 - 230 points), B = 80% - 89% (184-206 points), C = 70% - 79% (161-183 points), F = 69% and below (160 points and below).

CLASS POLICIES

1. Submitting Assignments
Students are expected to submit assignments on time and in the manner required (e.g. Course Den dropbox). All components must be completed to receive a grade. Valid reasons for submitting work late must be cleared by the professor in advance. It is the student’s responsibility to contact the professor when extenuating circumstances take place. Points will be deducted for late assignments.

2. Professionalism
Students are expected to conduct themselves professionally. This is an essential quality for all professionals who will be working in the schools. All students are expected to display a positive attitude. Professionalism includes but is not limited to the following:

- Participating in interactions and class activities in a positive manner.
- Collaborating and working equitably with students in the class.
- Actively participating in class each week.
- Turning in assignments on time.
- Arriving at and leaving scheduled Wimba Live Classroom and/or other virtual classes punctually.
- Treating class members, professor, and colleagues with respect in and out of the classroom.

Students must also follow guidelines included in the University of West Georgia’s Acceptable Use Policy located at the following URL: http://policy.westga.edu/sphtml/page_04.htm#aup

Students who display a lack of professionalism will be contacted by the instructor immediately after class when violations take place and informed of the consequences. If there is a second violation the student will meet with a departmental committee and may be dismissed from the program for at least one year.

ACADEMIC HONESTY

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

Disciplinary procedures described in the latest University of West Georgia Connection and Student Handbook will be followed when violations take place. Infractions may include cheating, plagiarism, disruptive behavior, and disorderly conduct.

DISABILITY STATEMENT

I pledge to do my best to work with the University to provide all students with equal access to my classes and materials, regardless of special needs, temporary or permanent disability, special needs related to pregnancy, etc.
If you have any special learning needs, particularly (but not limited to) needs defined under the Americans with Disabilities Act, and require specific accommodations, please make these known to me, either directly, or through the Coordinator of Disability Services.

Students with documented special needs may expect accommodation in relation to classroom accessibility, modification of testing, special test administration, etc. This is not only my personal commitment, it is your right, and it is the law!

COMMUNICATION STATEMENT

The official university communication to students is through campus e-mail (myUWG). Be sure to access this several times a week to keep up-to-date on important information.

EXTRA CREDIT STATEMENT

Extra credit activities (other than what is listed above) may be offered in this course. If so, details will be made available in Course Den.

DUAL SUBMISSION STATEMENT

Coursework that has been completed or will be completed in another course that duplicates or dovetails with an assignment in this course may not be submitted unless prior approval is granted by the instructor. If you foresee this possibility, contact the instructor as soon as possible to request approval for dual submission.
## CLASS OUTLINE

### Tentative Class Schedule

<table>
<thead>
<tr>
<th>Class</th>
<th>Activities</th>
<th>Assignment/Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 1A</td>
<td>• Course Introduction/Syllabus</td>
<td>• Student Introduction</td>
</tr>
<tr>
<td></td>
<td>• Introductions and completion of personal information.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Familiarize yourself with Course Den</td>
<td></td>
</tr>
<tr>
<td>Module 1B</td>
<td>• Practice assignments</td>
<td>• Concept Map Project</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Practice assignments</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion Posting 1</td>
</tr>
<tr>
<td>Module 2A</td>
<td>• Read Chapter 1</td>
<td>• Chapter 1</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Discussion Posting 2</td>
</tr>
<tr>
<td>Module 2B</td>
<td>• Read Chapter 2-3</td>
<td>• Chapters 2-3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Web 2.0</td>
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<tr>
<td>Module 3A</td>
<td>• Read Chapter 4</td>
<td>• Chapter 4</td>
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<td>• Discussion Posting 3</td>
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<td>• TI-84 Plus Project</td>
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<tr>
<td>Module 3B</td>
<td>• Read Chapter 5</td>
<td>• Chapter 5</td>
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<td>• Formative Assessment 1</td>
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<td>Module 4A</td>
<td>• Read Chapter 6</td>
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<td>• Discussion Posting 4</td>
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<td>• Lesson Plan 1</td>
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<td>Module 4B</td>
<td>• Read Chapter 7</td>
<td>• Chapter 7</td>
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<td>• Differentiated Instruction Project</td>
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<tr>
<td>Module 5A</td>
<td>• Read Chapter 8</td>
<td>• Chapter 8</td>
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<td>Module 5B</td>
<td>• Read Chapter 9</td>
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<td>• Discussion Posting 5</td>
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<td>Module 6A</td>
<td>• Read Chapter 10</td>
<td>• Chapter 10</td>
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<td>• Lesson Plan 2</td>
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<tr>
<td>Module 6B</td>
<td>• Read Chapter 11</td>
<td>• Chapter 11</td>
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<td>Module 7A</td>
<td>• Read Chapter 12</td>
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<td>• Discussion Posting 6</td>
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<td>• Electronic Portfolio Project</td>
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<td>Module 7B</td>
<td>• Read Chapter 13</td>
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<td>• Bonus Discussion Posting</td>
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<td>• Final Exam</td>
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### EDMS 6485 Student Teaching

