

# EDUC 2123

# The Teaching Profession

# Fall 2018

# Section 01

Instructor: Mrs. Judy Bradshaw

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Office Hours: TR 7:30- 8:00 or 11:00-12:15

By appointment

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**Course Description**:

Provides an overview of formal schooling, influence of cultural background and socioeconomic status on child development and learning; teacher ethics; legal issues; student diversity and curriculum. Includes the study of the historical movements in Western thought that have shaped contemporary educational theory and practice in the United States. Students will analyze the underlying philosophical themes revealed in the current structure and content of primary, middle level and secondary education. Includes a field experience component.

**Conceptual Framework**

The Division of Education and the Unit for Teacher Preparation incorporates the theme “Teacher as Leader for the 21st Century” in each course. The course equips candidates in the areas of knowledge, pedagogy, leadership and reflective practice. Candidates in EDUC 2123 begin developing knowledge and skills that are essential to become teacher leaders by creating a teaching philosophy and by practicing presentation skills. Field experiences and assignments help build 21st century skills by identifying specific teaching and learning methodologies and/or beliefs in what is required to have a successful career in the teaching profession. Teacher candidates will be equipped with pedagogical knowledge to teach K-12 students, impact student learning and to value and support student diversity addressing individual needs. The course will also guide candidates to assume leadership roles in teaching diverse learners in their school communities and address the twenty-first century skills needed by all learners. In addition, teacher candidates will learn to incorporate Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

**Required textbook:** Kauchak, D and Eggen P., (2017) Introduction to Teaching: Becoming a Professional (6th edition) Pearson

**Course Objectives/Student Learning Outcomes**

The goal of this course is to introduce candidates to a teacher’s role in the education process in student learning and to provide an overview of the considerations pertinent to pursuing a career in education. At the conclusion of this course, candidates will be able to:

1. Demonstrate a knowledge and understanding of the history of education in America.
2. Demonstrate knowledge of current educational issues and trends involved in choosing a career in education.
3. Demonstrate knowledge of the 10 Kentucky Teacher Standards and how they are incorporated into instruction and assessment.
4. Identify and define what it means to become an effective teacher.
5. Explore multiculturalism in American schools and examine ways the education system relates to diversity in closing the
6. Achievement gap.
7. Develop familiarity with philosophical terminology including traditional and education philosophical theories and theorists.
8. Practice practical and ethical use of technology in the classroom.

**Senate Bill 1 Initiatives**

This course will provide students an opportunity to advance their knowledge and mastery of the “tools” associated with Kentucky education reform, including Kentucky Core Academic Standards, Characteristics of Highly Effective Teaching and Learning, College and Career Readiness, literacy and assessment for learning. As students carry out projects and complete assignments that involve instructional activities for P-5 students in Kentucky schools, they will address one or more components of the Senate Bill 1 initiatives

**Technology**

Candidates are required to use technology for class assignments, lesson plan design and preparation, class presentations and record keeping. Candidates are required to successfully complete course work that focuses on using technology. Candidates are required to communicate via electronic mail, assess the Internet and online databases, and use digital texts and modes for projects and presentations.

**Policy statements:**

**LATE REQUIREMENTS:**

**Assignments are to be completed and turned in on the day they are due. Poorly written work or inferior**

**quality work will be returned to the teacher candidate to be rewritten. This will also result in the lowering of**

**the teacher candidate’s grade.**

**MAKE-UP POLICY:**

**If any assignment is missed, the teacher candidate must make arrangements to complete the required**

**assignment by the NEXT meeting. If the activity is not made up, then the teacher candidate’s grade will be**

**deducted by ten (10) points for every class meeting that the assignment is not completed.**

**ATTENDANCE:**

**Teacher candidates will be expected to abide by the Lindsey Wilson College attendance policy. Refer to**

**your student handbook. If more than two absences occur, the teacher candidate’s grade will be lowered by**

**ten (I0) points for each absence.**

**ASSIGNMENTS:**

**All assignments must be turned in on time. If a teacher candidate has problems completing an assignment,**

**then this must be communicated to the instructor. After conferring with the instructor, the teacher**

**candidate may, with the instructor’s permission, edit and resubmit an assignment in order to obtain a higher**

**score.**

**GROUP WORK:**

**Group work will be part of this course, therefore it is expected that group members participate fully in the**

**group’s effort to complete an assigned project. Group members will each normally receive the same score;**

**but if a group member is not participating, he/she will receive a lower score than the other group members.**

**COURSE REQUIREMENTS/ASSESSMENT** TASKS:

1. **Teacher Interview Paper**—**Due October 4th 100 points. (KTD 1,7)**

**Using information from an interview with one of the two teachers you observe, write a paper of at least**

**two pages. You may interview the teacher in person or through electronic means (e.g. e-mail).**

**Candidates will compose a paper identifying an effective teacher with whom they have take a class. You**

**will be given a set to question to use in this interview. At least one page of the Interview paper must be**

**reflective: What did you learn? What would you avoid?**

**2 Tests 200 points (KTS 1,3,5,6,7,9)**

There will be 2 tests. **T**entative  **dates for the tests are September 27th and November 1st**.

