College of Education

Undergraduate Course Change Signature Page

COURSE PREFIX/NUMBER: EEC 4936
TITLE OF COURSE: Senior Seminar
FACULTY CONTACT: Ilene Berson
FACULTY CONTACT TELEPHONE: 974-7698

COLLEGE OF EDUCATION APPROVALS
List appropriate Department Chair, Committee Chair, Faculty Council Chair and Associate Dean Approving:

Dr. Daphne Thomas
Department Chair
SIGNATURE
DATE

Dr. Rick Austin
Committee Chair
SIGNATURE
DATE

Dr. Bill Young
Faculty Council Chair
SIGNATURE
DATE

Michael Stewart, Ph.D.
Associate Dean
SIGNATURE
DATE

CONSULTING DEPARTMENTS/UNITS
List other units and department of the University that have been consulted, comments and supporting remarks:

CONSULTING DEPARTMENT/UNIT
CHECK: □ AGREE □ DISAGREE* □ COMMENTS/RATIONAL ATTACHED
(*MUST attach comments explaining rationale for disagreement)

Name/Title
Signature
Date

CONSULTING DEPARTMENT/UNIT
CHECK: □ AGREE □ DISAGREE* □ COMMENTS/RATIONAL ATTACHED
(*MUST attach comments explaining rationale for disagreement)

Name/Title
Signature
Date

COUNCIL/DEAN APPROVALS
Recommendation of Council: □ Graduate Council □ Undergraduate Council
Approved Disapproved

Signature of Council Chair:

Action by the Dean of: □ Graduate Studies □ Undergraduate Studies
Approved Disapproved

Signature of Dean:

Effective Date (Term): 

College of Education
UNDERGRADUATE COURSE CHANGE PROPOSAL

PLEASE INDICATE THE TYPE OF CHANGE YOU ARE REQUESTING TO MAKE:

SUBSTANTIVE: OTHER: Change in credit hours
NON-SUBSTANTIVE: 

1. DEPARTMENT AND CONTACT INFORMATION

Department: Childhood Education & Literacy Studies
College: Education
Budget account number: 172100 Childhood Education & Literacy Studies
Faculty Contact Name: Ilene Berson
Phone: 974-7698
E-mail: iberson@usf.edu

2. CURRENT COURSE INFORMATION

Prefix: EEC Number: 4936
Full Course Title: Senior Seminar in Early Childhood Education
Abbreviated Course Title: (not to exceed 30 characters)
Senior Seminar
The course title is variable? ☐ Yes ☒ No
Is a permit required for registration? ☐ Yes ☒ No
Are the credit hours variable? ☐ Yes ☒ No
Credit hours (list max if variable): 2
Total Clock Hours:
Section Type: Discussion (Primarily)
Grading option: Regular
Prerequisites

Admission to the Early Childhood program in the Department of Childhood Education and Literacy Studies with senior standing
Corequisites

Concurrent Enrollment in EEC 4940 Final Internship

Co-Prerequisites

None

Course Description (not to exceed 255 characters including spaces)

This course focuses on helping the student synthesize university coursework and experiences in a full time pre-k and primary teaching placement. Enrollment is restricted to Early Childhood majors, and the course is not repeatable for credit.

Please indicate in the description if the course:

* is restricted to majors or non-majors

* is repeatable for credit and, if so, for how many total credits
3. **New Course Information** (leave unchanged fields blank):

New Prefix: _______  New Number: _______

New Full Course Title:

New Abbreviated Course Title: (not to exceed 30 characters)

The course title is variable? □ Yes □ No

Is a permit required for registration? □ Yes □ No

Are the credit hours variable? □ Yes □ No

New Credit hours (list max if variable): 3

New Total Clock Hours: 45

New Section Type: _______  New Grading option: _______

New Prerequisites

New Corequisites
New Co-Prerequisites

New Course Description (not to exceed 255 characters including spaces)

Please indicate in the description if the course:

* is restricted to majors or nonmajors

* is repeatable for credit and, if so, for how many total credits
4. **JUSTIFICATION:**

a. **Nature of change(s):** Be specific. (Indicate the nature of all changes, i.e., change of objectives, course level, etc. State the reasons why the change is necessary and how it will improve the course or program.) A structural analysis of the course should be included. Indicate where this course is in relation to other courses in the program. How will the change impact the enrollment of the course? Does this change affect accreditation or certification?

EEC 4936 is being submitted for consideration as the Capstone course in the Foundations of Knowledge Initiative for the Early Childhood Education Program. Students are required to be enrolled in a Capstone course for at least 3 credit hours. In order to comprehensively integrate the General Education Objectives, additional class time is needed to guide students in specific assignments that provide the interns with the opportunities to explore and reflect upon knowledge gained in coursework and through experiences in internship. Students will share samples of their work with one another, and the course culminates in the completion of an analysis of intern impact on student work as well as a professional portfolio illustrating capacities and dispositions required by the Early Childhood Program. This expansion in instruction and assignments in the course also accommodates the new NCATE requirement for accreditation that requires students to analyze their impact on the learning of students in early childhood classrooms. This course is taken in the last semester of the program, and is completed concurrently with final internship. The change in the course will not impact enrollment numbers.
(Items “4.b.” – “4.f.” are ONLY for Substantive Course Changes)

b. Indicate how this course will strengthen the Undergraduate Program.

This course will be approved as the program's Capstone Course in the Foundations of Knowledge Initiative and also incorporates required learning outcomes necessary for meeting the new NCATE requirements for accreditation.

c. What specific area of knowledge is covered by this change that is not covered by courses currently listed?

The new NCATE requirement for accreditation requires our students to analyze their impact on the learning of students in early childhood classrooms. According to the Foundations of Knowledge Initiative, the area of knowledge covered by the course are critical thinking, inquiry-based learning, scientific processes, and human and cultural diversity.
d. What is the need or demand for this course? (Here you must indicate if this course is part of a required sequence in the major.) What other programs would use this course?

This course is part of a required sequence in the major. No other programs use this course.

e. What qualifications and/or experience are necessary to teach this course?

This course is either instructed or supervised by a full-time faculty in the Early Childhood Program. Adjuncts or GAs who are assigned to co-teach the course must have a Master's degree in early childhood as well as established knowledge of the foundations of education, instructional planning, assessment and teaching diverse learners.

f. What will be the effect of this change on the program and on the students? Do you plan to drop a course of this change is made?

