

**EDUC 2713**

**Intro to Ed Technology**

Fall, 2018

Tuesday & Thursday, 8:00 & 9:30

Goodhue 107 (Computer Lab)

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Office Hours: **M-W: 9:00-11:30, M-W 12:30-2:30**

 **T-TR: 1:30-2:00**

 **\*Also by appointment**

**Course Description**

Introduces the student to the theory and practice of instructional technology from historical and pragmatic perspectives. Studies the context and rationale for technology infusion in education, the definition of instructional technology, and its development in practice, the history of the field and current trends and issues. Students develop competencies in educational technology appraisal, technologically mediated communication and research, and the selection, development and application of multimedia to instruction.

**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 and equips candidates in areas of Knowledge, Pedagogy, Leadership, and Reflective Practice. In this course teacher candidates will gain knowledge of and expertise to become leaders by learning how to prepare electronic instructional materials for use in classrooms to meet the needs of all learners as well as learning how to share information, media and technology skills with other teachers and grow as reflective practitioners. 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 21st Century skills needed by all learners. In addition, teacher candidates will learn to incorporate the Characteristics of Highly Effective Teaching and Learning as outlined by the Kentucky Department of Education and the requirements for Unbridled Learning.

**Course Objectives**

The goal of this course is to prepare students to be able to integrate technology into the classroom for successful student learning and teacher productivity,

At the completion of this course students will meet the following objectives:

 1. Use a computer system and other technology for classroom instruction. (KTS 2,4,5,6,8)

 2. Students will use computer tools to create & design effective classroom documents, teaching aids

 and forms. (KTS 2,4,6)

 3. Practice practical and ethical use of technology in the classroom. (KTS 2,6)

 4. Find and evaluate electronic information for bias and usefulness in the classroom. (KTS 6)

 5. Use electronic tools such as tablets to provide diverse learning opportunities for all students.

 (KTS 6)

 6. Use technology effectively for assessment of student learning and feedback to students. (KTS 6)

**Diversity**

Topics covered in this course will include alternative software and electronic resources for students with exceptionalities, disabilities, language deficiencies, as well as identification and understand of the differences between electronic resources that are games, learning, and skills practice programs.

**Plans instructional strategies and activities that address learning objectives for all students**

1.4 Regularly guides students to understand content from appropriate diverse, multicultural, or global perspectives.

2.5 Plans instructional strategies and activities that facilitate multiple levels of learning

 3.3 Values and supports student diversity and addresses individual needs

 4.2 Implements instruction based on diverse student needs and assessment data

 8.1 Identifies students whose learning could be enhanced by collaboration

 8.2 Designs a plan to enhance student learning that includes all parties in the collaborative effort

**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 the 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, access the Internet and online databases, and use digital texts and modes for projects and presentations.

**Course Policies**

**Attendance, participation and professional attitude.**

Candidates will attend and participate in class and demonstrate a professional attitude. Professor will **complete a disposition** on all teacher candidates to include in Stage 1 entry portfolio. ***This means that your attendance, attitude and effort (including following cell phone policies in class) will be rated by the professor.*** 10 points off of your grade for each **unexcused** absence, 10 points off for each **excused** absence after 2. 10 points off every time the professor sees your cell phone out/in lap, headphones being used, etc.

**Deadlines**

Late assignments or projects will not be accepted. If you cannot meet a deadline, you should contact the instructor and ask for a deadline extension BEFORE the deadline arrives. Although extensions may be granted, they are not automatic. If you miss a deadline without receiving an extension, you may not make up the missed work. The instructor reserves the right to change any or all of these requirements.

**Emergency Exceptions**

The only exception to the rule regarding missed deadlines is if you have had an emergency just before class or during class. If you choose to ask for an emergency exception, you will be required to provide written proof of the emergency. Only the instructor can decide whether a situation qualifies as an “emergency.” If your case qualifies as an emergency and you have written evidence, you will be allowed to make up the missed assignment or in-class work without penalty. Note: An appointment with a doctor, dentist or other health professional will not qualify as an emergency.