**3. Observation hours/field hours and Observation Reflections (10 hours) 125 pts. (KTS 1,7)**

The candidate will visit assigned classrooms. Throughout the field observation hours, candidates will document evidence in Kentucky Field Experience Tracking System (KFETS). **Failure to complete field observation hours will result in the student receiving an Incomplete. Students will write one FULL page reflection for each hour of observation in a journal that will be submitted on the following dates:**

* Sept.4th: Cover sheet must be signed by cooperating teacher

Sept.18th: Complete 2 hours of observation documented by cooperating teacher

Oct. 9th: Complete 3 more hours of observation as documented by cooperating teacher (TOTAL 5)

Nov. 6th: Complete 3 more hours of observation as documented by cooperating teacher (TOTAL 8)

Nov. 30th: Complete 3 more hours of observation as documented by cooperating teacher (TOTAL10)

Dec. 4th: Turn in ALL observation hours, logs, cover sheets and KFETS print out of hours.

**4. Teaching philosophy Paper: Due October 25th 150 points (KTS 1,3,5,7)**

Candidates will compose a teaching philosophy paper of at least three pages that includes statements on how children learn best, how teaching is best done, theories of learning and research which includes reference to at least two educational theorists. Be sure to describe philosophical base of the educational theorists. *Paper must be written in* ***APA style*** *with an abstract and resource page.*

**5. Research Presentation- TBA 100 points (KTS 1,6,7,9)**

A detailed outline will be provided for this assignment. The research presentation must be based on at least three primary sources which are cited at the end of the paper.

**6. Final Exam: Week of Dec. 10th 100 points (KTS 1,3,5,6,7,9).**

**7. KFETS: All ten (10) observation hours must be logged into KFETS by Dec. 4th 100 points (KTS 6,7)**

**8 .Participation/Attendance/ Professional Attitude 125 points (KTS 1,6,7)**

All students must abide by the attendance policy and other guidelines as stated in the LWC handbook and this syllabus.

**The instructor reserves the right to alter or change this syllabus and/or requirements with prior notice to students.**

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| Grading Scale | |
| **A** | 1000-940 |
| **A-** | 939-900 |
| **B+** | 899-870 |
| **B+** | 869-840 |
| **B-** | 839-800 |
| **C+** | 799-770 |
| **C** | 769-740 |
| **c-** | 739-700 |
| **D** | 699-600 |
| **F** | 599-0 |

Final grades in the class will be determined by weighing the class requirements as follows:

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| --- | --- | --- |
| Two tests |  | 200 pts (100 pts each) |
| Final exam |  | 100 pts |
| Projects: |  |  |
|  | Teacher Interview | 100 pts |
|  | Research Presentations | 100 pts |
|  | Teaching Philosophy Paper | 150pts |
|  | Reflective Journal on Field Experience | 125 pts (25pts for each due date) |
|  | Attendance, Participation, Professional Attitude | 125 pts |
|  | KFETS | 100 pts (10 pts for each hour) |
|  |  |  |
| **Total** |  | **1000 pts** |

**\*\*\*\* The Education Department does not allow for any grade below a C.**

**You will have to retake the class if your final grade is a C- or less.**

**TENTATIVE SCHEDULE**

Aug. 21 Classes Begin Syllabus

Aug. 23 Syllabus Q & A Signed syllabus form due August 30th

Aug.. 27 Last day to add a class

Aug. 28 Chapter 1 Signed observation agreement form due September 4th

Aug. 30 Chapter 1 continued Signed syllabus form due September 3

Sept. 3 LABOR DAY HOLIDAY

Sept. 4 Chapter 13 Signed observation agreement form due

Sept. 6 Chapter 13 continued

Sept. 11 Chapter 2 1st set of observation logs due (2 hrs.) Septenber. 18th

Sept. 13 Chapter 3

Sept. 18 Hannah Rogers’ Presentation---LIBRARY 1st set of logs due (2 hrs.)

Sept. 20 Chapter 4 Test #1 due September 27th

Sept. 25 Computer Lab Talk about Interview Paper due October 4th

Sept. 27 Test#1 Chapters 1-4, 13 2nd set of observation logs (3 hrs) due October 9th

Oct. 2 Handouts of Philosophies/Philosophers Chapter 5

Oct. 4 Handouts continued Interview Paper due

Oct. 9 Chapter 6 2nd set of observation logs due (3 hrs.)

Oct. 11 Chapter 7 Philosophy Paper due October 25th

Oct. 16 FALL BREAK

Oct. 18 FALL BREAK

Oct. 23 Chapter 8 talk about research projects

Oct. 25 Chapter 9 Philosophy Paper due Test #2 due on November 1st

Oct. 30 Review for test 3rd set of observation logs (3 hrs.) due November 6th

Nov. 1 Test #2

Nov. 6 Chapter 10 3rd set of logs due (3 hrs.)