This change will enable students to fulfill their Capstone Course in the Foundations of Knowledge Initiative for graduation while also expanding instruction and assignments to meet the NCATE requirement for assessing impact on student learning. Since Early Childhood students previously could choose any Exit course to fulfill their graduation requirements, no specific courses are being dropped to accommodate this change. So that the net total credit hours in the program will remain the same despite removal of the exit course and increase by 1 credit hour in Senior Seminar, students will enroll in the final internship course for 12 credit hours (it is offered for variable credit 10-12, and we currently require 10).
5 OTHER COURSE INFORMATION – Required for submission to the Statewide Course Numbering System
(You must complete this section with the requested items. “n/a” or “unchanged,” etc. is not acceptable) If this section is not filled out, the course change will NOT be made!

a. Course Objectives/Student Learning Outcomes

Upon successful completion of this course students will demonstrate:

1. an understanding of how to plan and implement appropriate learning experiences for children of diverse populations (AP 7, 8, 9, 10; CF 2, 4, 6; NAEYC 1, 4; ESOL 18)

2. an understanding and be able to articulate:

a. an understanding of how to create an environment and experience that meet the needs of a diverse population which include culturally and linguistically diverse children, as well as, children with disabilities, developmental delays, and special abilities. (AP 5, 7, 8, 9, 10; CF 2, 4, 5, 6; NAEYC 1, 2, 4; ESOL 18)

b. an understanding of the central concepts, tools of inquiry, and structures of a variety of disciplines and uses this knowledge to create curriculum and learning experiences that are meaningful to children (AP 4, 5, 8; CF 2, 5, 6; NAEYC 1, 4; ESOL 18)

c. the use of individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, and to develop personal self-control, self-motivation, and positive self-esteem. (AP 7, 11, CF 1, 2, 4, 6; NAEYC 1, 4)

d. an understanding of the early childhood profession (its historical, philosophical, and social foundations; conditions of children, families, and professionals current issues and trends, and legal issues), and demonstrates awareness of and commitment to the profession’s code of ethics. (AP 6, CF 5, NAEYC 5)

3. the use of a variety of strategies and technology to encourage children's cognitive development, development of critical thinking, and problem solving ability, and adapts strategies to meet the specific needs of children with disabilities, developmental delays or special abilities. (AP 4, 5, 12; CF 3, 5, 6; NAEYC 1, 4; ESOL 15)

4. how to establish and maintain safe and healthy learning environments for children, and how to plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community, and curriculum goals and content. (AP 6, 7, 8, 9, 10, 11; CF 1, 2, 5, 6; NAEYC 1, 4; ESOL 14)

5. how to establish and maintain positive, productive relationships with colleagues, work effectively as a member of an instructional team, and communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. (AP 2, CF 1, NAEYC 2)

6. how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals; to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators. (AP 3, CF 2, 4; NAEYC 5)
b. Major Course Topics

- Reflective practices
- Supporting student learning
- Classroom management
- Culturally responsive teaching
- Classroom communication
- Developmentally appropriate instruction
- Creating learning objectives
- Designing instruction
- Preparation for teaching job
- Search differentiated instruction
- Assessing student learning
- Assessing personal impact on student learning
- Home/school communication
c. Course Textbooks

Senior Seminar does not use a textbook as students are asked to complete assignments that draw comprehensively from all of their coursework in their program of study - particularly from their methods courses, and assessment courses. Students are encouraged to rely on the texts and materials for those courses as well as information and material provided to them by their professional organizations as well as the districts in which they conduct their internships. They are provided many resources on Blackboard also: directions for all of the assignments along with student samples from previous semesters as well as downloadable Power Point presentations. However, faculty may opt to assign a textbook at their own discretion.

6. Gordon Rule/General Education
   This course is certified for:

   Application is being made for certification of this course as a Capstone course for the Early Childhood Education program.

7. Syllabus – if this is a substantive course change you MUST attach a copy of the syllabus.
University of South Florida
Early Childhood Education

Course Number: EEC 4936 Senior Seminar in Early Childhood Education

Course Description:
This course will focus on helping the student synthesize university coursework and experiences in a full time pre-k and primary teaching placement. Emphasis will be placed on planning and implementing developmentally appropriate teaching-learning experiences. Co-requisite: EEC 4940: Internship: Early Childhood. This course is part of the University of South Florida’s Foundations of Knowledge and Learning (FKL) Core Curriculum. It is certified as a Capstone/Exit Course and for the following dimensions: Critical Thinking, Inquiry, Scientific Process and Human and Cultural Diversity. Students enrolled in this course will be asked to participate in the USF General Education assessment effort. This might involve submitting copies of writing assignments for review, responding to surveys, or participating in other measurements designed to assess the FKL Core Curriculum learning outcomes.

Course Objectives:
Upon successful completion of this course students will demonstrate:

1. an understanding of how to plan and implement appropriate learning experiences for children of diverse populations. (AP 7, 8, 9, 10; CF 2, 4, 6; NAEYC 1,4; ESOL 18)

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6. how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals; to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators. (AP 3, CF 2, 4; NAEYC 5)

Text: None Required

Course Requirements:
EEC 4936 Senior Seminar utilizes a letter grade system and EEC 4940 Internship: Early Childhood utilizes S/U. For the seminar, students are required to complete the following assignments for a letter grade:

20 points Professional Development Plan
20 points Lesson Plan
20 points Role of the Teacher: Documentation of School to Home Communication Involvement
40 points Professional Portfolio
Attendance at weekly seminar (5 point penalty per unexcused absence)

Critical Tasks
There are 3 “Critical Tasks” associated with final seminar: a professional development plan, one (exemplary) lesson plan involving critical thinking objectives, and documentation of school to home communication/involvement. Each of these tasks must be submitted for evaluation on the Chalk and Wire Portfolio System by no later than ____________. Students may turn in these assignments prior to this date. IF THE CRITICAL TASKS ARE NOT SUBMITTED TO THE CHALK AND WIRE SYSTEM BY THE DUE DATE AND DO NOT EARN AN ADEQUATE GRADE (3 OR BETTER) BY THE FINAL DAY OF THE SEMESTER, THE STUDENT WILL NOT PASS THE SEMINAR. EACH CRITICAL TASK IS WORTH 0-20 POINTS OF THE SEMINAR GRADE.
1.) Professional Development Plan

Each student will design a professional development plan to guide her/his own improvement. The plan should include professional development goals based upon identified needs that emerge from the final internship experience. The goals should be focused on how to support student learning. The plan should address the following questions: How can I improve and strengthen my practice? How, specifically, can I address my goal(s)? How will I know if I have made progress toward my goals?

Criterion: Professional Development Goals

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Does not identify a professional goal or identifies one professional development goal but is not related to identified needs.</td>
<td>1.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>Identifies one professional development goal related to needs identified in conjunction with Supervisor and cooperating teacher</td>
<td>3.0</td>
</tr>
<tr>
<td>Outstanding</td>
<td>Identifies more than one professional development goal related to needs identified in conjunction with supervisor and cooperating teacher.</td>
<td>5.0</td>
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Linked to standard: Accomplished Practices

<table>
<thead>
<tr>
<th>Section</th>
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<tbody>
<tr>
<td>AP#03 - Continuous Improvement</td>
<td>The pre-professional teacher realizes that she/he is in the initial stages of a lifelong learning process and that self reflection is one the key components of that process. While her/his concentration is, of necessity, inward and personal, the role of colleagues and school-based improvement activities increases as time passes. The teachers continued professional improvement is characterized by self-reflection, working with immediate colleagues and teammates, and meeting the goals of a personal professional development plan.</td>
</tr>
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<table>
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<tr>
<td>CF#2 - Content and Professional Knowledge</td>
<td>USF graduates will have expertise in a common professional knowledge base and the content-specific bases of their bases of their fields and the ability to integrate content and professional knowledge into</td>
</tr>
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</table>
teaching and service.

