HIED 4550 METHODS OF HISTORY EDUCATION
HIED 4560 YEARLONG CLINICAL EXPERIENCE I

FALL 2015
SYLLABUS

Faculty and Course Information

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CLASS LOCATION:  
Social Sciences Building 2027

CLASS MEETING TIMES:  
Classroom Component (HIED 4550): Monday, 11:00-1:45  
Field Experience Component (HIED 4560): Tuesdays and Wednesdays 8:00-12:00, Thursdays and Fridays 8:00-4:00. Report each day to your assigned field placement. Times may vary according to the schedule of your school, but you should be in your school 24 hours per week.

COURSE COMMUNICATIONS:  
All members of the HIED faculty are readily accessible to students. Office hours are by appointment, so contact the appropriate instructor to set up a time. The preferred method of communication for routine matters is through KSU email. In case of an emergency, phone the appropriate faculty member. (Concerns about assignments are not emergencies.) While we strive to respond promptly, we are not on call 24/7; if you have not heard back in 24 hours, please contact the instructor again.

ELECTRONIC COMMUNICATIONS:  
The University provides all KSU students with an “official” email account with the address “students.kennesaw.edu.” As a result of federal laws protecting educational information and other data, this is the sole email account you should use to communicate with your instructor or other University officials and the account by which they will communicate with you.

REQUIRED TEXTS OR TECHNOLOGY RESOURCES:
1. NCSS Standards: National Curriculum for the Social Studies: A Framework for Teaching, Learning, and Assessment (NCSS, 2010), ISBN 978-0-87986-105-6. Available from bookstore or by ordering on-line at http://ncss.org. This should have been purchased for HIST 2271 and/or 4488. If you did not keep your copy, you will need to purchase another one.  
2. edTPA Social Studies Handbook and Making Good Choices, available only through your Chalk and Wire Account.  
3. KSU Undergraduate Catalog: available at http://catalog.kennesaw.edu  
4. Field Experiences Handbook: posted on Desire2Learn (D2L) and BCOE website. Read the Handbook early in the HIED 4550 semester as it contains much important information. Provide your CT with an electronic copy or link on the first day of the Phase I field experience. You and your CT will sign a form during the orientation conference with your university supervisor that you have read and agree to abide by the policies outlined in the handbook.
5. Georgia Professional Standards Commission Code of Ethics for Educators: Available at [www.gapsc.com](http://www.gapsc.com), Ethics, Code of Ethics. Each intern is responsible for knowing and adhering to the Code of Ethics. Failure to do so may result in removal from the field experience and/or from the KSU teacher education program. All HIED 4550 students at KSU must take and pass a quiz over the CoEE.

6. Georgia Performance Standards (GPS): Available on-line at [www.georgiastandards.org](http://www.georgiastandards.org). There are actually two “types” of standards: 1) the Common Core literacy standards that apply to history/social studies courses generally and 2) the content-based standards that apply to individual courses.

7. Chalk and Wire ePortfolio Account: Available only through the KSU Bookstore.

8. Additional readings (or links to readings) used as a basis for class discussions will be assigned in class, and will be posted on D2L.

9. Membership in SPAGE ([www.pagefoundation.org/spage](http://www.pagefoundation.org/spage)) or SGAE ([www.gae.org](http://www.gae.org)). These organizations take different approaches to the teaching profession; either can provide insurance coverage for field/clinical experiences.

10. You will also need:

   a. Three (3) Loose-leaf notebooks: One for class notes and handouts, one for lesson plans and other materials used during the field experience, and one for your Documents Binder. Purchase binders on which your name/semester/course(s) can be made clearly visible on the front and spine. Suggested Sizes: Two 2” for class notes/handouts and lesson plans/materials; one 1-1½” for mini-unit, and one 1” for Docs Binder.

   b. Camera: Students are responsible for bringing or borrowing a device with a camera for edTPA video recordings in the field placement school. We recommend you check out a camera from UITS – see the information in the edTPA resources page in your Chalk and Wire account.

   c. Copies (for your files) of the original documents that you submit in your Documents Binder.

   d. Office supplies, such as printer paper, toner cartridges, dividers, a stapler/staples, a three-hole punch (or pre-punched printer paper), etc.