Nov. 8 Research Projects discussion and sign up

Nov. 12 Last day to drop a class

Nov. 13 Chapter 11

Nov. 15 Chapter 12 Final set of observation logs due November 29th

Nov. 20 Research Presentations

Nov. 22 THANKSGIVING HOLIDAY

Nov. 27 Research Presentation

Nov. 29 Research Presentations Final set of observation logs due ( 2 hrs.)

Nov. 30 Last day to be in the public school

Dec. 4 Research Presentations All logs, observations, cover sheets and KFETS log due

Dec. 6 Research Presentations

Dec. 11? Final exam **HAVE A GREAT CHRISTMAS BREAK**

## Education Policies and Procedures

The Policies and Procedures of the Division of Education apply to all students who take courses in the education program including those courses designated as pre-entry or have been admitted to the program. This includes students who take EDUC 2123, 2713, 3123, and 3143 without the intent of entering the program. The Policies and Procedures include all those outlined in the Candidate Handbook, the Field Handbook, and the Student Teaching Handbook. Failure to comply to the approved policies and procedures of the Lindsey Wilson College Education Program, the Kentucky Education Professional Standards Board, or the Kentucky Department of Education can result in a reprimand, the consequences outlined in the policy, the need to drop the course where the violation occurred or, if more serious in nature, not being admitted to the program or being dropped from the program.

**Class Absences**

In keeping with Lindsey Wilson College policy, students are responsible for regular class attendance, in-class participation, and completion of assignments.  In the Education Program students are expected to attend all class sessions and absences are counted. Absences from classes that meet one day a week will count as three class absences since the session is credited for three class periods. Excessive tardiness especially those students who habitually arrive to class late, can result in being counted absent from the class. If an emergency arises, the student must make every effort to notify the instructor prior to class through email or by calling if during regular office hours.

Students will only be allowed to make up work or tests from missed classes if the absence is excused. Excused absences include doctor appointments, funerals for immediate family, or valid emergencies. In order to have an absence excused the student must submit a signed excuse from the physician or bring proof of the emergency. This should be submitted to the instructor on the day the student returns to class. Missing class or arriving late because of taking a test in another course will not be excused unless the request is submitted to the instructor for prior approval. The approval is at the discretion of the instructor. Completion of field hours **is not** an excuse for missing an education class or any other class. Field hours are assigned early enough in the semester and at times when no classes are scheduled. Work is also not a valid excuse for missing classes.

According to College policy absences for scheduled, authorized obligations (e.g., athletic events, choir tours, field trips in other classes, etc.) are not counted as class absences. In order for these to be excused the student must notify the instructor prior to the absence. Students are responsible for completion of missed class work due to an authorized absence within a reasonable (defined by instructor) length of time. Participation in extracurricular activities (intercollegiate athletics in particular) place additional demands and responsibilities on students and therefore requires that any additional absences may jeopardize the course grade.

When a pattern of excessive absence, tardiness, or other unsatisfactory performance occurs, the instructor will take one or more of the following actions:

* Request the student make special arrangements to improve his or her performance (e.g., meeting with a tutor);
* Enter the student in the Starfish System, a system in which the student's instructor, academic or freshman advisor, Academic Affairs office, Student Affairs office, and coach (if the student is an athlete);
* Place the student on attendance probation, whereby an additional unexcused absence would result in a grade of F for the course; and
* Contact the student's parent(s)/legal guardian about continuing problems if the student has given written permission for contacts.

**Cell Phone Policy**

No cell phones are to be visible or turned on in public school classrooms including all clinical field experiences, practicum, and student teaching. If the cell phone is to be used for legitimate instructional purpose such as students responding on a website, used as a timer, or used as assessment (clickers), it must be written as part of the lesson plan and approved by the cooperating teacher.

The Education Division will adhere to the Lindsey Wilson cell phone policy for college classrooms that states “Student cell phones will be off during class time unless prior arrangement is made with the instructor. All cell phones must be put away during the class period. “ Violation of LWC policy will be grounds for dismissal from class. Education instructors may impose additional cell phone policies and note these in their course syllabi. Any requests to keep the cell phone on but silent and not visible, such as family or medical emergencies, must be given prior approval by the classroom instructor.

**Audio and Video Recordings**

Any recording of class sessions, group information meetings offered by the Education Division, meetings with advisers or individual instructors, Stage interview sessions, or meetings with education faculty are not to be recorded either through audio or video. If there is a valid reason for recording, this request must be made prior to the meeting and have approval from all participating parties. Any meetings involving discussion of public school students or situations in the public schools may not be recorded because of FERPA and privacy issues.

**Privacy Policy and Social Media**

Students cannot disclose information or incidence that occur in the public schools, classrooms, or clinical situation either through personal interaction or social media with friends and family. This includes any private meetings with P-12 faculty or administration. Avoid posting any school information, student information or education division information on Social media including Facebook, Twitter, Instagram, and similar forms of social media.  This does not include general school announcements from authorized school officials to the general public.   The policy is supported by KY Code of Ethics and FERPA regulations for student / faculty privacy.