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles as Teachers, Counselors, and Leaders"

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**College of Education**  
_Columbus State University_  
_Department of Teacher Education_

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<td>Location:</td>
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**Teaching Schedule:**  
Admission to the Student Teaching Program

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The College of Education at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions, which are listed below, as standards for beginning and advanced teachers.

**INTASC Principles:**

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

Principle 3: The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to the diverse learner.

Principle 4: The teacher understands and uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.

Principle 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

NBPTS Core Assumptions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

ADA STATEMENT: If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact the Office of Disability Services in the Schuster Student Center, (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

COURSE GOALS & OBJECTIVES:
The student teacher will:
1. Demonstrate the ability to apply acquired knowledge by planning and implementing developmentally appropriate learning experiences in the selected grades 6-12 setting.
2. Demonstrate appropriate classroom teaching strategies.
3. Demonstrate the ability to create an atmosphere conducive to learning.
4. Demonstrate the ability to think critically and reflectively about his or her teaching.
5. Demonstrate a desire for learning and commitment to professional growth through thorough preparation for teaching and participation in the non-teaching functions assumed by all educators.
6. Be able to communicate effectively with students, parents, teachers, and other professionals in the school.
7. Be able to accommodate the needs of students of varying abilities.
8. Be able to assess student learning using formal and informal assessment strategies.
9. Be able to teach and relate to students in a manner that is free of bias based on race, gender, and ability.

COURSE REQUIREMENTS:
The student teacher will:
1. Adhere to the policies outlined in the College of Education Student Teaching Handbook.
2. Prepare and maintain the Student Teaching Notebook.
3. Record reflections regarding the student teaching experience in the “Reflective Journal.”
4. Prepare, implement and evaluate developmentally appropriate lesson plans.
5. Develop and implement a unit plan.
7. Use videotaping for self-reflection and analysis as well as for university evaluation.
8. Maintain a log of professional activities.

**GRADES:** The course is graded as S/U. Evaluation techniques will include self-assessment, assessment by the cooperating teacher and university personnel based on the Model of Appropriate Practice (see [http://te.colstate.edu/forms.asp](http://te.colstate.edu/forms.asp)).

**TEXTBOOK:** Columbus State University Student Teaching Handbook available at [http://te.colstate.edu/mat_math_science.asp](http://te.colstate.edu/mat_math_science.asp).

**CULTURAL DIVERSITY:** In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

**TECHNOLOGY:** Students will be encouraged to use the broad range of electronic technology available. This includes appropriate computer hardware and software, internet resources and audio/video technology.

**ATTENDANCE POLICY:** Teacher candidate involvement in the school should be the same as that of the cooperating teacher.
1. Daily attendance is mandatory. Absences may cause the student teaching experience to be extended.
2. The teacher candidate must be punctual and reliable in carrying out assigned or assumed responsibilities.
3. The teacher candidate should report to school at the same time as classroom teachers and should not leave until classroom teachers are dismissed.
4. Attendance at all scheduled seminars is required.

**PLAGIARISM:**
The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one’s own in written work offered for credit.

It is always assumed that the written work offered for credit is the student’s own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts.