**COURSE DESCRIPTION, CREDIT HOURS, AND PREREQUISITES**

**HIED 4550**: Prerequisites: Pre-service Certificate; Admission to Yearlong Clinical Experience. Corequisites: HIED 4650, INED 4490, ITEC 3300. An examination and application of curriculum issues, learning theories, teaching strategies, instructional materials, and assessment procedures for teaching secondary social sciences in the multicultural and diverse classrooms of today. Emphasis is on those practices suggested by research in secondary social science education and encouraged by our accrediting agencies.

**HIED 4650 Yearlong Clinical Experience I**: Prerequisites: Pre-Service Certificate; Admission to Yearlong Clinical Experience. Corequisites: HIED 4550 Yearlong Clinical Experience I; INED 4490; ITEC 3300. Credit Hours: 0-24-6, This course is the first semester of an intensive and extensive co-
teaching yearlong clinical experience in history education. Under the guidance of a collaborating teacher and university supervisor and working in a diverse environment that includes students with exceptionalities and English learners, candidates practice professional competencies that impact student achievement. This experience includes regularly scheduled professional seminars. Proof of liability insurance is required. [Continuation in HIED 4660 is contingent upon successful completion of work to date in HIED 4550]

**COURSE GOALS/OBJECTIVES/STANDARDS/ACTIVITIES**

This course is part of a KSU teacher education program that is guided by and/or accredited by the following organizations and standards:

- Georgia Professional Standards Commission – History Education Program Standards  

- Georgia Professional Standards Commission – Ethics Standards  

- CAEP – Council for the Accreditation of Educator Preparation  
  [http://www.caepnet.org/standards/introduction](http://www.caepnet.org/standards/introduction)

- InTASC - Interstate Teacher Assessment and Support Consortium  

- CAPS – Candidate Assessment on Performance Standards  
  [https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf](https://caepnet.files.wordpress.com/2014/10/breakout_iii_candidate_assessment_on_performance_standards.pdf)

- NCSS - National Council for Social Studies. The NCSS Standards can be found at this link:  
  [http://www.socialstudies.org/standards](http://www.socialstudies.org/standards)

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<tr>
<th>GOALS/OBJECTIVES</th>
<th>STANDARDS</th>
<th>ACTIVITIES</th>
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<tbody>
<tr>
<td><em>The student will (be able to):</em></td>
<td>CAPS 5, 6; NCSS 1.0-1.10; NCSS PS 4; InTASC 6</td>
<td>1. Assessment Commentary</td>
</tr>
<tr>
<td>Develop and implement diagnostic, formative, and summative social studies <strong>assessments</strong>, and then analyze/interpret the results of assessments to provide feedback to students and parents and improve instruction</td>
<td>2. edTPA task 1, 3</td>
<td>3. Lesson Plans</td>
</tr>
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HIED 4550/60 – Okie/Wynn – Fall 2015
<table>
<thead>
<tr>
<th>Explain his/her personal <strong>philosophy</strong> of social studies in light of educational history as well as current trends and issues in social studies education</th>
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<tbody>
<tr>
<td>CAPS 1, 9, NCSS 1.10-1.10; NCSS PS 8; InTASC 1-10</td>
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<tr>
<td>1. edTPA task 1, 2, 3</td>
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<td>2. Midterm Exam</td>
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<td>3. Final Exam</td>
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<tr>
<th>Plan social studies lessons that are meaningful, relevant, student-centered, and academically challenging</th>
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<tr>
<td>CAPS 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5; InTASC 7-8</td>
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<tr>
<td>1. Lesson plans and commentary</td>
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<td>2. Methods immersions</td>
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<tr>
<td>3. edTPA Task 1</td>
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<td>4. Performance Evidence for NCSS Standards</td>
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<tr>
<th>Apply learning <strong>theories</strong>, social studies education <strong>research</strong>, and historical <strong>scholarship</strong> inform planning, instruction, and assessment</th>
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<tbody>
<tr>
<td>CAPS 1, 2, 3; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5; InTASC 1-9</td>
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<tr>
<td>1. Nature &amp; Needs Field Assignment</td>
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<td>2. Midterm Exam</td>
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<tr>
<td>3. edTPA task 1, 2, 3</td>
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<tr>
<td>4. Performance Evidence for NCSS Standards</td>
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<tr>
<th>Demonstrate a thorough and sensitive <strong>knowledge</strong> of students — including learning differences and personal/community assets — by <strong>differentiating</strong> their instruction and assessment</th>
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<tr>
<td>CAPS 4, 10; NCSS TS 1.0-1.10; NCSS PS 3, 4, 5, 8; InTASC 1-3, 6-8</td>
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<tr>
<td>1. Nature &amp; Needs Assignment</td>
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<td>2. Extracurricular activity assignment</td>
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<td>3. edTPA Task 1, 2, 3</td>
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Provide a positive, well-managed, safe, orderly learning environment