Criterion: Determine Activities (to address goals)

<table>
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<tbody>
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<tr>
<td>Proficient</td>
<td>3.0</td>
</tr>
<tr>
<td>Outstanding</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Does not identify activities related to professional development goals or the activities are not related to the objective.

Identifies related activities necessary to achieve professional development goals.

Identifies at least two related activities necessary to achieve each specific goal.

Linked to standard: Accomplished Practices

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<tr>
<td>CF#2 - Content and Professional Knowledge</td>
<td>USF graduates will have expertise in a common professional knowledge base and the content-specific bases of their fields and the ability to integrate content and professional knowledge into teaching and service.</td>
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</table>

Criterion: Criteria for Measuring Successful Completion

<table>
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<tr>
<th>Level</th>
<th>Score</th>
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<tbody>
<tr>
<td>Poor</td>
<td>1.0</td>
</tr>
<tr>
<td>Proficient</td>
<td>3.0</td>
</tr>
<tr>
<td>Outstanding</td>
<td>5.0</td>
</tr>
</tbody>
</table>

Does not identify criteria for measuring successful completion or the criteria is not related to goal.

Identifies criteria for measuring successful completion of a professional development goal.

Identifies criteria for measuring successful completion of more than one professional development goal.
2.) Lesson Plan
Students will develop an exemplary lesson plan that includes critical thinking objectives. As part of this requirement they will need to complete assessments of the students pre and post implementation of the lesson. The lesson plan must include the elements specified in the abbreviated lesson plan template. Outstanding lessons will include learning objectives that focus on critical thinking, reflect best practice for developmentally appropriate instruction, accommodate for the individual needs and characteristics of the students, and take into account any technological or other resources needed. Following implementation of the lesson and completion of the student assessments, students will write a reflection that demonstrates the impact of their instruction on student achievement.

Criterion: Overall Assessment
Students will write a reflection explaining the continuous teaching cycle (CTC). The required elements include: 1.1) How students are pre-assessed; 1.2) How pre-assessment data is used to plan and teach to individual student needs; 1.3) How student achievement is assessed with respect to the learning objectives; 1.4) How is future instruction conducted based on assessments; 1.5) During the process, you will collect at least 3 student work samples from pre-assessments (illustrating low, average, and high scores to include an analysis of the three samples), and 3 posttest samples for the following lesson; lastly 1.6) Reflection on student outcomes and how teaching strategies affected those outcomes.

<table>
<thead>
<tr>
<th>Poor</th>
<th>Score: 1.0</th>
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</thead>
<tbody>
<tr>
<td>Narrative of the CTC lacks all required elements, and/or fails to or only minimally includes examples, analysis, and reflections that connect learning objectives and student achievement.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Limited</th>
<th>Score: 2.0</th>
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</thead>
<tbody>
<tr>
<td>Narrative of the CTC includes all required elements, but does not logically connect the learning</td>
<td></td>
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</tbody>
</table>
objectives to student achievement with relevant examples, analysis, and reflections.

Proficient | Score: 3.0
--- | ---
Narrative of the CTC includes all required elements, using examples to connect the learning objectives to student achievement; however, there is room for improvement in examples, analysis, or reflections.

Advanced | Score: 4.0
--- | ---
Narrative of the CTC includes all required elements with relevant examples to connect the learning objectives to student achievement with thoughtful analysis and reflections.

Outstanding | Score: 5.0
--- | ---
Narrative of the CTC is comprehensive and creative, includes all required elements with multiple examples to connect the learning objectives to student achievement and thoughtful and insightful analysis and reflections.

Linked to standard: Accomplished Practices

<table>
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<tbody>
<tr>
<td>AP#04 - Critical Thinking</td>
<td>The pre-professional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.</td>
</tr>
</tbody>
</table>

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<tbody>
<tr>
<td>CF#6 - Student Learning and Development</td>
<td>USF graduates will provide instruction, services and/or programs that contribute to positive learning and developmental outcomes.</td>
</tr>
</tbody>
</table>
### Abbreviated Sample Lesson Plan Template

**Name:**

**Content Area:** Science, Strand F; Processes of Life, Strand G; How Living things interact with their environment

**Class Description:** Grade 2

**Sunshine State Standards:**

**K-2 Strand F The student:**
- SC.F.1.1.1 Knows the basic needs of all living things.
- SC.F.1.1.3 Describes how organisms change as they grow and mature.
- SC.F.1.1.5 Compares and describes the structural characteristics of plants and animals.

**K-2 Strand G The student knows that:**
- SC.G.1.1.2 Plants and animals are dependent upon each other for survival.
- SC.G.1.1.4 Animals and plants can be associated with their environment by an examination of their structured characteristics.
- SC.G.2.1.1 If living things do not get food, water, shelter, and space, they will die.

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Instructional activities</th>
<th>Assessments</th>
<th>Materials</th>
<th>Accommodations/ Modifications</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Classify plants as living things with a life cycle.</strong></td>
<td>Write topic on the board: “The life cycle of plants”.</td>
<td>Review topics &amp; agenda with teacher.</td>
<td>Whiteboard, dry erase markers, science folders, assessment, and pencils.</td>
<td>Agenda &amp; key points will be written on the board to present material in both an auditory and visual manner. Visual aids and graphic organizers will assist students in comprehending information. Teacher will check for comprehension beyond what is normally provided for students and assist in eliciting responses by helping students think through questions and/or tasks. Teacher will provide students with time to “cool off” if necessary.</td>
</tr>
<tr>
<td><strong>Name the stages in the life cycle of plants.</strong></td>
<td>Write the agenda on the board.</td>
<td>Describe what they already know about plants and what they would like to know by filling out the K &amp; W sections of the K-W-L chart.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Order the stages in the life cycle of plants.</strong></td>
<td>1. Explain the new science unit.</td>
<td>Raise their hands when they are finished.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Fill in the K &amp; W sections of the K-W-L chart.</td>
<td>3. Begin the first lesson on the life cycle of plants.</td>
<td>Listen to teacher’s preview of the material on the new lesson.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Describe the life cycle of plants.</strong></td>
<td>4. Read about the life cycle of plants.</td>
<td>Move into appropriate groups for reading &amp; activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Diagram the life cycle of plants.</strong></td>
<td>Review topic and agenda with students.</td>
<td>Watch teacher model how to use the graphic organizer.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Complete an assessment.</strong></td>
<td>Review the topic and the agenda with the students.</td>
<td>Complete required readings, group work, &amp; assessment.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.) Role of the Teacher: Documentation of School to Home Communication & Involvement

The purpose of this assignment is to examine strategies for establishing relationships between home, community, and early schooling contexts. Students will provide documentation of ways in which teachers communicate with families to facilitate children’s school learning. This documentation may include a record of family contacts, teacher’s introductory letters, records of participation in a family/teacher conference, classroom newsletters, school web pages, etc. The documentation should accompany a 2-3 page narrative that reflects upon student’s understanding of successful strategies for opening dialogue with families to support children’s school learning.