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

##  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.

**Grading Policy:**

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

**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+ 699-670

D 669-640

D- 639-600

F 599 and below

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| --- | --- | --- |
| Remind Sign Up |  | 20 pts |
| Comprehension Checks (2) |   | 100 pts (50 pts each) |
| Final Exam |   | 200 pts |
| Projects:  |   |   |
|  | Introduction Presentation |  50 pts |
|  | Web Literacy Essay & evaluation rubric  | 75 pts |
|  | Game Project  | 50 pts |
|  | Newsletter Project | 20 pts |
|  | Diversity/accessibility reflection | 20 pts |
|  | Technology resource file  | 20 pts |
|   | Glog Research Presentations | 75 pts |
|  | Social Media Instructional Video | 20 pts |
|  | Google Docs/ Google Classroom Projects  | 250 pts |  |
|   | Attendance, Participation, Professional Attitude | 100 pts |
| **Total**  |  | **1000 pts** |

**Course Assessment Tasks:**

1. All about me Adobe Spark, Movie Maker, Tech Smith Relay & PPT, or Microsoft Sway. A beginning mulit-media presentation in which the students introduce themselves to the class.

 Students will include transitions, effects, photos, sounds to complete the presentation. Complete instructions and rubric will be given at the time of assignment. (KTS. 6.1, 6.2 ) WC Rubric OC Rubric

1. Game Project: Students will complete an electronic game in their content area (For example: Jeopardy, Concentration, Kahoot, Quizlet, Plickers, etc.) No two students will turn in the same game with exactly the same content. Complete instructions and rubric will be given at the time of assignment. (KTS 6.3) WC Rubric
2. Students will write an Essay about Web Literacy for educators. Complete instructions and rubric will be given at the time of assignment. (KTS 6.4) WC Rubric
3. Publisher/Word Newsletter : Students will use publisher or Microsoft word to create a classroom newsletter. It is important in today’s schools for teachers and parents to be in contact. Newsletters for the classroom are great ways to accomplish this. Creating columns text boxes, inserting pictures are important parts of this project. Complete instructions and rubric will be given at the time of assignment. (KTS 6.4) WC Rubric
4. Webpage Evaluation : The class will create a criteria to help evaluate the effectiveness and usefulness of resources found on the internet. The student will find and evaluate five websites using the criteria. They will share this information with the class. Complete instructions and rubric will be given at the time of assignment. (KTS 6.5)
5. Research Presentation Glogs : Student pairs will research a tech topic and create a Glog to present to the class. Complete instructions and rubric will be given at the time of assignment. (KTS 6.4 ) WC Rubric
6. Social media instructional video: 3-5 minute video to share tech tips/sites/games with teachers. Use powerful presentation guide to create informative, engaging and inviting video.
7. Homework Assignments and Tests: Assignments and quizzes may include instruction on clickers, blogs, class discussions, Ipads, social media, websites , technology’s impact on society, ethical use of technology, KY teacher performance standards, CAEP/ISTE technology standards PD360 and others. Complete instructions and rubric will be given at the time of assignment. (KTS 6.4) WC Rubric
8. G Suite and Google Certification: New teachers are being required to become Educator Level 1 Google Certified. Therefore, students will complete the 9 units for certification. The final exam for this course will be the Educator Level 1 Exam.
9. Attendance is important. We will do hands-on projects and research each class meeting. Absence will count 10 points per class period. If you miss more than 3 classes, you will be asked to drop the class.
10. This class is also a pre-requisite for entrance in the education division. Your attendance, effort, proclivity to follow policies/procedures (cell phone, etc.), and work ethic will be monitored.