This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

*NOTE: Credit for this statement goes to Dr. Barbara Hunt.*
EDMS 6698 Internship

"...To Achieve Excellence by Guiding Individuals as They Develop the Proficiency, Expertise, and Leadership Consistent with Their Professional Roles"

College of Education and Health Professions
Columbus State University
Department of Teacher Education

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The College of Education and Health Professions at Columbus State University prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. COE faculty guide individuals in this developmental process.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). The Department of Teacher Education has adopted these principles and assumptions, which are listed below, as standards for beginning and advanced teachers.

**INTASC Principles:**

Principle 1: The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he/she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

Principle 2: The teacher understands how children learn and develop, and can provide learning opportunities that support their intellectual, social, and personal development.

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Principle 6: The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Principle 7: The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Principle 8: The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Principle 9: The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

Principle 10: The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**NBPTS Core Assumptions:**

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

**ADA STATEMENT:**
If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 933-112 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

**COURSE GOALS & OBJECTIVES:**
The intern will:
1. Assume the roles and responsibilities of a classroom teacher under the guidance of mentors from the university and school district.
2. Develop expertise in a certification field.
3. Master teaching tasks outlined by the Georgia Teacher Observation Instrument (GTOI) and the Model of Appropriate Practice (MAP).
4. Engage in activities which foster the professional development of educators.

**COURSE REQUIREMENTS:**
The intern will:
1. Attend all school system/orientation meetings.
2. Receive overall satisfactory ratings on all evaluation instruments.
3. Read and understand the school and school system’s handbooks on policies, procedures and responsibilities.
4. Read and understand the procedures to referring students with special needs or problems to appropriate school personnel.
5. Complete a Needs Assessment.
6. Complete the Intern Portfolio.
7. Observe the on-site mentor teacher two times per semester.
8. Complete the Documenting Student Performance Activity.

GRADES: The course is graded as S/U. Evaluation techniques will include self-assessment, assessment by the cooperating teacher and university personnel based on the Assessment of Teaching, Student Learning, and Disposition Evaluation Instruments (see Appendix F-H).

TEXTBOOK: Columbus State University Internship Program Handbook available at http://te.colstate.edu/mat_math_science.asp.

CULTURAL DIVERSITY: In keeping with the Columbus State University Creed, membership in our community of scholars obligates us to practice personal and academic integrity; respect the dignity of all persons; respect the rights and property of others; celebrate diversity, striving to learn from differences in people, ideas, and opinions; demonstrate concern for others, their feelings, and their need for support in their work and development. Perspectives on the importance of cultural diversity on the various topics will be included in the discussions.

TECHNOLOGY: Students will be encouraged to use the broad range of electronic technology available. This includes appropriate computer hardware and software, internet resources and audio/video technology.

ATTENDANCE POLICY: Intern will adhere to the attendance policy mandated by the employing school district.

PLAGIARISM:

The appropriation of passages, either word for word or in substance, from the writing of another and the incorporation of those passages as one’s own in written work offered for credit. It is always assumed that the written work offered for credit is the student’s own unless proper credit is given the original author by the use of quotation marks and footnotes or other explanatory inserts. This includes the copying of laboratory reports and homework, or the unchanged use of the essential ideas or conclusions of such work, as well as the footnoted use of other themes, theses, books, or pamphlets. NOTE: Plagiarism may come about through carelessness or ignorance. Every student, however, may free him/herself from uncertainties on this score by observing the special practice by each instructor for preparation of written work in his/her particular course.

NOTE: Credit for this statement goes to Dr. Barbara Hunt.
EDMS 6116 Research in Education  
Columbus State University  
College of Education  
Department of Counseling, Educational Leadership, and Professional Studies  
M.Ed. Degree  
6116  
COURSE SYLLABUS

COE Mission: “To achieve excellence by guiding individuals as they become professionals”  
College of Education Mission Statement

The mission of the College of Education is congruent with and complements that of Columbus State University. The College of Education has adopted the guiding principle, Creating Opportunities for Excellence, to support its mission . . . to achieve excellence by guiding individuals as they develop the proficiency, expertise, and leadership consistent with their professional roles as teachers, counselors, and leaders. By creating opportunities for excellence, the College of Education prepares highly qualified teachers, counselors, and leaders who promote high levels of learning for all P-12 students by demonstrating excellence in teaching, scholarship, and professionalism. Teachers, counselors, and leaders continually acquire, integrate, refine, and model these qualities as they develop proficiency, expertise, and leadership. Ultimately, the professional educator believes in the transforming role of education in human lives and strives to improve the learning of all students. The College of Education also prepares highly qualified professionals in exercise science and community counseling. COE faculty guide individuals in this developmental process.