Implement a variety of meaningful, relevant, student-centered, and academically-challenging instructional methods and models of social studies instruction – including appropriate technology -- based on the Georgia Social Studies Performance Standards, Common Core Literacy Standards, and NCSS Themes

Exhibit a commitment to professional ethics and the school’s mission on behalf of families, local communities, and the larger society, by maintaining high ethical and professional standards and communicating effectively with students, parents/guardians, district and school personnel, fellow candidates, professors, and other stakeholders

COURSE OUTLINE AND REQUIREMENTS

COURSE CONTENT:
Curriculum issues, learning theories, teaching strategies, instructional materials, and assessment procedures.

FINAL EXAM:
December 14, 1:00 p.m.

COURSE OUTLINE:
Note: Unless otherwise noted, assignments due Tuesday-Sunday are due at 11:59 pm. Assignments due on Mondays are due at the beginning of class, at 11:00 am.

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READINGS</th>
<th>ASSIGNMENTS</th>
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<tbody>
<tr>
<td>Aug 17</td>
<td>Introduction to Course and Research Study, Methods and edTPA; Immersion: Lesson 1, Decade of Unrest; Orientation Meetings (in field)</td>
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<td>Information Sheet due 8/21</td>
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<tr>
<td>Aug 24</td>
<td>Methods/edTPA introduction continued (Lesson 2)</td>
<td>edTPA Handbook; Primary source</td>
<td>Constructing arguments assignment due 8/24; edTPA evaluation due 8/24; WCR/WS due 8/28</td>
</tr>
<tr>
<td>Aug 31</td>
<td>Purpose and rationale of Social Studies Education; Nature and Needs of the Adolescent Learner</td>
<td>Historical Thinking Articles; Needs and Nature powerpoint overview</td>
<td>Readings Annotation Assignment (SSED) due 8/31; WCR/WS due 9/4</td>
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<tr>
<td>Sep 7</td>
<td>LABOR DAY</td>
<td></td>
<td>WCR/WS due 9/11</td>
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<td>Sep 14</td>
<td>Methods Continuum; Concept Development; Lesson Plan Commentary Think-Aloud</td>
<td>Methods handouts; edTPA handbook</td>
<td>Nature and Needs Field Assignment due 9/14; WCR/WS/LPs due 9/18</td>
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<tr>
<td>Sep 21</td>
<td>Problem-based education; Classroom management orientation</td>
<td>Academic Language; Classroom Management handouts</td>
<td>Readings Annotation (Academic Language) due 9/21; Lesson Plan Commentary due 9/21; WCR/WS/LPs due 9/25</td>
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<tr>
<td>Sep 28</td>
<td>Teach Live (Meet in Education Building Rm. 128)</td>
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<td>TeachLIVE prep; WCR/WS/LPs due 10/2</td>
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<td>Oct 5</td>
<td>Decision-making; teaching controversial issues</td>
<td>Wesley and Ronski, et al; Engle, Wynn, et al</td>
<td>Teaching Commentary due 10/5; Handout Midterm Exam 10/5; WCR/WS/LPs due 10/9</td>
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<tr>
<td>Oct 12</td>
<td>Teaching with primary sources; cooperative learning; lectures and discussion</td>
<td></td>
<td>Midterm Exam Due 10/12; WCR/WS/LPs due 10/17</td>
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<td>Oct 19</td>
<td>Assessing the social studies learner; edTPA planning session</td>
<td>VanSledright et al</td>
<td>Assessment Commentary (based on classroom work samples) due 10/19; WCR/WS/LPs due 10/23</td>
</tr>
<tr>
<td>Oct 26</td>
<td>edTPA Task 1 Workshop and Peer Review</td>
<td>edTPA Task 1 Rough Draft Due 10/24; WCR/WS/LPs due 10/30</td>
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<td>Nov 2</td>
<td>Knowing the adolescent learner; tailoring instruction; differentiation</td>
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<td>edTPA Task 1 Final Draft due 11/2; teach edTPA learning segment; WCR/WS/LPs due 11/6</td>
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<td>Middle school field experience begins 11/11 (for those who do not yet have a previous middle school experience) and continues through 12/4</td>
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<tr>
<td>Nov 9</td>
<td>Connecting Theory to Practice</td>
<td>Teach edTPA learning segment; edTPA Task 2 and 3 Rough Draft Due 11/14; WCR/WS/LPs due 11/13</td>
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<tr>
<td>Nov 16</td>
<td>edTPA Task 2 and 3 Workshop and Peer Review</td>
<td>edTPA Task 2-3 Final Draft due 11/18; Extracurricular Activity Assignment due 11/20</td>
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<td>Nov 23</td>
<td>FALL BREAK</td>
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<td>Nov 30</td>
<td>Show and Tell; Artifact Day; Sendoff</td>
<td>Final CAPS/CAAR due 12/4 (last day of Phase II is 12/4)</td>
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<td>Dec 7</td>
<td>Final Conferences</td>
<td>Final Exam Due 12/7</td>
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* CAAR = Candidate Attitudes Assessment Rubric  
* CAPS = Candidate Assessment Performance Standard  
* LP = Lesson Plan  
* WCR = Weekly Conference Report  
* WS = Weekly Schedule