**Interactions with P-12 Students and Teachers**

Lindsey Wilson College education students are in the schools as guests of the school system. The school is a work place for teachers and administrators, as well a safe learning environment for students. It is not a forum for socialization with teachers and / or students. Education students will not be placed in schools where immediate family members are present in order to avoid conflict of interest. Education students who are placed in a school for field / clinical experiences, especially for student teaching, will have no social contact with P-12 students in the school they meet initially during the field experience. All interaction should relate to classroom work or extracurricular assignments. All interaction with students must take place on school grounds and be supervised by school personnel. In those field experience situations where teacher candidates have previous social contact with teachers and students, the candidate must use their best judgment in social interaction. During hours when completing the field experience, the candidate must maintain professional conduct in all interactions with P-12 students and teachers. During the student teaching semester, teacher candidates must avoid socialization, interaction through social media, and transporting by car all P-12 students in the school to which they are assigned.

Teacher education candidates must respect the work environment and maintain professional interaction with P-12 teachers. Teacher education candidates must avoid initiating inappropriate or excessive contact with faculty in the schools where they are assigned.

**Incomplete Field Observation Hours**

Students will not receive credit for field hours until all hours have been uploaded and entered in the KFETS database and approved by the LWC course instructor. Failure to upload all field hours in KFETS will result in an incomplete (I) grade for the course. The Coordinator of Field Placements must place students for additional hours.

**Assessments for Educ. 2123 The Teaching Profession**

1. Daily attendance – assignments, participation, professional attitude 100 pts

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| Criteria | 95-100 pts | 80-94 pts | 70-79 pts | 0-69 pts |
| Daily assignment, activities, participation | Skills/activities with exemplary completion and by due date | Skills/ activities completed well with one late assignment | Some skills/ activities completed with 1-2 late assignments | Very little skills/ activities completed with more than 1 late assignment |
| Attendance | 1 absence | 2 absences | 3 absences | 3+ absences |
| Tardiness | 1-2 tardies | 2-3 tardies | 3-4 tardies | 5+ tardies |
| Attitude | Excellent | Good | Fair | poor |

1. Test(s) 200 pts (100 each test) (KTS 1,3,5,6,7,9)

Tests will be scored according to an answer key with a total score up to 100 points.

1. Final Exam 100 pts (KTS 1,3,4,5,7,9)

Exam will be scored according to an answer key with a total score up to 100 points.

4. Teacher Interview 100 pts. (KTS 1,7)

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| --- | --- |
| **Interview Scoring Rubric** | |
| 50 pts | Effective – Coherent paper |
| 25 pts | Mechanics- grammar/punctuation/spelling |
| 10 pts | All listed questions asked |
| 5 pts | Tone/voice demonstrated in paper |
| 5 pts | Extended questions asked by interviewer |
| **100 total points available** |  |

Interview Questions

The following are questions you are to ask in your interview, but you are not solely limited to these questions.

1. How long have you been teaching?
2. What subjects/grades have you taught?
3. Why did you become a teacher?
4. Who influenced you to become a teacher?
5. How has the teaching profession changed during your tenure as a teacher?
6. What do you consider your strengths/ weaknesses?
7. Can you think of a particular student/ incident/ situation etc. that had an impact on you ? Why?
8. If you could change any aspect(s) of the teaching profession, what would you change and why?
9. What do you consider effective characteristics of an effective teacher?

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| **Written Communication VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

5. Research Presentation 100 pts. (KTS 1,6,7,9)

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|  | Presenter(s) | Pts Possible |
| **Presentation** | | |
| Must be 10-15 minutes in length with even split between presenter(s) |  | 5 |
| Must have appropriate eye contact to entire class |  | 5 |
| Must not just read from presentation but present useful information |  | 10 |
| Must use appropriate tone and language |  | 5 |
| All members of group must participate |  | 10 |
| **Technology** | | |
| DVD’s of Power Points or manipulative or charts or Power Points |  | 15 |
| Must contain correct information about chosen topic |  | 15 |
| Technology must work |  | 5 |
| Includes credits (minimum of 2) |  | 5 |
| Question / Answer |  |  |
| Must allow time for questions |  | 5 |
| Must be knowledgeable of content |  | 15 |
| Must answer questions fully |  | 5 |
| **Total** | | 100 points |

The Teaching Profession

Guidelines for Research Presentations

1. Research presentation may be done individually or in a group of two or more people.
2. Individual presentations should be 10 minutes. Group presentations should be 15-20 minutes.
3. All presentations must include a Power Point presentation. Students are encouraged also to use handouts, activities and other manipulatives.
4. All presentations must be made at the assigned time. If there is an emergency, then an alternate time for the presentation must be made with the instructor.