**Tentative Course Schedule (subject to change)**

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| *Week* | *Topic* | ***Assignment*** |
| 1. **August 21-24**
 | Introduction/Syllabus Introduction projects: Adobe Spark, Microsoft Sway, or Tech Smith Relay & PPT with audio and graphics (video designing powerful presentations) | * **Remind Homework**
 |
| 1. **August 27-31**
 | PresentationsStandards: breakdown and critical reflection (KTPS, KAS, CAEP, & ISTE) | * **Introduction Presentations**
* **August 27th last day to register or add class**
 |
| 1. **Sept. 3-7**
 | Web Literacy (teaching safe web practices to students) |  |
| 1. **September 10-14**
 | Critical Examination of online resourcesEvaluation rubricEssay | * **Web literacy safety and security essay and complete webpage evaluation rubric due**
 |
| 1. **September 17-21**
 |  Digital technology and tools for identifying research-based best practices to improve learner engagement, achievement and outcomesKY GoDigital   | * **Upload Game to BlackBoard**
 |
| 1. **September 24-28**
 | Review: Create newsletter study guide **Test 1:standards, web literacy, online resources** | * **Newsletter/Study Guide due upload to Blackboard**
* **Test 1 Sept. 27th**
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| 1. **October 1-5**
 |  Identify digital content and tech tools for P-12 studentsDiversity & accessibility  | * **Technology resource file**
* **diversity/accessibility reflection due**
 |
| 1. **October 8-12**
 | Research presentations Glog (groups of 2-collaboration)Use skills learned in week 2 presentations | * **Glog Presentation uploaded to Blackboard**
 |
| 1. **October 15-19**
 | **Fall Break** | **Enjoy!** |
| 1. **October 22-26**
 | Social Networking as a resource and as a tool for communication | * **Create video for social media sites to teach students a skill**
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| 1. **October 29- Nov 2**
 | Portfolios (upload picture and philosophy)Google Classroom  | * **Upload all projects and assignments to Google Classroom**
 |
| 1. **November 5-9**
 | **Test 2: Performance-based assessment**G Suite/Google CertificationCh 1 & 2 | * **Test 2 November 9th**
* **Complete Ch 1 & 2 work**
 |
| 1. **November 12-16**
 | G Suite/Google Certification Ch 3 & 4 | * **Last day to drop/withdraw from class November 12th.**
 |
| 1. **November 19-23**
 | G Suite/Google CertificationCh 5 & 6 | * **Complete Ch 5 & 6 work**
 |
| 1. **November 26-30**
 | G Suite/Google CertificationCh 7 & 8 | * **Complete Ch 7 & 8 work**
 |
| **16-December 3-7** | G Suite/Google Certification Ch 9 Review for Level 1 Certification Exam  | * **Complete Ch 9 work**
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| 1. **December 10-14**
 | Final Exam: Google Certification Level 1 exam  | **Have a wonderful break!** |

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| **Oral and Written communication Rubrics will be used to evaluate assignments that include those components.****Oral Communication VALUE Rubric***for more information, please contact value@aacu.org* |  |

 The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.  The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

 *The type of oral communication most likely to be included in a collection of student work is an oral presentation and therefore is the focus for the application of this rubric.*

**Definition**

 Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

**Framing Language**

 Oral communication takes many forms. This rubric is specifically designed to evaluate oral presentations of a single speaker at a time and is best applied to live or video-recorded presentations. For panel presentations or group presentations, it is recommended that each speaker be evaluated separately. This rubric best applies to presentations of sufficient length such that a central message is conveyed, supported by one or more forms of supporting materials and includes a purposeful organization. An oral answer to a single question not designed to be structured into a presentation does not readily apply to this rubric.

**Glossary**

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

* Central message: The main point/thesis/"bottom line"/"take-away" of a presentation. A clear central message is easy to identify; a compelling central message is also vivid and memorable.
* Delivery techniques: Posture, gestures, eye contact, and use of the voice. Delivery techniques enhance the effectiveness of the presentation when the speaker stands and moves with authority, looks more often at the audience than at his/her speaking materials/notes, uses the voice expressively, and uses few vocal fillers ("um," "uh," "like," "you know," etc.).
* Language: Vocabulary, terminology, and sentence structure. Language that supports the effectiveness of a presentation is appropriate to the topic and audience, grammatical, clear, and free from bias. Language that enhances the effectiveness of a presentation is also vivid, imaginative, and expressive.
* Organization: The grouping and sequencing of ideas and supporting material in a presentation. An organizational pattern that supports the effectiveness of a presentation typically includes an introduction, one or more identifiable sections in the body of the speech, and a conclusion. An organizational pattern that enhances the effectiveness of the presentation reflects a purposeful choice among possible alternatives, such as a chronological pattern, a problem-solution pattern, an analysis-of-parts pattern, etc., that makes the content of the presentation easier to follow and more likely to accomplish its purpose.
* Supporting material: Explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities, and other kinds of information or analysis that supports the principal ideas of the presentation. Supporting material is generally credible when it is relevant and derived from reliable and appropriate sources. Supporting material is highly credible when it is also vivid and varied across the types listed above (e.g., a mix of examples, statistics, and references to authorities). Supporting material may also serve the purpose of establishing the speakers credibility. For example, in presenting a creative work such as a dramatic reading of Shakespeare, supporting evidence may not advance the ideas of Shakespeare, but rather serve to establish the speaker as a credible Shakespearean actor.