**DISCLAIMER:**  
Syllabus is subject to change. Updates will be posted to D2L Announcements

**OTHER REQUIREMENTS:**  
All assignments must be completed in order to pass the course.
EVALUATION & GRADING SCALE

Various models of student-centered and teacher-centered strategies will be used as a basis for class discussions, activities and assessments, and a variety of methods will be used to assess your achievement of the goals and objectives of the courses. Please note the following points.

READINESS FOR FIELD AND CLINICAL EXPERIENCES:

The HIED program is sequential by design with the goal of providing opportunities for candidates to gain the knowledge, understandings, and experiences that ensure they are “ready” for the next step toward a teaching career. Beyond this, KSU and the HIED faculty have a professional and ethical obligation to our partner schools and their students to ensure that each teacher candidate in a field or clinical experience is prepared to be successful. To those ends, the following policies apply:

- A candidate who has not successfully completed requirements for Internship I is not “ready” and may not move into Internship II. The CAPS and CAAR are used to evaluate overall performance in HIED 4650.
- If the HIED faculty determines that a candidate has not demonstrated readiness, s/he will not be permitted to go into the next phase of the program. The HIED Admissions and Academic Standing Committee will meet with the candidate to determine appropriate “next steps.”

FORMAL EVALUATION INSTRUMENTS:

- The Bagwell College of Education requires certain common assessments in all teacher education programs. These assessment instruments may be modified so as to address the standards of a program area’s national professional organization (in our case, NCSS). BCOE assessment instruments include an Observation Summary Form which is completed twice by the collaborating teacher and at least twice by the university supervisor. Other BCOE assessments include the Candidate Assessment on Performance Standards (CAPS) and the pilot edTPA.
- All programs are encouraged to assess their candidates’ dispositions or attitudes. The HIED program uses the Candidate Attitudes Assessment Rubric (CAAR) for this purpose.
- Additional evaluations are specific to the HIED program. These are based on the HIED faculty’s professional research and previous experience with interns.
- With the exception of exams and quizzes, assessment instruments will be available to candidates so that work can be prepared accordingly.
- There are no optional assignments in this course. All assignments must be completed satisfactorily in order to earn a passing grade.