Possible Research Topics for The Teaching Profession

1. At risk students
2. Closing the educational gap
3. Bullying
4. Classroom organization and management
5. Parental involvement
6. Child-centered or Teacher-centered classrooms
7. Safe schools
8. Learning styles
9. High stakes testing
10. KERA
11. Inclusion or self-contained classrooms
12. Sexual harassment in schools
13. Title IX
14. “No Child Left Behind”
15. No pass/ no play policies
16. Single gender education
17. Childhood and adolescent obesity
18. Physical education requirements for schools
19. Impact of sports on teen pregnancy, graduation rates, and other measures of student success.
20. Charter schools
21. Public versus private schools
22. Common Core
23. Philosophy of Education 150 pt. (KTS1,3,5,7).

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| **Written Communication VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

**Definition**

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Context of and Purpose for Writing**  *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).* | Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. | Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). | Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). | Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). |
| **Content Development** | Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. | Uses appropriate and relevant content to develop and explore ideas through most of the work. | Uses appropriate and relevant content to develop simple ideas in some parts of the work. |
| **Genre and Disciplinary Conventions**  *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).* | Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including  organization, content, presentation, formatting, and stylistic choices | Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices | Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation | Attempts to use a consistent system for basic organization and presentation. |
| **Sources and Evidence** | Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing | Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing. | Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. | Demonstrates an attempt to use sources to support ideas in the writing. |
| **Control of Syntax and Mechanics** | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |

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| **Critical Thinking VALUE Rubric**  *for more information, please contact value@aacu.org* |  |

**Definition**

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

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| --- | --- | --- | --- | --- |
|  | **Capstone**  4 | **Milestones**  3 2 | | **Benchmark**  1 |
| **Explanation of issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| **Evidence**  *Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis.  Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.  Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.  Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation.  Viewpoints of experts are taken as fact, without question. |
| **Influence of context and assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| **Student's position (perspective, thesis/hypothesis)** | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.  Limits of position (perspective, thesis/hypothesis) are acknowledged.  Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.  Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious. |
| **Conclusions and related outcomes (implications and consequences)** | Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **150-100 pts** | **99-84 pts** | **83-60 pts** | **59-0 pts** |
| Length | 3 pages | 2.5 – 2 pages | 1.5 – 1 page | Less than 1 page |
| Abstract | Abstract is included and is exemplary | Abstract is included and is good | Abstract is fair | No abstract given |
| Resource | Resource page is included with 3 sources cited | Resource page is included with 2 sources cited | Resource page is included with only one source cited | No resource page included |
| Spelling/ Grammar Mechanics | Little or no spelling/grammar/ mechanical errors. Written in APA style | 3-4 spelling/grammar/ mechanical errors. Written in APA style | 5-7 spelling/grammar/ mechanical errors. May or may not be written in APA style | More than 7 spelling/grammar/ mechanical errors. May or may not be written in APA style |

Philosophy of Education Paper – What to include!

1. What do you believe a teacher and school should be, should do, and how do learners’ learn?
2. What philosophical base do you ascribe? (Where do you get your beliefs)
3. Name two educational theorists you can base your beliefs upon and what do they say?
4. At least 3 pages and a bibliography page
5. At least three sources
6. APA style ([www.apastyle.org](http://www.apastyle.org))
7. 10 Field hours 100 pts (25 pts for each due date) (KTS 6,7)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | 90-100 pts | 80-89 | 70-79 | 0-69 |
| Field hours on LWC field observation form | 10 field hours documented on LWC observation log sheet and all signatures given | 10 field hours documented on LWC observation log sheet but missing 1-2 signatures | Less than 10 hours documented on LWC observation log sheet and all signatures given. | Less than 10 hours documented on LWC observation log sheet and at least 1 signature missing |
| 10 reflections with one or more pages in length | Required reflections written of 1 or pages in length with only 1-2 grammatical/spelling errors | Required reflections written of 3-4 to a page in length with some grammatical/ spelling errors | Required reflections written of ½ to ¾ of a page with numerous grammatical/ spelling errors | Required reflections written of less than ½ page with excessive grammatical/ spelling errors |

8. KFETS 100 pts. (KTS 6,7)

Posting of observations are due in KFETS on the same due dates as the observation logs.

For each hour posted, the student will receive 10 points on that due date.