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

**Definition**

 Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

*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 |
| **Organization** | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| **Language** | Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| **Delivery** | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| **Supporting Material** | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| **Central Message** | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)  | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

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

 The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses.  The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

**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.

**Framing Language**

 This writing rubric is designed for use in a wide variety of educational institutions. The most clear finding to emerge from decades of research on writing assessment is that the best writing assessments are locally determined and sensitive to local context and mission. Users of this rubric should, in the end, consider making adaptations and additions that clearly link the language of the rubric to individual campus contexts.

 This rubric focuses assessment on how specific written work samples or collectios of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

 Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate

 The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

 Faculty interested in the research on writing assessment that has guided our work here can consult the National Council of Teachers of English/Council of Writing Program Administrators' White Paper on Writing Assessment (2008; www.wpacouncil.org/whitepaper) and the Conference on College Composition and Communication's Writing Assessment: A Position Statement (2008; www.ncte.org/cccc/resources/positions/123784.htm)

**Glossary**

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

* Content Development: The ways in which the text explores and represents its topic in relation to its audience and purpose.
* Context of and purpose for writing: The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.
* Disciplinary conventions: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.
* Evidence: Source material that is used to extend, in purposeful ways, writers' ideas in a text.
* Genre conventions: Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.
* Sources: Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

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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. |

**Alignment of Course Objectives to Competency Standards**

In this and all education courses, the course objectives are aligned with learning outcomes from the Education Division, Lindsey Wilson College, and standards from Kentucky Department of Education and agencies that set guidelines and standards for teacher preparation. These outcomes are addressed in course assessment tasks to demonstrate that each student in the course meets the identified standards and outcomes.

These standards are:

|  |  |
| --- | --- |
| **Lindsey Wilson College Essential Learning Outcomes**1. Communicate Effectively
2. Effective Skills of Inquiry and Analysis
3. Engaged, culturally aware citizen of the nation and the world
4. Apply and Integrate Knowledge
 | **Division of Education Candidate Learning Outcomes**1. Knowledge
2. Pedagogy
3. Leadership
4. Reflective Best Practice
 |
| **21st Century Skills**1. Core Subjects and 21st Century Themes
2. Learning and Innovation Skills
3. Information, Media and Technology Skills
4. Life and Career Skills
 | **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. |
| **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)
 |
| **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
 |

The table below overviews the alignment of course objectives to standards and assessment tasks:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objectives** | **Kentucky Teacher Standards** | **ISTE****National Educational Technology Standards** | **Conceptual Framework****Key Concepts / Program Student Learning Outcomes** | **21st****Century****Skills** | **Lindsey Wilson College** **Essential Learning Outcomes** | **EPSB Themes** | **Assessment Tasks** |
| 1. Students will be able to use computer tools to create effective classroom documents, teaching aids, and forms. | 2, 4,5,6,8 | NETS-T 1,3,4,NETS – T 1,2,3,4,5 | KnowledgePedagogy | 1,2,3,4 | 1,2,3,4No Value Rubrics are used for ESLOs | Assessment | All Projects and assignments |
| 2. Students will be able to design classroom activities that address diverse student needs that are creative, that incorporate KY core Academic Standards, and that involve student use of technology. | 2,4,6 | NETS- S 1,2,3,4,6NETS-T1,2,3 | KnowledgePedagogy | 1.2.3.4 | 1,2,3,4No Value Rubrics are used for ESLOs | Diversity Literacy/closing the gap | WebquestGameStorify |
| 3. Students will find and evaluate electronic information for bias and usefulness for all learners. | 2,6 | NETS-S1,4,5,6NETS-T1,2 | KnowledgePedagogy | 2,3 | 1,2,3,4No Value Rubrics are used for ESLOs | Literacy/readingClosing the gap | Assignments |
| 4. Students will be able to use a computer system and other technology for the classroom. | 6 | NETS-S1,5NETS- T1 | KnowledgePedagogy | 2,3 | 1,2,3,4No Value Rubrics are used for ESLOs | AssessmentClosing the gap | Assignments and projects |
| 5. Students will able to practice practical and ethical use of technology in the classroom | 6 | NETS- S2NETS- T | Knowledge PedagogyLeadershipReflective best practice | 3 | 1,2,3,4No Value Rubrics are used for ESLOs | Assessment | All Projects & Assignments. |