UNSATISFACTORY WORK:

Unsatisfactory work may receive a failing grade or, in certain cases, may be returned to be redone. Work may be deemed unsatisfactory if the academic quality is poor or if instructions are not followed. Some work, such as exams and quizzes, may not be re-done.

FINAL GRADES IN HIED 4550:
Final grades in HIED 4550 are based on an A, B, C, D, F scale.

A student who makes a “C” in the 4550 course will receive a Professional Development Plan citing specific requirements for improvement during the student teaching and will be considered on “probationary” status during the student teaching semester. Such a plan is designed to identify specific areas of weakness and with the intent of informing the student teacher, his/her collaborating teacher and supervisor of the need to address these areas. It is the role of the CT and US to guide and support the candidate’s efforts to succeed in this regard; it is the candidate’s responsibility to make those efforts in timely and effective ways.

To determine your final grade for HIED 4550, divide the number of points earned by the total number of points possible. That will determine your percentage score and your grade.

- A = 90% (or more) of total points
- B = 80%
- C = 70%
- D = 60%
- F = 59% and below

Upon completion of the most recent semester's work, an adjusted GPA of at least 2.75 and a GPA of least 3.0 in the upper division teaching area courses are required for entering the student teaching semester (HIED 4475). Candidates’ grades and GPAs are checked at the end of Internship I.

**Final Grades in HIED 4560:**

Final grades in HIED 4650 (field experience) are based on a rating of “Satisfactory” (S) or “Unsatisfactory” (U). State policy dictates that courses that are primarily internships use the S and U designations rather than letter grades.

The Candidate Assessment on Performance Standards (CAPS), scored on four levels, is a key evaluation in determining the final grade for HIED 4650. To enter student teaching without restriction, a candidate must demonstrate that s/he has met the outcomes/standards and proficiencies identified in the CAPS at Level N (Needs Development), Level P (Proficient) or Level E (Exemplary). Performance at Level I (Ineffective) is unsatisfactory.

- Scoring at Level I (Ineffective) level on several CAPS proficiencies indicates a substantial lack of preparedness and may result in a candidate’s not being approved to student teach. Such a decision is made by the HIED faculty. The candidate may be required to complete successfully a professional development plan, including additional course work, prior to requesting approval to student teach from the Admissions and Academic Standing Committee.
- A student who is permitted to go directly into student teaching with one or more LI ratings will be on a “probationary” status and may have a professional development plan, depending on the individual circumstances involved.
- While a candidate’s collaborating teacher provides valuable input, the controlling ratings on the final CAPS are those of the university supervisor.

The Candidate Attitudes Assessment Rubric, an evaluation of the candidate's professional dispositions, is completed by the candidate’s collaborating teacher and university supervisor at the end of Internship I. A candidate must score in the “acceptable” level overall in order to receive a satisfactory grade in HIED 4650. The scores of the CT and US are averaged to determine the final rating in each category.
Scores on other assessments beyond the CAPS are also important. All assignments must be completed in a satisfactory manner in order for a candidate to receive a grade of “S” in HIED 4650. Certain assignments, as indicated above, affect both the HIED 4550 and HIED 4650 grades. Please note: A student who makes a “D” or an “F” in HIED 4550 or a “U” in HIED 4650 will not go forward to student teaching until the requirements for both classes are satisfied. A student who makes a “D,” an “F,” or a “U” may request to continue in the HIED program. Such requests will be referred to the Admissions and Academic Standing Committee to determine whether continuation is warranted.

Assignments/Requirements

Assignments and requirements, as well as your professional responsibilities, are keyed to the course objectives (p. 6-7 of syllabus), the outcomes and proficiencies included on the Candidate Assessment on Performance Standards, the Common Core Georgia Performance Standards, and the National Council for the Social Studies thematic and pedagogical standards. Directions for completing each course assignment and requirement will be available on Desire2Learn in a timely manner. Major assignments are below.

In addition to the below requirements and assignments, HIED interns are expected to teach (have primary responsibility for the conduct of a class) at least 75 hours during their field experience. A full class period on a “skinny schedule” counts as an hour. A block schedule class counts as 90 minutes. One may count increments of 20 minutes or more when having primary responsibility for portions of a class. These teaching hours are critical to preparation for the responsibilities of student teaching.