**Competencies/Standards:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **Kentucky Teacher Standards** | **INTASC** | **CAEP** | **ISTE**  **National Educational Technology Standards** | **Assessment Tasks** | **CAEP Diversity Theme** | **CAEP Technology Theme** |
| 1. Demonstrate a knowledge and understanding of the history of education in America. | 1 | 9 | 1 | NETS-S 1, 3, 4  NETS-T 1, 3, | Research Project,  Tests | No | No |
| 2. Demonstrate knowledge of current educational issues and trends involved in choosing a career in education. | 1, 7, 9 | 1,3,4,6,9,10 | 1 | NETS-S 1, 3, 4  NETS-T 1, , 3 | Tests  Research Project | No | No |
| 3. Identify and define what it means to become an effective teacher. | 1, 3, 5, 7 | 2,3,5,9,10 | 1 | NETS-S 1, 3, 4  NETS-T 1, , 3 | Assignments  Research Project  Tests | No | No |
| 4. Explore multiculturalism in American schools and examine ways the education system relates to **diversity** in closing the achievement gap. | 1, 5, 7, 9 | 2,3,4,6,9,10 | 1 | NETS-S 1, 3, 4  NETS-T 1, , 3 | Quizzes  Assignments  Research Project | Yes | No |
| 5. Develop familiarity with philosophical terminology including traditional and education philosophical theories and theorists. | 1, 7 | 1,9 | 1 | NETS-S 1, 3, 4  NETS-T 1, , 3 | Tests  Assignments Research Projects | No | No |
| 6. Practice practical and ethical use of technology in the classroom. | 6 | 1,2 | 1 | NETS-S 1, 2, 3, 4  NETS-T 1, 2, 5 | Research Project | Yes | Yes |

**Additional Competencies and Standards:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Course Objectives** | **Conceptual Framework**  **Key Concepts/**  **Program Student Learning Outcomes** | **21st Century Skills** | **Lindsey Wilson College Essential Learning Outcomes** | **EPSB Themes** |
| 1. Demonstrate a knowledge and understanding of the history of education in America. | Knowledge  Pedagogy | 3 | 1, 2, 3, 5 | Diversity |
| 2. Demonstrate knowledge of current educational issues and trends involved in choosing a career in education. | Knowledge  Pedagogy  Reflective Best Practice | 3, 4 | Literacy/  Reading  Closing the Gap  Assessment |
| 4. Identify and define what it means to become an effective teacher. | Knowledge  Pedagogy  Best Practice | 2, 3, 4 | Assessment  Closing the Gap  Literacy/  Reading  Diversity |
| 5. Explore multiculturalism in American schools and examine ways the education system relates to diversity in closing the achievement gap. | Knowledge  Reflective Best Practice | 2, 3, 4 | Closing the Gap |
| 6. Develop familiarity with philosophical terminology including traditional and education philosophical theories and theorists. | Pedagogy  Knowledge | 2, 4 | Diversity  Reading  Closing the Gap |
| 7. Practice practical and ethical use of technology in the classroom. | Knowledge  Pedagogy  Leadership  Reflective Best Practice | 1, 2, 3, 4 | Assessment  Literacy/  Reading  Diversity |

**Kentucky Teacher Standards:**

1. The teacher demonstrates applied content knowledge.
2. The teacher designs and plans instruction.
3. The teacher creates and maintains learning climate.
4. The teacher implements and manages instruction.
5. The teacher assesses and communicates learning results.
6. The teacher demonstrates the implementation of technology.
7. Reflects on and evaluates teaching and learning.
8. Collaborates with colleagues/parents/others.
9. Evaluates teaching and implements professional development.
10. Provides leadership within school/community/profession.

**ISTE National Educational Technology Standards:**

***For Students:***

1. Creativity and Innovation
2. Communication and Collaboration
3. Research and Information Fluency
4. Critical Thinking, Problem Solving, and Decision Making
5. Digital Citizenship
6. Technology Operations and Concepts

***For Teachers:***

1. Facilitate and Inspire Student Learning and Creativity
2. Design and Develop Digital-Age Learning Experiences and Assessments
3. Model Digital-Age Work and Learning
4. Promote and Model Digital Citizenship and Responsibility
5. Engage in Professional Growth and Leadership

**Conceptual Framework Key Concepts/Student Learning Outcomes**

1. Knowledge

2. Pedagogy

3. Leadership

4. Reflective Best Practice

**21st Century Skills**

1. Core Subjects

2. Learning and Innovation Skills

3. Information, Media, and Technology Skills

4. Life and Career Skills

**Lindsey Wilson College Essential Learning Outcomes:**

1. Communicate effectively.

2.  Develop fundamental skills of inquiry and analysis.

3.  Become engaged, culturally aware citizens of the nation and the world.

4.  Learn to apply and integrate knowledge.

5.  Gain depth of knowledge in a discipline.

**EPSB Themes:**

* Diversity (with specific attention to exceptional children including the gifted and talented, cultural and ethnic diversity)
* Assessment (developing skills to assess student learning)
* Literacy/Reading/Closing the Achievement Gap (identify what courses emphasize strategies for closing the gap)

**2013 CAEP Standards**

*excellence in educator preparation*

Standard 1. Content and Pedagogical Knowledge

The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college- and career-readiness standards

Standard 2. Clinical Partnerships and Practice

The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills, and professional dispositions necessary to demonstrate positive impact on all P-12 students’

learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program’s meeting of Standard 4

Standard 4. Program Impact

The provider demonstrates the impact of its completers on P-12 student learning and development, classroom instruction, and

schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

Standard 5. Provider Quality Assurance and Continuous Improvement

The provider maintains a quality assurance system comprised of valid data from multiple measures, including evidence of

candidates’ and completers’ positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained and evidence-based, and that evaluates the effectiveness of its completers. The provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers’ impact on P-12 student learning and development.