Criterion: Overall Assessment

<table>
<thead>
<tr>
<th>Poor</th>
<th>Score: 1.0</th>
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<tbody>
<tr>
<td>Unable to identify at least two strategies teachers use to facilitate relationships between home, community and early schooling contexts; lacks documentation of implementation; and/or missing reflection on communication.</td>
<td></td>
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</tbody>
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<table>
<thead>
<tr>
<th>Proficient</th>
<th>Score: 3.0</th>
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</thead>
<tbody>
<tr>
<td>Documents and reflects on two ways in which teachers facilitate relationships between home, community and early schooling contexts.</td>
<td></td>
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<table>
<thead>
<tr>
<th>Outstanding</th>
<th>Score: 5.0</th>
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<tbody>
<tr>
<td>Documents and reflects on multiple ways in which teachers facilitate relationships between home, community and early schooling contexts.</td>
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Linked to standard: Accomplished Practices

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Professional Portfolio

The portfolio is the culminating project for receiving the Early Childhood Education degree. It is used to demonstrate what students know and can do in many areas. This portfolio is not developed for interviewing purposes. However, sections of it are often used for interviews for positions.

THE PORTFOLIO IS DUE FOR REVIEW BY ____________.

Format – The portfolio is organized by 12 outcomes which each appear within the early childhood outcome portfolio template on Chalk and Wire. Each outcome has a general description as well as several indicators (labeled alphabetically). These indicators have been provided by your practicum supervisors. Students have been developing the portfolio over the course of the program, and have indicated which artifacts correspond with which
level of practicum by using a color coding system or by clearly stating the level in your description of the artifacts. Students must provide a key for their color coding system or a general explanation so that the reader of your portfolio can distinguish between the practicum levels. Upon completion of level 3, there may have been some indicators that have not been documented. **For the final portfolio, students must be sure to have documented each of the outcome indicators.** In addition, they should add any relevant artifacts from the final internship that represent growth in an outcome or an indicator. For the final internship, students will reflect on **each of the outcomes as a whole** (similar to what you have done for level 3), they will provide a description of their final placement, and will provide a **critically reflective** narrative/representation of their growth within the program, and will update their teaching philosophy. The critical reflection may make use of a metaphor of teaching/learning. The substance of the critical reflection and the articulation of the teaching philosophy should be discussed with the university supervisor. All of these should be placed on the **home page** of the portfolio. The portfolio home page will include:

- Reflections on each of the outcomes 1-11
- Description of the final internship (this goes along with outcome 12) This should include a **digital documentation of teaching and accompanying reflection** - Each intern will digitally record a lesson that reflects their very best teaching and write a one page reflection critique. The critique should discuss the following topics: opening, pacing, guidance techniques used, types and levels of questions asked, closing. It should be included in the professional portfolio.
- A critically reflective narrative/representation of growth within the program
- Current teaching philosophy

**Organization:**

- All links to artifacts should be working.
- Each link should be accompanied by a descriptor – that is, **the reader should understand how the artifact links to the indicator or the outcome.** This is important.
- The reader should be able to distinguish each of the practicum levels.
- All indicators should be in alphabetical order.

**Content (reflection/analysis/synthesis related to the outcomes):**

- This reflection should not be a repetition of the level 3 reflection – students should think deeply about their growth in relation to the outcome, and about the implications of the outcome on their professional work as a teacher of young people.
- Each Outcome reflection should be an analysis and synthesis of student growth over the course of the program and the final internship in relation to the outcome.
- Students should identify directions for future growth.
- Students should make reference to at least 3 of the samples of their work in each outcome reflection.

**Content (high quality documentation of each outcome/indicator):**
• Each outcome indicator should have at least one representative artifact. Many should have more than one example, to show growth over time. **If any indicators are missing artifacts or written descriptions/reflections, then your portfolio will not earn a passing grade.**

• All artifacts should represent thoughtful and exemplary work. All Lesson planning, teaching strategies and teaching philosophies should reflect reasoned and wise practices.

**For outcome 3: Knowledge of subject matter/critical thinking:** You must have examples of lesson planning/documentation from a variety of (integrated) disciplines:

• language arts (including reading as well as writing)
• visual and performing arts
• social sciences, humanities (including literature)
• mathematics
• a variety of sciences as appropriate
• play
• physical education and health
<table>
<thead>
<tr>
<th>Artifact Description (What?):</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student does not provide the reader with adequate information to understand/interpret the artifact. Information given is broad. Student includes information listed on the assignment description, but does not consider relevance. Information is given whether or not it pertains to a particular artifact.</td>
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</tr>
</tbody>
</table>

<table>
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<tr>
<th>Artifact Analysis (Why?):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Connection between the presented artifact and the standard is not clear. Student’s understanding of the NAEYC standard and how it influences practice with young children is broad or not evident.</td>
<td>Connection between artifact and standard is fairly clear and logical. Adequate rationale is given Evidence that the student has made thoughtful selections based on a broad understanding of the standard and how it influences relates to practice with young children is present. Connection makes sense to the reader.</td>
<td>There is evidence that critical analysis was performed when selecting entry. It is clear why the student selected this particular artifact and how it relates to the identified standard. Student shows a thorough understanding of the standard and an ability to apply understanding to his/her work with young children.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Artifact Reflection (What did you learn? How can you use this experience to enhance your teaching?):</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Student gives superficial statements with little to no reference to what has been learned or how this information will be used in the future to enhance/improve effectiveness. Student does not accurately consider impact on the children. Information provided and evidence of thought are too broad to impact future experiences effectively.</td>
<td>Reflection begins to explore what has been learned/impacts on the learner. Interpretations may be broad. Student conveys desire to grow/improve as an early childhood educator and is beginning to understand how to use reflection as a tool to grow.</td>
<td>Reflection is clear and convincing. Evidence of thorough critical analysis and ability to use reflection as a tool for growth is present. Student accurately identifies how the experience impacted the children involved and/or their growth as a teacher. Student identifies ability to use or is planning to use the information in the future to enhance work with young children. Student includes goals for the future.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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<th>Organization and Appearance:</th>
<th>Overall Rating:</th>
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<td>Neat, professional appearance, logical organization, and easy access to documents.</td>
<td>Outstanding portfolio that irrefutably supports teaching competencies.</td>
</tr>
</tbody>
</table>

**Grading Criteria**

The plus/minus grading system will be utilized in the senior seminar.