**Crosswalk Template for Syllabi 9/21/2018**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **KAS** | **ISTE****National Educational Technology Standards** | **21st****Century****Skills** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
| 1. Use a computer system and other technology for classroom instruction. | 2, 4, 5,6,8  |  2,3,4,5,7,8 | 1.5  | 1.111.16 | NETS-S 1,3,4,NETS – T 1,2,3,4,5  | 1,2,3,4  | Assignments and projects | No | Yes |
| 2. Students will use computer tools to create & design effective classroom documents, teaching aids and forms and use technology effectively for assessment of student learning and feedback to students  |  2,4,5,6,8 | 3, 5,7, 8, 10 |  1.52.5 | 2.173.35.15.25.35.45.55.66.16.3 | NETS- S 1,2,3,4,6NETS-T1,2,3  | 1.2.3.4  | WebquestGamesNewsletterWebsitePowerpointBlog | Yes | No |
| 3. Practice practical and ethical use of technology in the classroom. | 2, 6 |  9 |  1.5 | 2.173.64.34.44.5 | NETS- S2 | 3  | Assignments | Yes | No |
| 4. Find and evaluate electronic information for bias and usefulness in the classroom. |  6,7 |  7,5,4 |  1.5 | 1.15.1 | NETS-S1,5 NETS- T1  | 2,3  | Website evaluations | Yes | No |
| 5. Use electronic tools such as tablets to provide diverse learning opportunities for all students. | 6  | 7  | 1.52.5  | 2.172.35.15.25.6 |   NETS-S1,5NETS- T1 |  2,3 | Projects and Assignments | Yes | No |

Components of Highly Effective Teaching and Learning

1. Learning Climate: a safe environment supported by the teacher in which high, clear expectations and positive relationships are fostered; active learning is promoted
2. Classroom Assessment and Reflection: the teacher and student collaboratively gather information and reflect on learning through a systematic process that informs instruction
3. Instructional Rigor and Student Engagement: a teacher supports and encourages a student’s commitment to initiate and complete complex, inquiry-based learning requiring creative and critical thinking with attention to problem solving
4. Instructional Relevance: a teacher’s ability to facilitate learning experiences that are meaningful to students and prepare them for their futures
5. Knowledge of Content: a teacher’s understanding and application of the current theories, principles, concepts and skills of a discipline

### LINDSEY WILSON COLLEGE

### 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 involves 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 at any time in the student’s academic career, the Academic Affairs Office may, in consultation with the dean of students, refer the case to the 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 access to a web product to detect plagiarized documents. Faculty members are encouraged to use this tool.

**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’s Office. (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 academic unit/division chair/director in which the grade was assigned. Upon receipt of such request, that chair/director 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/director 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 chair/director, the student or faculty member may, within seven (7) days by written request to the chair/director, 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 email within seven (7) days of receipt of the disputed grade. If the issue cannot be resolved by email 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 within ten calendar days of when the grade was issued or before the first day of the semester following the one in which the grade was issued, whichever comes later. The written request must include the specific bases for the appeal.
3. The Academic Affairs Office will convene a Grade Appeals Panel.\*

*\*The grade Appeals Panel is comprised of the vice president for Academic Affairs, assistant vice president for Academic Affairs or the associate dean for the School of Professional Counseling,* *and thedirector/chair of the academic unit/division that 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 and the faculty member of its decision, if possible, within seven (7) days of the meeting.*

**Policy for Verification of Student Identity and Protection of Privacy**

In compliance with United States Federal Higher Education Opportunity Act (HEOA), Public Law 110-315, all credit-bearing courses and programs offered through distance learning methods must verify that the student who registers for a distance education course or program is the same student who participates in and completes the course or program and receives academic credit. One or more of the following methods must be used:

        a)  A secure login and pass code;

        b)  Proctored examinations; and/or

        c) Remote proctoring of one of more examinations using Tegrity or other technologies

Verification of student identity in distance learning must protect the privacy of student information. Personally identifiable information collected by the College may be used, at the discretion of the institution, as the basis for identity verification. For instance, a student requesting that their learning system password be reset may be asked to provide two or more pieces of information for comparison with data on file. It is a violation of College policy for a student to give his or her password to another student.