**InTASC Standards**

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that

patterns of learning and development vary individually within and across the cognitive,

linguistic, social, emotional, and physical areas, and designs and implements

developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse

cultures and communities to ensure inclusive learning environments

that enable each learner to meet high standards.

Performances

Standard #3: Learning Environments

The teacher works with others to create environments that support

individual and collaborative learning, and that encourage positive social

interaction, active engagement in learning, and self motivation.

Performances

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the

discipline(s) he or she teaches and creates learning experiences that make these aspects

of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing

perspectives to engage learners in critical thinking, creativity, and

collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to

engage learners in their own growth, to monitor learner progress, and

to guide the teach

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning

goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and

pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to

encourage learners to develop deep understanding of content areas and their

connections, and to build skills to apply knowledge in meaningful ways

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to

continually evaluate his/her practice, particularly the effects of his/her

choices and actions on others (learners, families, other professionals, and

the community), and adapts practice to meet the needs of each learner.

Performances

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for

student learning, to collaborate with learners, families, colleagues, other school professionals,

and community members to ensure learner growth, and to advance the profession.

**LINDSEY WILSON COLLEAGE**

**STATEMENTS FOR INCLUSION IN THE SYLLABUS**

**2018-2019**

**Academic Integrity**

Academic integrity is essential to the existence of an academic community. Every student is responsible for fostering a culture of academic honesty, and for maintaining the integrity and academic reputation of Lindsey Wilson College. Maintaining a culture that supports learning and growth requires that each student make a commitment to the fundamental academic values: honesty, integrity, responsibility, trust, respect for self and others, fairness and justice.

To foster commitment to academic integrity, faculty are asked to require each student to place and sign the following Honor Code on tests, exams and other assignments as appropriate.: **On my honor as a student, I have neither given nor received any unauthorized aid on this assignment/exam.**

Violations of the academic integrity policy include cheating, plagiarism or lying about academic matters. Plagiarism is defined as any use of another writer’s words, concepts, or sequence of ideas without acknowledging that writer by the use of proper documentation. Not only the direct quotation of another writer’s words, but also any paraphrase or summary of another writer’s concepts or ideas without documentation is plagiarizing that writer’s materials. Academic dishonesty is a profoundly serious offense because it involved an act of fraud that jeopardizes genuine efforts by faculty and students to teach and learn together. It is not tolerated at Lindsey Wilson College.

Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examinations may expect an “F” for the activity in question or an “F” for the course, at the discretion of the instructor. All incidents of cheating or plagiarism are reported by the instructor to the Academic Affairs Office along with copies of all relevant materials. Each instance of cheating or plagiarism is counted separately. A student who cheats or plagiarizes in two assignments or tests during the same semester will be deemed guilty of two offenses. If the evidence is unclear, or if a second offense occurs, the VP for Academic Affairs or Associate Dean will work in cooperation with the Dean of Students to move the student before the campus Judicial Board for review. Violations will ordinarily result in disciplinary suspension or expulsion from the College, depending on the severity of the violation involved. **Note:** The College has purchased Turnitin.com, a web product used to detect plagiarized documents.

**Questioning a Grade -- The Student Academic Complaint Policy**

A student, who wishes to question **an assignment grade, or other academic issue**, should follow the procedure below:

1. Whenever possible, the student will first go to the faculty member who has assigned the disputed grade. Complaints regarding grades should be made within seven (7) days of receipt of the disputed grade and, if possible, will be decided by the faculty member within seven (7) days of receipt. If the disputed grade is the final grade for the course, “receipt” is defined by when the final grade is posted online by the registrar. (Please refer to the next section for appealing a final grade.)

2. Unless there are extenuating circumstances, the student may, within seven (7) days request in writing a review of such decision by the Chair of the division in which the grade was assigned. Upon receipt of such request, that Chair will direct the faculty member and the student to each submit, within seven (7) days, if possible, a written account of the incident, providing specific information as to the nature of the dispute.

3. Upon receipt of these written accounts, the Chair will meet, if possible, within seven (7) days with the faculty member and the student in an effort to resolve the dispute and will render his or her decision in writing.

4. If either the student or the faculty member desires to appeal the decision of the Division Chair, the student or faculty member may, within seven (7) days by written request to the chair, ask that the matter be reviewed by a Grade Appeals Panel convened by the Academic Affairs Office.

5. If the disputed grade is assigned at the end of a fall or spring semester and the student and faculty member cannot meet to resolve the issue, the student should contact the faculty member by e-mail within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by e-mail within the time limit, steps 2, 3 and 4 of the appeal may extend into the beginning of the semester immediately following receipt of the disputed grade by following the timeline above.

A student who wishes to question a **final grade** should follow the procedure below:

1. Confer with the faculty member who assigned the disputed grade.

2. If the disputed grade cannot be resolved, a written request for a grade appeal must be submitted to the Academic Affairs Office before the first day of the semester following the one in which the grade was issued. The written request must include the specific bases for the appeal.