**Weighted Grade:** 98-100 A+; 93-97 A; 90-92 A-; 88-89 B+; 83-87 B; 80-82 B-; 78-79 C+; 73-77 C; 70-72 C-; 68-69 D+; 63-67 D; 60-62 D-; Below 60 F.

**ADA Statement:** Students with disabilities are responsible for registering with the Office of Student Disabilities Services (974-4309) in order to receive special accommodations and services. Please notify the instructor within the first week of classes if a reasonable accommodation for a disability is needed for this course. A letter from the USF Disability Services Office must accompany this request.

**USF Policy on Religious Observances:** All students have a right to expect that the University will reasonably accommodate their religious observances, practices and beliefs. Students are
GEC Course Information Sheet

Contact Information

First Name: Ilene
Last Name: Berson
College: Education
Department: Childhood Education
Phone: 974-7698
Email: iberson@usf.edu

Course Information

Course: EEC 4936 - Senior Seminar in Early Childhood Education
Course Longevity: Existing
Section Type: Discussion
Delivery Method: Face to Face
Number of sections to be offered - fall: 0
Number of sections to be offered - spring: 1
Number of sections to be offered - summer: 0
Additional sections to be added: 0
Average number of students in each section: 30
Number of students for each section to be offered - fall: 0
Number of students for each section to be offered - spring: 30
Number of students for each section to be offered - summer: 0
Gordon Rule Writing: No
Gordon Rule Computation: NO
Credit Hours: 3
Clock/Contact Hours: 45
Course Description:

This course focuses on helping the student synthesize university coursework and experiences in a full time pre-k and primary teaching placement. Emphasis is placed on planning and implementing
developmentally appropriate teaching-learning experiences

**Optional Course Description:**

This course provides interns with a venue to interact with each other and create a professional community of challenge and support during internship semester. Specific assignments provide the interns with the opportunities to explore and reflect upon knowledge gained in coursework and through experiences in internship. Students will share samples of their work with one another, and the course culminates in the completion of an analysis of intern impact on student work as well as a professional portfolio illustrating capacities and dispositions required by the Early Childhood Program.

**Dimensions:**

- Critical Thinking
- Inquiry-based Learning
- Scientific Processes
- Human and Cultural Diversity

**Prerequisites:** Admission to Early Childhood Ed program

**Corequisites:** EEC 4940

**Coprerequisites:**

**Permit Required:** No

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**Financial Support**

Department/Program Commitments:

**GA OPS:** $0.00

**Reg. OPS:** $0.00

No. GAs: 0

**Would your department require financial support from GEC?:** No

How will your course meet the objectives of the core curriculum if the General Education Council does not provide the requested funding?

**What is the department plan for coordination/professional development of instructional staff?:**

1. Adjuncts and/or graduate assistants are paired with a faculty member to team teach: Adjuncts and/or graduate assistants will be selected based upon their educational qualifications and their ability to be successful in meeting the goals of Senior Seminar. Each adjunct and/or graduate assistant will work closely with the coordinator of field experiences (CFE) for the department who will serve as a co-instructor and mentor. Before adjuncts or graduate assistants teach Senior Seminar for the first time, he or she will meet with the CFE to discuss the goals of the course and common expectations. 2. Development of course assignments: The course has been created by the CFE and all of the requirements and syllabus are posted on Blackboard. Every assignment is outlined in detail, and samples of exemplary student work are posted along with the grading criteria for each assignment. The adjunct and/or graduate assistant will be added to the Blackboard site as an instructor. 3. Inter-rater reliability in grading: Each time an assignment is submitted by students, the CFE and the adjuncts and/or graduate assistants grade the first ten assignments together to make sure all are interpreting the grading criteria the same way. In cases where inter-rater reliability is low, the score is discussed so that both the CFE and the adjunct and/or
graduate assistant can agree upon the grade and justify it.

**How will goals and integrity of the course be maintained over time?:**

Senior Seminar is an important course for National Council for Accreditation of Teacher Education (NCATE). Because it is so important, it is reviewed by the Department Head and program faculty within the Department of Early Childhood Education each year to ensure that we are meeting the requirements set forth by NCATE. Furthermore, the program receives data on the critical task covered in the course, the Impact on Student Learning assignment, to assess the quality and identify common strategies for improving student performance.

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**Course Topics, Objectives, Outcomes and Resources**

**Course Objectives:** Course Objective 1: The student intern will demonstrate an understanding of how to plan and implement appropriate learning experiences for children of diverse populations. General Education Objectives:B2,C1,C5,D1,D2,D3,D4,E1,E2,E3. Course Objective 2a: The student intern will demonstrate and be able to articulate an understanding of how to create an environment and experience that meet the needs of a diverse population which include culturally and linguistically diverse children, as well as, children with disabilities, developmental delays, and special abilities. General Education Objectives:A2,B2,C1,C5,D1,D2,D3,D4,E1,E2. Course Objective 2b: The student intern will demonstrate an understanding of the central concepts, tools of inquiry, and structures of a variety of disciplines and uses this knowledge to create curriculum and learning experiences that are meaningful to children. General Education Objectives:A1,B1,B2,B3,C1,C5,D2,D3,E1,E2,E3. Course Objective 2c: The student intern will demonstrate the use of individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, and to develop personal self-control, self-motivation, and positive self-esteem. General Education Objectives: B2,C2,E1. Course Objective 2d: The student intern will demonstrate an understanding of the early childhood profession (its historical, philosophical, and social foundations; conditions of children, families, and professionals current issues and trends, and legal issues), and demonstrates awareness of and commitment to the profession's code of ethics. General Education Objectives: B2,C4,C5,D1,D2,D3,E3. Course Objective 3: The student intern will demonstrate the use of a variety of strategies and technology to encourage children's cognitive development, development of critical thinking, and problem solving ability, and adapt strategies to meet the specific needs of children with disabilities, developmental delays or special abilities. General Education Objectives: A1,A3,C1,C2,E3. Course Objective 4: The student intern will demonstrate how to establish and maintain safe and healthy learning environments for children, and how to plan and implement developmentally appropriate curriculum and teaching practices based on knowledge of individual children, the community, and curriculum goals and content. General Education Objectives: B1,B2,B3,C2,C3,C4,E1. Course Objective 5: The student intern will demonstrate how to establish and maintain positive, productive relationships with colleagues, work effectively as a member of an instructional team, and communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being. General Education Objectives: A1,A2,A3,C5,D1,D2,D3. Course Objective 6: The student intern will demonstrate how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals); to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators. General Education Objectives: A1,A2,B2,C5,D1,D2,D3,E1,E3.