The visual model represents the key features of the Conceptual Framework for the programs in teacher education, educational leadership, and school counseling. The circle represents the continual process of acquiring, integrating, refining, and modeling excellence in teaching, scholarship, and professionalism. The arrows represent the interdependence of these qualities. The result of our efforts to achieve excellence in teaching, scholarship, and professionalism will be improved student learning at the P-12 level and the university level.

Teaching, scholarship, and professionalism encompass the highest standards represented in the ten (10) principles outlined by the Interstate New Teacher Assessment and Support Consortium (INTASC) and the five (5) core assumptions of accomplished teaching of the National Board of Professional Teaching Standards (NBPTS). Counselors in education and community are responsible for achieving the standard of excellence as described by the
Course Information

Course: EDUF 6116, Educational Research Methods  Semester: (3-0-3) hours credit

Focus: provide the student with the opportunity to acquire the skills, knowledge, and strategies necessary to perform action research for student improvement

Time: Online AND Mondays Online 9:00 PM

Instructor: Dr. Gary Shouppe  Class Dates: May 17 – July 20, 2010

Office: Room 232  Location: Jordan Hall, 2nd floor

Phone: (706) 565-7826 & (706) 442-1863 (24/7)  Office Hours: By appointment – please call

E-mail: shouppe_gary@colstate.edu

Prerequisite: Acceptance into the M.Ed. Graduate Program

Office Hours of Departmental Staff: Monday – Friday, 8:00 a.m. – 5:00 p.m.

Office of COE Graduate Studies: Dr. Tom Hackett, COE Graduate Coordinator
Mrs. Patty Jamieson, Department Secretary
Jordan Hall 103
706-568-2222  FAX 706 568-5088

I. Course Description  Course Goals/Objectives:

This course is designed to help teachers improve student achievement with the use of data. The overall goal of this course is to provide the student with the opportunity to acquire the skills, knowledge, and strategies necessary to perform action research for student improvement. Master students will become better consumers of research as well as creators of knowledge by critiquing research that pertains to their own action research PROPOSAL. Students in this course will study major methods of inquiry in contemporary educational research. These methods of inquiry include, but are not limited to, experimental, historical, ethnographic, causal-comparative, survey, and correlational. The understanding of article content and methods of critiquing will be emphasized. By the end of the semester student will be able to perform in the following ways. (NPBTC #s 3, 4: COE# 2: NPBTC #3: INTASC #s 8, 9: ILLLC #4: CACREP #’s 1,2, 3, 6, 8).

Demonstrate effective use of library and its resources as part of the research process.
Demonstrate basic skills for retrieval of articles using the ERIC system.
Develop working knowledge of refereed research journals in area of interest.
Identify and describe the sections and subsections of a research report.
Describe the role of educational research in student academic improvement.
Define methods of research commonly used in educational research.
Identify research as either quantitative or qualitative.
Describe steps to a systematic research study.
Describe concepts of reliability and validity.
Define the independent variables, dependent variables, and extraneous variables
Identify the different research designs used in educational research.
Demonstrate knowledge of the types and purposes of measuring instruments.
Identify the criteria for selection of measurement instruments.
Identify and describe the common graphical methods used for presenting data.
Calculate basic statistical operations related to the educational research process.
Understand the issue of statistical significance testing.
Identify appropriate statistical procedures and tests to use for different hypotheses.
Demonstrate writing skill using the American Psychological Association style format. (6th edition)
Develop reflection skills and knowledge for making data driven decisions.
Write an applied research PROPOSAL.