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<th>ASSIGNMENT</th>
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<tr>
<td>edTPA Portfolio Task 1, 2, 3</td>
<td>320 points (100 points each task, plus 10 points for each rough draft)</td>
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<tr>
<td>Field Assignments (Weekly Conference Reports, Weekly Schedules, Lesson Plans, Classroom Observations, Extracurricular Activity Assignment, Documents Binder)</td>
<td>250 points (10-20 points each)</td>
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<tr>
<td>Application Assignments (Planning, Teaching, and Assessment Commentaries, Nature and Needs Assignment, Readings Annotation Assignments, Lesson Plans, etc)</td>
<td>230 points (30-60 points each)</td>
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<tr>
<td>Midterm Exam</td>
<td>100 points</td>
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<td>Participation</td>
<td>50 points</td>
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<tr>
<td>Final Exam</td>
<td>50 points</td>
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Course Policies
ATTENDANCE POLICY:
Attendance and punctuality are generally matters of choice, habit, and respect. They affect your learning in class, the atmosphere in the class generally, and your performance in the field. They are taken into account in considering eligibility to continue in the program and in scoring Proficiencies 3.3 and 3.4 of the CPI during the final evaluations. In addition, these traits are always addressed in reference forms submitted for candidates seeking employment or admission to graduate programs.

In HIED 4550, if you miss three class meetings, your final course grade will be lowered by one letter. If you miss four class meetings, you will fail the course. No distinction is made between “excused” and “unexcused” absences (or tardies). Please consider this when making other plans or commitments and when planning your daily schedule.

Arriving after roll is checked, departing before class is dismissed, leaving class to deal with personal matters, and/or taking a longer break than is offered also have consequences. Two such occurrences (in any combination) equal one absence. (During each class, there will be short break when you may take care of personal matters.) If you miss 30 minutes at any point during a class meeting, you will be counted absent. Under any of these circumstances, you may stay in class so as to learn, participate, and receive credit for activities or assignments due after your arrival and before your departure.

It is your professional responsibility to inform the lead professor promptly regarding any absence or tardy and to provide documentation, if requested. In addition, you are still responsible for material covered in class, and for coming to the next class prepared. Getting to know your classmates, along with exchanging phone numbers and email addresses, helps you build a network for just such times.

During the field experience (HIED 4650), any absence or tardy must be documented. One or more absences for reasons other than documented illness or bereavement may result in a rating of Level I on the CAPS. An intern may be required to make-up any time missed. HIED program instructors may remove an intern from a field experience for undocumented or excessive absences, late arrivals, or early departures.

Note: Students are solely responsible for managing their enrollment status in a class; nonattendance does not constitute a withdrawal.

MAKE-UP AND LATE WORK POLICY:
As a general rule, late homework and in-class assignments will not be accepted for grading. Work will be penalized 10% per day on all assignments worth 50 or more points and 20% for all others. Work is considered late if not submitted in the correct place by the specified date and time.

Permission to turn in an assignment late and without penalty will be given rarely and only as a result of a conference with the instructor(s) responsible (and never on the day the assignment is due). Because you must turn in all assignments in order to pass, you must turn in work even though it is late and may receive an F or even a zero.
QUIZ/EXAM POLICY:
Both the midterm exam and the final exam will be independent, take-home assignments. Students will sign a statement affirming that they did the work independently.

COURSE TECHNOLOGY:
This course requires familiarity with several software packages, including: Desire2Learn/BrightSpace, Chalk and Wire, Microsoft Office, web browsers, PDF creation and editing software (such as Adobe Acrobat), and video and image editing software such as TinyScan or Handbrake. Tutorials are available at http://uits.kennesaw.edu/support/training.php and in your Chalk and Wire account.

FEEDBACK/REPLIES IN A TIMELY MANNER:
Copies of all assessment and evaluation forms, and specific information about their use, will be posted on Desire2Learn in a timely manner. As a general rule, instructors will reply to emails within 48 hours and return graded assignments – with the exception of edTPA – within one week of the assignment due date.

COURSE WITHDRAWAL:
The Withdrawal Deadline for Fall 2015 is October 7.