**Student Outcomes:** Student Learning Outcome for Objective 1: In the Exemplary Lesson Plan Assignment, the student intern will develop and implement a plan that recognizes and supports cultural
and linguistic diversity. Student Learning Outcome for Objective 2a: In the Adapting Instruction for Individual Needs section of the Professional Portfolio Assignment, the student intern will create environments and experiences that meet the needs of ALL children taking into account developmental levels, linguistic development, cultural heritage, and special needs. Student Learning Outcome for Objective 2b: The student intern will submit objectives for their Exemplary Lesson Plan that encourage critical thinking and problem solving and support an integrated curriculum. Student Learning Outcome for Objective 2c: In the Classroom Motivation and Management Skills section of the Professional Portfolio Assignment, the student intern will use problem solving to involve children in taking responsibility for their own actions. Student Learning Outcome for Objective 2d: In the Professional and Ethical Conduct section of the Professional Portfolio Assignment, the student intern will demonstrate an understanding of the early childhood profession and commitment to NAEYC’s and Florida’s code of Ethical Conduct. The student will also demonstrate an understanding of the early childhood profession in his/her updated philosophy. Student Learning Outcome for Objective 3: In the Exemplary Lesson Plan, the student intern will include objectives that reflect best practice for developmentally appropriate instruction, accommodate for the individual needs and characteristics of the students, and take into account any technological or other resources needed. Student Learning Outcome for Objective 4: The student intern will demonstrate knowledge of student characteristics as well as community and school characteristics that have implications for the curriculum and teaching practices in the Learning Environments section of the Professional Portfolio. In this section, the student intern will also provide an environment that is responsive to children’s needs. Student Learning Outcome for Objective 5: In the Partnerships section of the Professional Portfolio Assignment the student intern will reflect on the importance of peer collaboration, contribution of ideas, and ways of offering positive support to team members. The student intern will also demonstrate awareness of community resources that offer support services to children and their families. Student Learning Outcome for Objective 6: In the Professional and Ethical Conduct section of the Professional Portfolio Assignment the student intern will engage in self-evaluation and reflective practices, continually evaluating his/her choices and action and actively seeking out opportunities to grow professionally, and to serve as advocate of young children and their families.

Major Topics: reflective practices-supporting student learning- classroom management -culturally responsive teaching - classroom communication - developmentally appropriate instruction - creating learning objectives - designing instruction - preparation for teaching job search- differentiated instruction - assessing student learning - assessing personal impact on student learning- home/school communication

Textbooks or Other Required Course Material: Senior Seminar does not use a textbook as students are asked to complete assignments that draw comprehensively from all of their coursework in their program of study - particularly from their methods courses, and assessment courses. Students are encouraged to rely on the texts and materials for those courses as well as information and material provided to them by their professional organizations as well as the districts in which they conduct their internships. They are provided many resources on Blackboard also: directions for all of the assignments along with student samples from previous semesters as well as downloadable Power Point presentations. However, faculty may opt to assign a textbook at their own discretion.

Core Area: Exit Course

Exit Writing: : no

Exit Capstone: : yes

Course Availability: : majors only

Primary Course Syllabus: Primary Syllabus

Dimensions Document: Dimensions Document

Secondary Course Syllabus:
Critical Thinking

Which of your course objectives relate to Critical Thinking?

Objective #1: The student intern will demonstrate an understanding of how to plan and implement appropriate learning experiences for children of diverse populations.

Objective #2a: The student intern will demonstrate and be able to articulate an understanding of how to create an environment and experience that meet the needs of a diverse population which include culturally and linguistically diverse children, as well as, children with disabilities, developmental delays, and special abilities.

Objective #2b: The student intern will demonstrate an understanding of the central concepts, tools of inquiry, and structures of a variety of disciplines and uses this knowledge to create curriculum and learning experiences that are meaningful to children.

Objective #2c: The student intern will demonstrate the use of individual and group guidance and problem-solving techniques to develop positive and supportive relationships with children, to encourage positive social interaction among children, and to develop personal self-control, self-motivation, and positive self-esteem.

Objective #2d: The student intern will demonstrate an understanding of the early childhood profession (its historical, philosophical, and social foundations; conditions of children, families, and professionals current issues and trends, and legal issues), and demonstrates awareness of and commitment to the profession’s code of ethics.

Objective #3: The student intern will demonstrate the use of a variety of strategies and technology to encourage children’s cognitive development, development of critical thinking, and problem-solving ability, and adapt strategies to meet the specific needs of children with disabilities, developmental delays or special abilities.

What general active teaching strategies will you use to develop students’ skills in critical thinking as described in the Foundations of Knowledge and Learning Core Curriculum?

Students are also asked to reflect on their own thought processes, both orally at times and in writing at other times, as they develop their professional portfolio. During class meeting, the instructor poses questions to students that require higher order thinking rather than rote memorization, and students are given opportunities to practice responding to these higher order thinking questions by practicing critical thinking in peer group settings – both in large and small group supervision.
Please also provide two examples of specific activities or specific assignments and explain how these strategies are reflected in your syllabus.

1. **Professional Portfolio:** The portfolio is organized by outcomes which appear within the early childhood portfolio template on Chalk and Wire. Students are required to document each of the outcome indicators, including any relevant artifacts from the final internship. Accompanying documentation should be critically reflective of growth within the program. Writing should be both thoughtful and professional. This assignment should be a synthesis of student’s growth over the course of the program.

2. **Teaching Philosophy:** One of the requirements of the Senior Seminar is that students update their teaching philosophy. The student is required to reflect on prior courses and exposure to multiple teaching models and integrate that information into their personal experience within their final internship. In short, the student is required to bring together both theory and practice in order to develop a personal statement of teaching philosophy. The substance of critical reflection and the articulation of a student’s teaching philosophy is discussed with the University Supervisor.

Both of these assignments are reflected and described under the objectives and course requirements section of the syllabus.

Please provide two examples of specific assessments you use to determine whether or not your students are developing their skills in this dimension.

1. **Assessment of Professional Portfolio:** This assignment is assessed via a detailed rubric that looks like this:

<table>
<thead>
<tr>
<th>Unsatisfactory</th>
<th>Acceptable</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Artifact Description (What?):</strong> Student does not provide the reader with adequate information to understand/interpret the artifact Information given is broad. Student includes information listed on the assignment description, but does not consider relevance. Information given whether or not it pertains to a particular artifact</td>
<td>Student includes relevant contextual information, including information about the school, family, community, prior experiences, and knowledge of the children that is helpful to the reader. Student demonstrates an awareness of factors that may have influenced the learning experience. Student tries to make decisions about what pieces of contextual information are relevant and necessary, although the connection may not be clear</td>
<td>Description illustrates student’s understanding of factors that impact learning. Information included provides a clear understanding of the children, the context, the assignment, and other factors that may have influenced the outcome of the described experience/assignment. There is evidence that the student has carefully considered the relevance of the information and made decisions regarding what information should be presented. Connections are clear to the reader.</td>
</tr>
</tbody>
</table>

| **Artifact Analysis (Why?):** Connection between the presented artifact and the standard is not clear. Student’s understanding of the NAEYC standard and how it influences practice with young children is broad or not evident | Connection between artifact and standard is fairly clear and logical. Adequate rationale is given. Evidence that the student has made thoughtful selections based on a broad understanding of the standard and how it influences/relates to practice with young children is present. Connection makes sense to the reader. | There is evidence that critical analysis was performed when selecting entry. It is clear why the student selected this particular artifact and how it relates to the identified standard. Student shows a thorough understanding of the standard and an ability to apply understanding to his/her work with young children. |

**Artifact Reflection (What did you learn? How can you use this experience to enhance your teaching?):**
<table>
<thead>
<tr>
<th>Writing Mechanics:</th>
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<tr>
<td>Narratives mostly clearly articulated, with few errors in grammar, spelling, or punctuation.</td>
<td>Neat, with mainly logical organization; most documents easy to access.</td>
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2. **Assessment of Current Teaching Philosophy:** For this assignment, the student will compare and contrast changes in their perspective over time in reflective discourse between the student, cooperating teacher, and University Supervisor.