II. Course Requirements:

Textbooks:

Title: Educational Research: Competencies for Analysis and Applications (9th edition – green)
Author: Gay, Mills & Airasian
Publisher: Prentice Hall

Title: Publication Manual of the American Psychological Association (6th edition)
Author: American Psychological Association

III. Grading and Assessments:
The final grade for the course will be based on the following:
1) Written Article Critiques (3 total to be submitted/completed/on time) 100 pts
2) Participation; activities, discussions & quizzes 250 pts
3) Team Presentation Methods or C&S 50 pts
4) Reference Section (completed/submitted on time) 30 pts
5) Intro Section – Part 1 (completed/submitted on time) 30 pts
6) Intro Section – Part 2 (completed/submitted on time) 30 pts
7) Method Section (completed/submitted on time) 30 pts
8) Timeline/Budget/IRB Section (completed/submitted on time) 20 pts
9) Research PROPOSAL Power Point Presentations 50 pts
10) Research PROPOSAL (completed/submitted on time) 310 pts
11) Final (2 part) 100 pts

The following grading scale will be used:
A 1000-900 pts
B 899-800 pts
C 799-700 pts
D 600-699 pts
F 599 or less pts

Late assignments will result in zeros (0), unless you contact the instructor prior to the due date for possible extensions. Computer failures and technology errors are = “The dog ate my homework,” type excuses.

VI. Evaluation Procedures:

NOTE: As a masters level student, you are expected to write in a scholarly manner. If you have any writing difficulties or believe you cannot handle this level of writing, then it is highly suggested you contact the CSU Writing Center immediately for assistance: http://writingcenter.colstate.edu/

1) Written Article Critiques of Educational Experimental Research
Developing the ability to discuss and critique articles will encourage individual scholarly development. Critique guidelines will be provided and you must follow the 1-10 question format. Peer Reviewed (empirical) journals of educational research are required for articles used when critiquing. All Article Critiques (total of 3) must be submitted at one time on the date provided.

2) Participation; Discussions/Activities/quizzes
Students will be graded on class participation in regard to discussion attentiveness, assignments, following class protocols (see below), and CougarVIEW quizzes/assignments. Note: Quizzes are timed (1 hour) and it is recommended you read the text prior to attempting each quiz.

Class Protocols for Online Live Sessions:
Do your equal/shared part in all team/group activities. Stay on track and keep up. Lack of weekly contact with professors is an indication of non-compliance. Online courses can be more rigorous than face to face. Good online students stay on track and in contact via emails and submission of course requirements.
Submit required work/assignments before the deadlines which are usually Sunday night 11:59 PM before the next session begins on Monday.
Participate in the discussions which are posted periodically in various sessions. Waiting to post an initial discussion statement at 11:30 PM (30 minutes before closing) is an indication of a poor online student and does not allow others time to respond to your thoughts. Be sure to read what others are saying as well as your own.
Give your group assignments/projects 100% of your attention.
Attend the live group classes scheduled throughout the semester. You may want to obtain a mic and headset to hear and respond to the lecture/discussion.
Write in a scholarly manner.

3) Presentations- Team work (Reading of PowerPoints to the audience is highly discouraged)

A) Research Methodologies Teams: Students will be assigned to present one research method type. Students are encouraged to be creative, yet thorough, in the presentation of the methodology. Questions regarding your methodology to be addressed:
When is the method used?
How is it used and what types of research questions will it answer?
What type of data collection is used?
What type data analysis is most appropriate for this type research?
How do you insure reliability and validity with this method?
Keep in mind the concepts of internal and external validity and explain how they may or may not pertain to the method you are describing. Give examples of some research using this method. State the pros and cons regarding the use of your methodology. Student handouts and use talking points in presentations is strongly recommended.

B) Campbell and Stanley Experimental Design Presentations Teams: Students will be assigned to present one – two true experimental and/or quasi experimental designs discussed by Campbell and Stanley. Questions/points to be addressed:
Specific design name?
Visual diagram of specific design - Explain design features -
Strengths and weaknesses in regard to internal and external threats to validity
Provide examples of use.
Student handouts and use talking points in presentations is strongly recommended.