Graceful Exits: Teaching is a calling. If for any reason and at any point you decide that “this is not for me,” please talk with one of the full-time instructors about how to withdraw in good standing. If you are conflicted about making this decision, please discuss your concerns (and options) with one of the full-time instructors or another member of the HIED faculty. Simply disappearing into the night is a poor way to exit.

If a student voluntarily leaves a placement, the grade assigned for the semester will be “W,” “WF,” or “U” as appropriate at the time. If a school administrator and/or collaborating teacher asks that a HIED intern be removed, the intern will be removed, and the grade assigned for the semester will be “W,” “WF,” or “U” as appropriate at the time. For just cause, the university supervisor in consultation with the program coordinator, may remove an intern and assign a grade of “W”, “WF”, or “U”, as appropriate. If a student fails to complete Internship I, another placement during that semester will not be made. In such a case, the final grade in HIED 4550 may be affected because some assignments are components in both courses.

In the event that a student intern withdraws or is removed from a placement, the program area’s Admissions and Academic Standing Committee will determine whether another attempt is warranted. The AASC will determine an appropriate period of remediation and determine readiness for re-assignment at the completion of the designated professional development plan. The AASC may require a student who withdraws from or is removed from HIED 4650 to complete additional relevant course work successfully, including a directed study with a limited field experience (SED 4400), and/or to take other specific developmental actions prior to being considered for continuing in the HIED program again.

ACADEMIC INTEGRITY:
Every KSU student is responsible for upholding all provisions of the Student Code of Conduct, as published in the Undergraduate and Graduate Catalogs. The Code of Conduct includes the following:

- **Section II** of the Student Code of Conduct addresses the University's policy on academic honesty, including provisions regarding plagiarism and cheating, unauthorized access to University materials, misrepresentation/falsification of University records or academic work, malicious removal, retention, or destruction of library materials, malicious/intentional misuse of computer facilities and/or services, and misuse of student identification cards. Incidents of alleged academic misconduct will be handled through the established procedures of the University Judiciary Program, which includes either an “informal” resolution by a faculty member, resulting in a grade adjustment, or a formal hearing procedure, which may subject a student to the Code of Conduct’s minimum one semester suspension requirement.
- Students involved in off-campus activities shall not act in a disorderly or disruptive fashion, nor shall they conduct any dangerous activity.
- Students involved in off-campus activities shall not take, damage or destroy or attempt to take, damage or destroy property of another.

**ACCESSIBILITY:**
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.

Please be aware there are other support/mentor groups on the campus of Kennesaw State University that address each of the multicultural variables outlined above.

**FORMATTING OF ASSIGNMENTS:**
Unless instructed to the contrary, all assignments written in narrative form should have standard margins, be double-spaced and in 12 pt. type using a traditional serif font such as Times New Roman (e.g. not Arial or Helvetica or other sans fonts).

**PARTICIPATION EXPECTATIONS:**
Active and positive participation is expected of all class members. Students and instructors learn with and from each other and clarify their own ideas during class interactions. Every person has a responsibility to engage in this process.

Present yourself as “alive, alert, and happy to be here” – just as you want your own students to be. Participate thoughtfully. Take good notes. Do your share of the work in group activities. Be congenial, collaborative, and respectful.
D2L discussion boards are also venues for participating in class. Being up-to-date with emails from instructors, CEPP and other KSU agencies is a sign of active involvement in the class. At least once a day, check both D2L and KSU email and respond promptly and as requested. (CPI Proficiencies 3.3, 3.4)

**COMMUNICATION SKILLS:**

Standard English is the accepted form of communication in school settings. Communicating effectively in speech and in writing is an essential teaching skill. Teachers’ communications, oral and written, are very much in the public eye.

Basic errors in speaking and writing should have been resolved in high school. Students in HIED programs are expected to write at a level commensurate with that of effective first-year teachers. Failure to do so may result in a candidate not being approved for the HIED Internships without taking specific steps (or courses) designed to correct the problems.