**Additional information:** These assignments require students to go back to information gained in their Professional Education courses (EEC 4303, EEC 4211, EEC 4203).
Inquiry-Based Learning

Which of your course objectives relate to inquiry-based learning?

Objective #3: The student intern will demonstrate the use of a variety of strategies and technology to encourage children's cognitive development, development of critical thinking, and problem solving ability, and adapt strategies to meet the specific needs of children with disabilities, developmental delays or special abilities.

Objective #6: The student intern will demonstrate how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals); to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.

What general active teaching strategies will you use to develop students' skills in inquiry-based learning as described in the Foundations of Knowledge and Learning Core Curriculum?

Students are asked to engage in a continuing cycle of inquiry: plan, do, study act. Students plan instruction (plan), teach a lesson (do), gather data about the lesson related to both the quality of learning it inspired and the quality of their delivery of the lesson and reflect on the data (study), and then make changes to improve the lesson the next time they teach it (act).

Please also provide two examples of specific activities or specific assignments and explain how these strategies are reflected in your syllabus.

1. Lesson Plan: Student-interns develop an exemplary lesson plan that includes critical thinking objectives. As part of this requirement student-interns collect data from assessments of their students pre and post implementation of the lesson. Lessons should reflect best practice for developmentally appropriate instruction and accommodations for individual needs and characteristics. Upon completion of the student assessments, student-interns write a reflection that demonstrates the impact of their instruction on student achievement.

Required elements of this reflection include:

1.1) How students are pre-assessed;
1.2) How pre-assessment data is used to plan and teach to individual student needs;
1.3) How student achievement is assessed with respect to the learning objectives;
1.4) How is future instruction conducted based on assessments;
1.5) During the process, you will collect at least 3 student work samples from pre-assessments (illustrating low, average, and high scores to include an analysis of the three samples), and 3 posttest samples for the following lesson; lastly
1.6) Reflection on student outcomes and how teaching strategies affected those outcomes.

2. Professional Portfolio- Learning Environment section: In this section of the Professional Portfolio, students are asked to document and provide artifacts for specific situations where they developed environments and experiences that were responsive to children’s specific needs and consistent with program philosophy.

Both of these assignments are reflected and described under the objectives and course requirements section of the syllabus.

Please provide two examples of specific assessments you use to determine whether or not your students are developing their skills in this dimension.

1. Assessment of Lesson Plan: This assignment is assessed via a detailed rubric that is made available to students via Blackboard that looks like this:

<table>
<thead>
<tr>
<th>Name: Poor</th>
<th>Score: 1.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative of the CTC lacks all required elements, and/or fails to or only minimally includes examples, analysis, and reflections that connect learning objectives and student achievement.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Limited</th>
<th>Score: 2.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative of the CTC includes all required elements, but does not logically connect the learning objectives to student achievement with relevant examples, analysis, and reflections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Proficient</th>
<th>Score: 3.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative of the CTC includes all required elements, using examples to connect the learning objectives to student achievement; however, there is room for improvement in examples, analysis, or reflections.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Advanced</th>
<th>Score: 4.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative of the CTC includes all required elements with relevant examples to connect the learning objectives to student achievement with thoughtful analysis and reflections</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name: Outstanding</th>
<th>Score: 5.0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative of the CTC is comprehensive and creative, includes all required elements with multiple examples to connect the learning objectives to student achievement and thoughtful and insightful analysis and reflections.</td>
<td></td>
</tr>
</tbody>
</table>

**Linked to standard: Accomplished Practices**

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
</table>

5 | EEC 4936 – Dimensions Document
The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.

Linked to standard: COEDU Conceptual Framework

<table>
<thead>
<tr>
<th>Section</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CF#6 - Student Learning and Development</td>
<td>USF graduates will provide instruction, services and/or programs that contribute to positive learning and developmental outcomes.</td>
</tr>
</tbody>
</table>

2. Assessment of Professional Portfolio-Learning Environment Section: This assignment is assessed via a detailed rubric that looks like this:

<table>
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<td>Satisfactory portfolio that adequately supports teaching competencies.</td>
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**Additional information:** These assignments require students to go back to information gained in their Professional Education courses (EEC 4303, EEC 4211, EEC 4203).
Scientific Process

Which of your course objectives relate to scientific process?

Objective #6: The student intern will demonstrate how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals); to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.

What general active teaching strategies will you use to develop students’ skills in scientific process as described in the Foundations of Knowledge and Learning Core Curriculum?

Students will be actively involved in making observations, organizing data, critically evaluating data, designing and/or evaluating experimental procedures for obtaining data, and using data to answer questions and make predictions.

Please also provide two examples of specific activities or specific assignments and explain how these strategies are reflected in your syllabus.

1. Professional Portfolio- Assessment section: In this section of the Professional Portfolio, students are asked to analyze their students’ assessment data, including pre/post assessments. Results from assessments are places in tabular format to reflect comparative findings.

2. Lesson Plan: Student-interns develop an exemplary lesson plan that includes critical thinking objectives. As part of this requirement student-interns collect data from assessments of their students pre and post implementation of the lesson. Lessons should reflect best practice for developmentally appropriate instruction and accommodations for individual needs and characteristics. Upon completion of the student assessments, student-interns write a reflection that demonstrates the impact of their instruction on student achievement.

Required elements of this reflection include:

1.7) How students are pre-assessed;
1.8) How pre-assessment data is used to plan and teach to individual student needs;
1.9) How student achievement is assessed with respect to the learning objectives;
1.10) How is future instruction conducted based on assessments;
1.11) During the process, you will collect at least 3 student work samples from pre-assessments (illustrating low, average, and high scores to include an analysis of the three samples), and 3 posttest samples for the following lesson; lastly
1.12) Reflection on student outcomes and how teaching strategies affected those outcomes.
Both of these assignments are reflected and described under the objectives and course requirements section of the syllabus.