4) Reference Section
Each student will be responsible for creating a precise reference section on the topic of their PROPOSAL. The references will be related to the topic to provide a framework for the literature review and introduction of the PROPOSAL. A minimum of 15 references will be included in the reference activity. The references will be written in APA style and will follow classroom lecture guidelines. The references may include…
Encyclopedias, journal articles or abstracts series (broad)
Respected national journals which report research studies (most recent then work backwards; be sure to check references at the end of these articles)
Books related to the topic (research monographs and entire books or chapters of books on the topic),
Conference papers (major conferences reports, papers and documents)
Contact with a national/primary authority on the topic,
Dissertations on the topics (see Dissertation Abstracts International)
Web site articles
5) Introduction Part 1 Section
A. Title page,
B. Opening paragraph which includes a powerful lead sentence,
C. Paragraphs (2-3) of overview of problem addressed

6) Introduction Part 2 Section
D. Review of Literature (a minimum of 5 pages),
E. Statement of the problem sentence and,
F. Statement of Null Hypothesis

7) Methods Section
Discussion of Participants, Instruments, Procedures, and Planned Data Analysis

8) Timeline/Budget and IRB
Plans for dates and times of implementation written in narrative form. Breakdown of projected costs in budget format. Institutional Review Board (IRB) Form completed with all information minus signatures from IRB committee and placed in Appendix. A copy of this form can be found at http://faculty.colstate.edu/forms.asp and click on Human Research Proposal.

9) Research PROPOSAL Presentation
A formal presentation of your research PROPOSAL is required. You should use a PowerPoint. The format will be consistent with presentations prepared for a professional meeting. Presentation slides will include, but are not limited to (a) Name and Affiliation, (b) Title, (c) Statement of the Problem or Purpose, (d) Review or Seminal articles, (e) Hypothesis, (f) Participants, (g) Procedures, (h) How you plan to analyze data, (i) Time Schedule (j), Budget, (k) Significance. You will be allowed a maximum of 15 slides to present your research PROPOSAL.

10) Research PROPOSAL (entire paper – print ready)
The action research PROPOSAL will allow you to demonstrate your understanding of APA style, research design, data collection, and analysis as it pertains to data driven educational decisions. The paper is to be written in 12pt. Font (Arial). A minimum of 15 pages will be needed to complete your paper. Plagiarism (including copying work from another student, present or former) is strictly prohibited.

1. Title Page
2. Introduction
   a. Opening discussion of topic and problem investigated
   b. Review of Literature (at least 5 pages)
   c. Purpose statement
      c. Hypothesis/Null Hypothesis
3. Method
   a. Participants
   b. Instruments
   c. Procedures
   d. Plan for analysis of data
4. Timeline and Budget
   a. Timeline
   b. Detailed Budget
5. References
6. Appendix
   a. Examples of Questionnaires, surveys, or data sheets that you will be using.
   b. IRB

11) Exam (final)
The final exam will consist of two parts. Part A is based on student submitted PowerPoint Presentations and Part B will be taken on-line through CougarVIEW and consists of 50 questions.

V. Research-based Sources:
Students are required to reference sources in all oral and written presentations. Refereed journals are required for critiquing.

VI. Multicultural Education:
Students are encouraged to recognize the diversity of populations participating in the action research PROPOSAL, as designed for assessment of students/programs and schools.

VII. Instructional Practices:
This course will utilize online activities, discussions, oral presentations, group assignments and text readings. Students will be responsible for reading all handouts assigned in addition to textbook assignments. Both recorded and live class sessions will be used via Wimba (inside CougarVIEW) and Tegrity (web based tool).

VIII. Field-based Experiences:
Educational/applied research PROPOSAL will be designed during this semester. Collection and analysis of data may be collected by the student for future assignments.

IX. Computer Usage:
As in all online courses, computer usage is critical. It is highly recommended that you obtain a small computer camera and/or microphone to enable you to connect with the instructor and other students for various activities.

