

Course Number
Course Title
Pacific University College of Education
School of Learning & Teaching
Term, Year
Days, Times
Location

Instructor: Name
Office Phone: 503.352.XXXX
Cell Phone: optional
Email: XXXX@pacificu.edu
Office: Berglund XXX
Office Hours: Times

[http://course website \(if any\)](http://course website (if any))

Course Prerequisites: Example: Admission to the College of Education, or instructor's consent.

Course Description: Be sure it matches the catalog – better yet, be sure it matches the themes of the College of Ed (Community of Learners, Student-Centered, Diversity, Technology).

Course Goals: To provide

Course structure/approach:

Example: This course is taught through a mix of teacher presentation and hands-on labs/explorations with an emphasis on inquiry-based approaches.

Requirements:

- 1.
- 2.
- 3.
- 4.

Textbooks:

List required and optional.

Assessment:

(Example) The course incorporates multiple means of assessment including reflective papers, microteaching, midterm exams, and student portfolios. Scores on assignments will be based on the scoring guide below. The total points scored will be used to determine semester grades according to the following table:

<u>Grade</u>	<u>Minimum Percentage</u>	<u>Grade</u>	<u>Minimum Percentage</u>
A	93%	B-	80%
A-	90%	C+	76%
B+	86%	C	70%
B	83%		

Example:

Integrated Methods III Scoring Guide for Individual Assignments	
5	a) Work is both thoughtful and insightful b) Distinctive and sophisticated application of knowledge and skills is demonstrated c) Work consists of professional quality writing (punctuation, grammar, spelling, word usage)
4	d) Work is clear and well-organized e) Application of essential knowledge and skills is present f) Minor composition errors are present (punctuation, grammar, spelling, word usage)
3	g) Errors or omissions detract from the overall quality h) Partial application of knowledge and skills is demonstrated. i) Frequent composition errors are present (punctuation, grammar, spelling, word usage)
2	j) Assignment is not complete k) Work is superficial, fragmented, or incomplete and needs significant development l) Errors or omissions are significant
1	m) Little or no application of knowledge and skills is demonstrated n) Major errors or omissions are present
NE	o) No evidence is provided

Note: - Many assignments use this same scale in multiples. For example an assignment with 20 points possible that scores at the “4” level on this rubric earns 16 points.
- We expect all assignment to be completed on time; work turned in late is subject to a reduction of at least one point on the scoring rubric above.

Assignment Schedule (Example)

Week	Date	Class Topics	Assignments (due the following week)
1	Jan 30	Turtle geometry Discrepant Events	Write Math/Science Autobiography (C) Review Syllabus and Assignment Guidelines



College of Education

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Eugene | 40 East Broadway, Suite 250 | Eugene, Oregon 97401 | P: 541.485.6812 | F: 541.485.7015
Woodburn | 124 West Lincoln Street | Woodburn, Oregon 97071 | P: 503.352.1443

		Syllabus distributed	carefully-bring questions Read Ch 1, 2, & Preface (Friedl)
2	Feb. 6	Course Introduction Discrepant events continued Teaching About Astronomy	Read “Revolution in one Classroom” article Read Ch. 12, 13, & 14 (Friedl) Read Ch. 1-3 (Cathcart) Start School Survey (E) due April 3
	Mar. 27	Spring Break	

University Policies

University and College of Education Policies

Be aware of the Pacific University Code of Academic Conduct and the College of Education policies for professional behavior and the competent and ethical performance of educators. In this course students are expected to demonstrate behavior consistent with the Professional and Academic Standards in the College of Education. For a complete list of policies, please refer to the *Pacific University Academic Catalog*.

Students With Disabilities

In general, the University will work with students to improve conditions that may hinder their learning. The university requires appropriate documentation of a disability in order to enable students to meet academic standards. It is the responsibility of each student to inform the Director of Learning Support Services of his or her disability. Students are encouraged to work with faculty proactively in developing strategies for accommodation.

It is our intent to fully include persons with special needs in this course. Please let us know if you need any special accommodations in the curriculum, instruction, or assessment to enable you to participate fully. We will make every effort to maintain the confidentiality of any information you share with us.

Incompletes

At the discretion of the instructor, a temporary grade of Incomplete (I) may be assigned when:

- The major portion of a course has been completed satisfactorily and the student has a passing grade at the time of the petition. An Incomplete is not a substitute for a failing grade, and cannot be granted to a student who is failing a class and wants additional time to submit make-up work in order to improve a grade,
- Health or other emergency reasons prevent the student from finishing all requirements of the course, and
- The student is able to complete the remaining work on an individual basis with the instructor. Re-enrollment in all or part of the same course during a subsequent semester is not allowed as part of the contract.

When the agreed-upon work has been completed, the instructor must submit a completed *Grade Change Request* form to the Registrar’s Office. Before the deadline, an extension may be granted if the student and instructor agree, appropriate approval is received, and an approved extension is submitted to the Registrar’s Office. If the agreed-upon work is not completed and/or no grade change is submitted to the Registrar’s Office by the deadline (and no extension has been approved), the grade becomes an F or N. It is the student’s responsibility to complete outstanding requirements and to work with the instructor to initiate the submission of the *Grade Change Request* form.



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Grade Changes

Once a grade is submitted to the Registrar it shall not be changed except in the case of recording errors. The appropriate Dean or Director will approve grade changes.

Safe Environment Policy

Pacific University's Rights and Responsibilities policy seeks to maintain conditions favorable to learning. Students have the right to pursue an education free from discrimination based on gender, religion, marital status, age, sexual orientation or handicap. Students have the responsibility to conduct themselves, both individually and in groups, in a manner, which promotes an atmosphere conducive to teaching, studying and learning.

Academic Integrity

Honesty and integrity are expected of all students in class preparation, examinations, assignments, practicums and other academic work. Misconduct includes, but is not limited to cheating; plagiarism; forgery; fabrication; theft of instructional materials or tests; unauthorized access or manipulation of laboratory or clinic equipment or computer programs; alteration of grade books, clinical records, files or computer grades; misuse of research data in reporting results; use of personal relationships to gain grades or favors or other attempts to obtain grades or credit through fraudulent means; unprofessional conduct related to student care; threats to University personnel and conduct inconsistent with academic integrity. The complete policy, definitions and appeal procedures are described *Pacific University Academic Catalog*.