Detailed information on privacy may be located at: <http://www.lindsey.edu/media/319883/Online%20Services%20Privacy%20Policy%204.20.12.pdf>

**Institutional Review Board (IRB) Policies**

The Lindsey Wilson College Institutional Review Board (IRB) safeguards the rights and welfare of human participants in research and other research activities. Lindsey Wilson College faculty, staff, and students, which comprise its academic unites, and facilities, are subject to the IRB policies. This includes any research for which a research agreement (e.g., MOU) identifies Lindsey Wilson College Institutional Review Board (IRB) as the IRB of record. All student-led human subject research must have a LWC faculty sponsor. All faculty members and students conducting human subject research are required to submit documentation of training on research involving human subjects that has been completed within two years of the onset of the proposed research. Online training is available at https://phrp.nihtraining.com/users/login.php.

**Statement on Disabilities**

Lindsey Wilson College accepts students with disabilities and provides reasonable accommodation that will facilitate success. 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. New students needing accommodation should apply to the college as early as possible, usually before May 15 for the fall semester, October 1 for the spring semester, and March 1 for the summer term. Immediately after acceptance, students must identify and document the nature of their disabilities with Mr. Ben Martin, the learning & physical disabilities coordinator. It is the responsibility of the student to provide the learning & physical disabilities coordinator with appropriate materials documenting the disability. Disabilities are typically documented by a recent high school Individualized Education Program (IEP) and results from testing conducted by a psychologist, psychiatrist, or a qualified, licensed person. The college does not provide assessment services for students who may be disabled. Although Lindsey Wilson 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, contact Mr. Martin at (270) 384-7479.

**Academic Success Center**

Located in the T.D. & Rowena Everett Center, the Academic Success Center (ASC) offers peer tutoring to aid students in completing class assignments, preparing for examinations, and improving their understanding of content covered in a particular course. In addition, computers are available for students’ academic use. Online tutoring is provided for community campus and online students.

Students are encouraged to utilize the center as a resource for improving study strategies and reading techniques. The center also offers assistance with other academic problems. To schedule a live or online tutoring session or for further information or assistance, please contact Ms. Maretta Garner, tutor coordinator, at (270) 384-8037 or at garnerm@lindsey.edu.

**Writing Center and Mathematics Center**

The Writing Center (located in the W. W. Slider Humanities Center), and the Mathematics Center (located in the Jim & Helen Lee Fugitte Science Building) are available for specialized tutoring at no charge to students. Please contact Jared Odd, writing center coordinator, at 270-384-8209 or Linda Kessler, math tutor coordinator, at 270-384-8115 for further information and assistance.

**Final Exams**

Final Exams for day classes are scheduled for the Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. (Check with instructors of eight-week long courses for finals dates.) 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** final exams. **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.

**Email Policy**

All Lindsey Wilson College students are required to communicate with LWC faculty and staff via LWC (Lindsey.edu) email addresses only. Alternative email addresses should not be used when communicating with LWC faculty and staff.

**Cell Phone Policy**

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

**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; STSK 1003; ENGL 0903 and 0904; and ESL 0803, 0804 and 0854.

For undergraduate classes at the A.P. White Campus in Columbia and for online students, 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, after the term begins, of the instructor for each course involved as indicated on the Drop/Add Form. The change must be reported to the Business Office and the Registrar's Office on a Drop/Add/Drop, which may be obtained from the Registrar's Office or online. For courses at the Scottsville 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 Scottsville enrollment manager. For courses taught at community campuses, 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 enrollment 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 percent of the instructional days for a course are completed, as indicated by the college’s academic calendar.

If changes are not properly approved and officially reported as stated above, students will receive a grade of F in the courses for which they are officially registered, and they will be charged for all such courses. Students will not receive credit for changed or added courses unless they officially register for those courses.

**Bibliography:**

Smith & Throne (2007) *Differentiating Instruction with Technology in K-5 Classrooms* ISTE Washington, DC.

Cennamo, Ross, and Ertmer (2010 1014) *Technology Integration for Meaningful Classroom Use: A Standards- Based Approach, Second Edition.* Belmont, CA. Wadsworth, Cengage Learning.

Kentucky Department of Education Website. <http://education.ky.gov/Pages/default.aspx>

Microsoft Website <http://office.microsoft.com/en-us/>

Teacher Channel Website <https://www.teachingchannel.org/>

Cnet.com and download.com webpages. <http://www.cnet.com/>

Amazon.com website. [www.amazon.com](http://www.amazon.com)

Ziff Davis net <http://www.zdnet.com/>

 ABC teach [www.abcteach.com](http://www.abcteach.com)

I have read the entire syllabus for my Intro to Ed Tech class. I understand and agree to the grading and assignments required for the course.

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