The KSU Writing Center is a free service offered to all KSU students. Experienced, friendly Writing Assistants will work with you to become a better writer—regardless of your strengths or weaknesses. Commonly covered writing strategies include topic development, organization, revision, research, source documentation, and grammar, but the Writing Center listens to and works with each writer individually. For more information or to schedule an appointment, please visit [http://www.kennesaw.edu/english/WritingCenter](http://www.kennesaw.edu/english/WritingCenter), or stop by Room 242 in the English Building.

**APPROPRIATE DRESS:**

HIED requires that candidates, as professionals-in-training, practice the behaviors expected of career professionals. To that end, dressing appropriately is required in class and field schools. For class, appropriate dress is neat, clean, “business casual” attire that would be suitable for major corporate or professional offices on Fridays. To wit: no jeans, no shorts, no sneakers, no spaghetti straps or strapless dresses, no collarless shirts, no clothing that is too tight, too baggy, or too revealing. (The “no” list could go on, but you get the point.) Further guidelines will be provided for the field experience.

**CLASSROOM PROTOCOL:**

- **Cell phones** should be out of sight and turned off during class and while in your field school. If you expect an emergency call, please inform the instructor leading the class (or the CT) at the beginning of class. Set the phone on vibrate and exit the class to receive or make a call. No texting during class.
- **Use of laptops, electronic tablets, or other similar devices** during class is limited to those who have a specific, verifiable need to use them and to those times when instructors encourage their use by all. Otherwise, please keep them turned off and closed.
- **Avoid off-task talking or working, eating in class, and other behaviors that distract you, your classmates and instructors.**
- **A student who is disrespectful to instructors or peers or disrupts our ability to complete any in-class activity will be asked to leave the class and will be counted absent.** Such behavior can affect the offending student’s grade and, possibly, his or her continuation in the class. The student must also see the lead and/or assisting instructor(s) before attending another class session.
ACCEPTING PERSONAL RESPONSIBILITY:
Conducting yourself professionally and assuming responsibility for your actions and attitudes are indicators of self-awareness, maturity, and integrity.

The role of a candidate in HIED internships is that of an adult who is learning the theory, best practices, and expectations associated with teaching secondary social studies to other people's children. If a candidate’s actions or attitudes are judged to be unprofessional by an HIED instructor or supervisor, the collaborating teacher, or school principal, appropriate action will be taken.

If a problem arises in class or in the field, it will be addressed by the candidate, the HIED faculty, and, if appropriate, the collaborating teacher and school personnel. Parents and other relatives or friends are not a part of this process.

HIED ADMISSIONS AND ACADEMIC STANDING COMMITTEE (AASC):
If concerns of an academic or professional nature arise involving any student, the faculty member and/or candidate involved may ask the AASC to review the situation. The AASC will then determine suitable “next steps” to resolve the difficulty. Such steps may involve the candidate’s satisfactory completion of a professional development plan or the removal of the candidate from the class, field, and/or clinical experience and/or from the HIED program.

PROFESSIONAL BEHAVIOR IN ALL SETTINGS:
According to the catalog, continuation in a teacher education program is dependent on “responsible, professional behavior ... in all classes, field experiences and interactions with peers and faculty, as judged by the program faculty and/or collaborating teachers and school personnel.”

KSU teacher candidates are expected to act in a professional manner in all circumstances involving KSU faculty, staff and students; school personnel, students, and their parents; other teacher candidates, and the community.

In sum, it is time to “move to the other side of the desk” and to begin thinking of yourself as a future teacher. If you want your students to do their best work, then you should produce your best work. If you want them to be on-task, to participate actively in class, to conduct themselves with maturity and integrity, then you must do the same in your classes and in your field/clinical experiences. You will be a model for them – and that means modeling good habits of work and of the mind; i.e., “walking the walk.” Walking the walk, like any other skill or habit, takes practice. Students will know if you haven’t or don’t.

edTPA INFORMATION AND EPP POLICY STATEMENTS
Important information about edTPA and the following EPP Policy Statements are located at http://bagwell.kennesaw.edu/bcoe/epp-syllabus-statements.

1. edTPA Information
2. KSU EPP Conceptual Framework
3. Use of Technology Statement
4. School-Based Activities Statement
5. EPP Diversity Statement
6. Campus Resources Statement