3. The Academic Affairs Office will convene a Grade Appeals Panel, comprised of the Vice President for Academic Affairs, the Associate Academic Dean, and the chair of the academic unit which houses the course for which the grade is appealed. If one of the members is the faculty member who issued the grade, an alternate will be appointed. The student and the faculty member may appear separately before the panel to explain their positions. The hearing is non-adversarial. Neither the faculty member nor the student may be accompanied by other individuals to the meeting of the Grade Appeals Panel. The Grade Appeals Panel will notify the student of its decision, if possible, within seven (7) days of the meeting.

**Statement on Learning/Physical Disabilities**

Lindsey Wilson College accepts students with learning disabilities and provides reasonable accommodation to help them be successful. Depending on the nature of the disability, some students may need to take a lighter course load and may need more than four years to graduate. Students needing accommodation should apply as early as possible, usually before May 15. Immediately after acceptance, students need to identify and document the nature of their disabilities. It is the responsibility of the student to provide to the College appropriate materials documenting the learning disability, usually a recent high school Individualized Education Program (IEP) and results from testing done by a psychologist, psychiatrist, or qualified, licensed person. The College does not provide assessment services for students who may be learning disabled. Although LWC provides limited personal counseling for all students, the College does not have structured programs available for students with emotional or behavioral disabilities. For more information, call Ben Martin at 270-384-7479.

**Academic Success Center**

The Academic Success Center, located in the Everett Building, offers peer tutoring to aid students in completing class assignments, preparing for exams and improving their understanding of content covered in a particular course. In addition, computers are available for student use.

Students are encouraged to utilize this Center as a resource for improving study strategies and reading techniques. The Center also offers assistance with other academic problems resulting from documented learning disabilities. All services are free of charge to all Lindsey Wilson College students (students with learning disabilities are responsible for providing documentation from an appropriate outside professional source such as a professional evaluation or school IEP). Please contact Maretta Garner, Tutor Coordinator at 384-8037 for further information and assistance.

**Writing Center and Mathematics Center**

The Writing Center (located in the Slider Humanities & Fine Arts Building), and the Mathematics Center (located in the Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, Writing Center Coordinator, at 384-8209 or Linda Kessler, Math Tutor Coordinator, at 384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Spring 2017 semester on **May 8-12.**  The academic calendar, which contains the schedule for finals, is in the College Catalog and course schedule listing. Please make any necessary flight arrangements **after** the final exam week. **Students will not be permitted to take early finals** unless extenuating circumstances exist. “Extenuating circumstance” means illness, a verified family emergency or participation in officially sponsored travel in support of an event arranged by the College. **Travel arrangements must be made in sufficient time** that tickets may be obtained after final exams and the semester is officially over. All requests for early finals must be made in person to the Academic Affairs Office.

**Cell Phone Policy**

Student cell phones will be off during class time unless prior arrangement is made with the instructor.

Bring treats to share with peers on August 30th.

**Adding/Dropping a Course**

Students enrolled in the following courses cannot drop these classes during the semester: READ 0713, 0723, 0733, 0903, 1013 and 1023; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the Columbia campus, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the advisor and the instructor for each course involved as indicated on the Add/Drop Form. The change must be reported to the Business Office and the Registrar's Office on an Add/Drop Form, which may be obtained from the Registrar's Office. For AIM courses, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Director of the Evening Program. For courses taught at Community sites, adding a course, dropping a course, or changing from one section of a course to another section of the same course requires the approval of the Site Coordinator for the campus. Permission to add courses will not be given after the last date for late registration. Authorization for dropping a course will not be approved after more than 75% of the instructional days for a course are completed, as outlined below:

|  |  |  |
| --- | --- | --- |
| **Course** | **Deadline** | **Submitted by the Student to** |
| Columbia undergraduate and graduate full semester courses | Not later than 30 days before the end of the semester | Registrar |
| AIM courses | By the sixth week of class | Director of the AIM Program or the Registrar |
| Courses at Community Campuses | By the third weekend of class | Site Coordinator or the Registrar |

**Bibliography:**

Culyer, R.C. and Ebert, E.S. (2008). *School: An Introduction to Education.* Belmong, CA. Thomson Wadsworth.

Huerta, G.C. (2009). *Educational Foundations: Diverse Histories, Diverse Perspectives.* Boston, MA. Houghton Mifflin.

Jordan, K.F., Metha,A. and Webb, L.D. (2007). Foundations of American Education (5th Ed.). Upper Saddle River, N.J.: Pearson.

*Koch, J. (2009) So You Want to Be a Teacher? Boston, MA: Houghton, MA.*

*McNergney,J.M., McNergney, R.F. (2009) Education: The Practice and Profession of Teaching. Upper Saddle River, N.J.:*

I have read the entire syllabus for The Teaching Profession class. I understand and agree to the grading and assignments required for the course.

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