Overview of Course Topics & Timeline

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Homework</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 5/17-5/23</td>
<td>Intro to Ed. Research Course specifics/ Empirical Articles</td>
<td>Quiz 1 - Read Ch. 1 and review pp. 3-8</td>
<td>5/23</td>
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<tr>
<td>2 – 5/24-5/30</td>
<td>Types of research/critiquing articles/ reference section Q&amp;Q</td>
<td>Quiz 2 - Read pp. 6-19 and Ch. 2 Ref. Section Draft due</td>
<td>5/30</td>
</tr>
<tr>
<td>3 – 5/31-6/6</td>
<td>Planning Research/Introduction/ APA notes/topics Models for stating research prob.</td>
<td>Quiz 3 - Read Ch. 3 (pp. 64-98) Intro Part 1 due</td>
<td>6/6</td>
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<tr>
<td>4 – 6/7-6/13</td>
<td>IV and DV Outline of Lit. Review/background/APA notes/topics</td>
<td>Quiz 4 Review pp. 64-98 and Read pp. 147-171 Three Article Critiques due</td>
<td>6/13</td>
</tr>
<tr>
<td>5 - 6/14-6/20</td>
<td>Lit review/APA notes Research Ethics IRB/ Hypothesis formation/ APA notes</td>
<td>Quiz 5 - Review Ch. 3 and 19-25, 64-98 Quiz 6 Read pp. 71-77</td>
<td>6/20</td>
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<tr>
<td>6 - 6/21-6/27</td>
<td>Research Methods Presentations Scales of measurement</td>
<td>Quiz 7 Ch. 4 (104-120) and 144-147</td>
<td>6/27</td>
</tr>
<tr>
<td>7 – 6/28-7/4</td>
<td>Sample selection of participants/Validity &amp; Reliability of Instruments</td>
<td>Quiz 8 Read pp. 123-139 and 147-170 Assignment Webquest Activity Intro Part 2 due (All combined 1&amp;2)</td>
<td>7/4</td>
</tr>
<tr>
<td>8 - 7/5-7/11</td>
<td>Presentation of C&amp;S Threats to Validity</td>
<td>Quiz 9 Read Ch. 10 Methods Section due Quiz 10 Review ch. 10</td>
<td>7/11</td>
</tr>
<tr>
<td>9 - 7/12-7/18</td>
<td>Descriptive and Inferential Stats</td>
<td>Quiz 11 – Read ch. 7 Timeline/Budget/IRB due Presentation PowerPoint due</td>
<td>7/18</td>
</tr>
</tbody>
</table>
The syllabus may change to accommodate the needs of the class.

Technology Integration: (Refer to ISTE standards for administrators (NETSA))

Attendance/Participation Policy: Participation is mandatory. Any student missing assignments/not attending scheduled online meetings/or displaying periods of inactivity (10 days) will be dropped and given a WF as a class grade. Regular and routine participation is a student obligation. Students are expected to account to individual instructors for absences and, at the discretion of the instructors, to make up all work missed because of absence. Students absent from a previously announced quiz or test may be given a zero on the quiz or test. To be permitted to take a final examination at a time other than the date and time published on the Web under the Class Schedules page, students must have permission of the instructor and the dean of the college offering the course.

Part X: Other Information

ADA Accommodation Notice: If you have a documented disability as described by the Rehabilitation Act of 1973 (P.L. 93-312 Section 504) and Americans with Disabilities Act (ADA) and would like to request academic and/or physical accommodations please contact Joy Norman at the Office of Disability Services in the Center for Academic Support and Student Retention, Tucker Hall (706) 568-2330, as soon as possible. Course requirements will not be waived but reasonable accommodations may be provided as appropriate.

Academic Dishonesty Policy: No form of academic dishonesty will be tolerated. Academic dishonesty includes, but is not limited to, activities such as cheating and plagiarism. Any work turned in for individual credit must be entirely the work of the student submitting the work unless the instructor specifically provides other directions for group work. No collaboration of any type is allowed on quizzes or exams. With regard to homework or other graded assignments you may get help, but may not copy from each other. Copying work, cheating, or plagiarism form the basis for disciplinary action. The penalty for academic dishonesty in this course a failing grade (F) for the course. Specific information regarding academic misconduct is available in the Student Handbook at http://sa.colstate.edu/handbook/handbook.pdf
EDMS 6131 Becoming an Advanced Teacher

*Syllabus not available. Contact Georgia Southern University for course information.*