1. **Assessment of Professional Portfolio- Assessment Section:** This assignment is assessed via a detailed rubric that looks like this:

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<td>Description illustrates student's understanding of factors that impact learning. Information included provides a clear understanding of the children, context, the assignment, and other factors that may have influenced the outcome of the described experience/assignment. There is evidence that the student has carefully considered the relevance of the information and made decisions regarding what information should be presented. Connections are clear to the reader.</td>
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<td>There is evidence that critical analysis was performed when selecting entry. It is clear why the student selected this particular artifact and how it relates to the identified standard. Student shows a thorough understanding of the standard and an ability to apply understanding to his/her work with young children.</td>
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<td>Reflection begins to explore what has been learned/impacts on the learner. Interpretations may be broad. Student conveys desire to grow/improve as an early childhood educator and is beginning to understand how to use reflection as a tool to grow.</td>
<td>Reflection is clear and convincing. Evidence of thorough critical analysis and ability to use reflection as a tool for growth is present. Student accurately identifies how the experience impacted the children involved and/or their growth as a teacher. Student identifies ability to use or is planning to use the information in the future to enhance work with young children. Student includes goals for the future.</td>
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2. **Assessment of Lesson Plan:** This assignment is assessed via a detailed rubric that is made available to students via Blackboard that looks like this:

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<th>Writing Mechanics:</th>
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<td>Unsatisfactory portfolio that does not support teaching competencies.</td>
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<tr>
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<td>Outstanding portfolio that irrefutably supports teaching competencies.</td>
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**Name:** Poor  **Score:** 1.0

Narrative of the CTC lacks all required elements, and/or fails to or only minimally includes examples, analysis, and reflections that connect learning objectives and student achievement.
Name: Limited  Score: 2.0

Narrative of the CTC includes all required elements, but does not logically connect the learning objectives to student achievement with relevant examples, analysis, and reflections.

Name: Proficient  Score: 3.0

Narrative of the CTC includes all required elements, using examples to connect the learning objectives to student achievement; however, there is room for improvement in examples, analysis, or reflections.

Name: Advanced  Score: 4.0

Narrative of the CTC includes all required elements with relevant examples to connect the learning objectives to student achievement with thoughtful analysis and reflections.

Name: Outstanding  Score: 5.0

Narrative of the CTC is comprehensive and creative, includes all required elements with multiple examples to connect the learning objectives to student achievement and thoughtful and insightful analysis and reflections.

Linked to standard: Accomplished Practices

<table>
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<tr>
<th>Section</th>
<th>Description</th>
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<tr>
<td>AP#04 - Critical Thinking</td>
<td>The preprofessional teacher is acquiring performance assessment techniques and strategies that measure higher order thinking skills in students and is building a repertoire of realistic projects and problem-solving activities designed to assist all students in demonstrating their ability to think creatively.</td>
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Linked to standard: COEDU Conceptual Framework

<table>
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<td>CF#6 - Student Learning and Development</td>
<td>USF graduates will provide instruction, services and/or programs that contribute to positive learning and developmental outcomes.</td>
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Additional information: These assignments require students to go back to information gained in their Professional Education courses (EEC 4303, EEC 4211, EEC 4203).
Human and Cultural Diversity

Which of your course objectives relate to human and cultural diversity?

Objective #1: The student intern will demonstrate an understanding of how to plan and implement appropriate learning experiences for children of diverse populations.

Objective #2a: The student intern will demonstrate and be able to articulate an understanding of how to create an environment and experience that meet the needs of a diverse population which include culturally and linguistically diverse children, as well as, children with disabilities, developmental delays, and special abilities.

Objective #3: The student intern will demonstrate the use of a variety of strategies and technology to encourage children's cognitive development, development of critical thinking, and problem solving ability, and adapt strategies to meet the specific needs of children with disabilities, developmental delays or special abilities.

Objective #5: The student intern will demonstrate how to establish and maintain positive, productive relationships with colleagues, work effectively as a member of an instructional team, and communicate effectively with other professionals concerned with children and with agencies in the larger community to support children's development, learning, and well-being.

Objective #6: The student intern will demonstrate how to be a reflective practitioner who continually evaluates her/his choices and actions on others (young children, parents, and other professionals); to seek opportunities to grow professionally including active membership in early childhood professional organizations and activities; and serve as an advocate on behalf of young children and their families, improve quality of programs and services for young children, and enhance professional status and working conditions for early childhood educators.

What general active teaching strategies will you use to develop students’ skills in human and cultural diversity as described in the Foundations of Knowledge and Learning Core Curriculum?

During our class discussions on the topic of culturally responsive teaching, we will address the fact that children are best understood in the context of family, culture, and community. Students will also have the opportunity to discuss:

- Cultural and "racial" diversity in the American experience.
- Diversity and knowledge: divergent ways of knowing.
- Factors that impact learning environments and experiences

Many of these discussions are enriched by students’ own experiences out in the field. We discuss these instances in a case study fashion.

Please also provide two examples of specific activities or specific assignments and explain how these strategies are reflected in your syllabus.
1. **Professional Portfolio- Outcome 2**: In this section of the professional portfolio, students are asked to create environments and experiences that meet the needs of ALL children taking into account developmental needs, linguistic development, cultural heritage, and experiential background and interest.

2. **Professional Portfolio- Outcome 11**: In this section of the professional portfolio, students are asked to establish and maintain positive, productive relationships with families, respecting family choices and goals for children, communicating effectively with families about curriculum and child progress, and using families as a primary source of information for planning for individual children, especially children with disabilities, developmental delays, or special abilities.

3. **Role of Teacher: Documentation of School to Home Communication/Involvement Assignment**: In this assignment, students are asked to provide documentation of ways in which teachers communicate with families and facilitate children’s school learning. This documentation may include a record of family contacts, teacher’s introductory letters, records of participation in a family/teacher conference, classroom newsletters, school web pages, etc. The documentation should accompany a two-page narrative that reflects upon student’s understanding of successful strategies for opening dialogue with families to support children’s learning.

All of these assignments are reflected and described under the objectives and course requirements section of the syllabus.

**Please provide two examples of specific assessments you use to determine whether or not your students are developing their skills in this dimension.**

1. **Assessment of Professional Portfolio- Outcomes 2 and 11**: These assignments are assessed via a detailed rubric that looks like this:

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2. **Assessment of Role of Teacher:** This assignment is assessed via a detailed rubric that is made available to students that looks like this:

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<td>1</td>
<td>Unable to identify at least two strategies teachers use to facilitate relationships between home, community and early schooling contexts; lacks documentation of implementation; and/or missing reflection on communication.</td>
</tr>
<tr>
<td>3</td>
<td>Documents and reflects on two ways in which teachers facilitate relationships between home, community and early schooling contexts.</td>
</tr>
<tr>
<td>5</td>
<td>Documents and reflects on multiple ways in which teachers facilitate relationships between home, community and early schooling contexts.</td>
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**Additional information:** These assignments require students to go review information gained in all of the courses taken up to this point.