**EDUC 3123 – Principals of Life Long Learning**

**“Teacher as Leader for the 21st Century**

**Fall, 2018**

Tuesday, 5:30 – 8:00 p.m.

Goodhue 200



**Instructor:** Debbi P. Lindsey

**Office Hours:** 4:30 – 5:15 p.m., Goodhue 200

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**Course Description:** A study of psychology’s role in the understanding of human growth and development and its effect on learning. Students will become conversant with prevalent learning theories, experimental findings, and other data applicable to teaching and learning in the education profession. Students will integrate and apply the course knowledge base through case studies and application in the K-12 educational settings.

**Course Prerequisites:** PSYC 1003, Prerequisite or Co-requisite: EDUC 2123, Admission to the Education Program

**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 students will gain knowledge of human growth and development as it relates to learning and grow as reflective practitioners. Teacher candidates will be equipped with pedagogical knowledge to teach K-12 students learning to value and support student diversity and address 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.

**Required Text:** Educational Psychology: Developing Learners, Eighth Edition, Jeanne E. Ormrod

**Course Objectives:**

The goal of this course is to provide students with a thorough understanding of human development, human diversity, and the processes of thinking, learning and memory; and, how each of these concepts relates to the 21st Century classroom and the 21st Century teacher leader.

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

1. Use the principals of educational psychology to identify student diversity and connect the content they are teaching to the life experiences of their students. (KTS 1.2, KTS 1.4, KTS 3.3, KTS 4.2)
2. Use their knowledge of educational psychology to plan instructional strategies/activities that address learning objectives for all students. (KTS 2.2, 2.4, 2.5, 3.2, 3.3, 4.1, 4.2)
3. Implement and manage instruction in ways that facilitate higher order thinking, based upon the student’s understanding of thinking, learning and memory. (KTS 4.5)
4. Use data and self-reflection to evaluate specific teaching/learning situations and/or programs. (KTS 7.1, KTS 7.2, KTS 7.3)
5. To collaborate with colleagues/parents/others to design, implement and support programs that will enhance the learning for all students. (KTS 8.1, KTS 8.2)
6. To self-assess their performance as, “master teachers” based upon the Kentucky Teacher Standards and their knowledge of the principals of educational psychology. (KTS 7.2, KTS 7.3, KTS 9.1, KTS 9.2)
7. To self-assess their performance as “master teachers” based upon the Kentucky Teacher Standards. (KTS 7.2, 7.3, 9.1, 9.2)
8. To identify, engage in, and reflect upon activities that provide the student an opportunity to be leaders in their school, community and globally. (KTS 10.1, KTS 10.2, KTS 10.3, KTS 10.4)

**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 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 Requirements and Assessment Tasks:**

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| **Assignment** | **Description** | **Points** |
| Field Hours\*\* | This class has 15 hours of field experience assigned to it. Students will complete a journal entry for each of their 15 field hours. The entries will relate to what they observe within the classroom and the various principals of educational psychology studied in class. | 100 Points for completed hours100 Points for completed journal entries |
| Case Studies | Students will be provided with a classroom scenario and asked to evaluate the scenario for how a master teacher would respond based on the principals of educational psychology. | 2 Case Studies, each worth 100 points |
| Class Participation/ Activities, etc. | Students are expected to participate in each class fully and complete all class assignments. 10 points are awarded for each class for a total of 150 points. In addition all students are required to participate in Read Across Adair and this will be worth the remaining 100 points. | 250 points per semester |
| Project/Presentation | Students will use their understanding of the principals of educational psychology to research one educational theory or topic from the semester and identify how a master teacher might incorporate these theories or topics in their classroom. Students will be required to include the following items in their project: Intro to topic; points to be addressed; list of vocabulary pertinent to the topic; how the topic is connected to the K-12 classroom and student success; charts/graphic organizers and a list of additional resources to be used by their classmates. Presentations should include a Power Point and activities that will solidify their classmates understanding of their topic.  | 100 Points |
| Ethical Reasoning Paper | Students will explore their understanding of ethical reasoning theories and apply these theories to an educational setting. The paper will be based upon a preselected scenario and graded using the *Ethical Reasoning VALUE Rubric.* | 100 Points |
| Reflection Paper  | Students will complete a paper supporting the belief of what it takes to become a teacher leader/master teacher and what those roles require based on the principals of educational psychology. | 100 Points |
| Midterm | Students will be administered a midterm test that will be comprised of material discussed in class, material from the text, and material from supplemental materials. | 100 Points |
| Final | Students will be administered a final that will be comprised of material discussed in class, material from the text, and material from supplemental materials. | 100 Points |

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| **Grading Scale** |
| **Percentage Points** | **Letter Grade Earned** |
| 94%-100% | A |
| 90%-93% | A- |
| 87%-89% | B+ |
| 83%-86% | B |
| 80%-82% | B- |
| 77-79% | C+ |
| 70-76% | C |
| 60-69% | D |
| 0-59% | F |

**\*\*FIELD HOURS INFORMATION**: **Tuesday, September 4, 2018**, Submit signed cooperating teacher form with signature.

**Monday, September 17, 2018**, Submit proof of 1/4thof documented hours complete (submit logs and cover sheet with cooperating teacher signature).

**Monday, October 8, 2018,** Submit proof of 1/2 of documented hours complete (submit logs and cover sheet with cooperating teacher signature).

**Monday, November 5, 2018,** Submit proof of 3/4th of documented hours complete (submit logs and over sheet with cooperating teacher signature).

**Monday, December 3, 2018,** Submit proof of completion of documented hours. Cooperating Teacher Evaluations submitted. KFETS Hours documented in system. There will be **no extensions** for field hours, this includes hours being entered into KFETS and all Reflection Logs being submitted.

**Tentative Course Calendar**

**Subject to change during semester. No assessment date will be moved to an earlier date.**

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| **Date** | **Activity/Assessment** |
| **August 21, 2018** | **Chapter 1: *Teaching and Educational Psychology, Discuss Case Study #1*** |
| **August 28, 2018** | **Chapter 2: *Cognitive and Linguistic Development, Case Study #1 Due*** |
| **September 4, 2018** | **Chapter 3: *Personal and Social Development, Begin Ethical Reasoning Drafts, Signed Cooperating Teacher Form with Teacher Signature)*** |
| **September 11, 2018** | **Chapter 3: *Personal and Social Development***  |
| **September 18, 2018** | **Chapter 4: *Group Differences, Ethical Reasoning Drafts Due, First Four hours of observation due along with reflections and cover sheet – MUST BE ENTERED in KFETS prior to September 18th. Must include cooperating teacher’s signature for hours.*** |
| **September 25, 218** | **Chapter 5: *Individual Differences and Special Education Needs, Case #2 Due***  |
| **October 2, 2018** | **Chapter 5: *Individual Differences and Special Education Needs, Ethical Reasoning Final Drafts Due*** |
| **October 9, 2018** | **Midterm – Chapters 1, 2, 3, 4, 5 *– Four additional hours of observation due along with reflections and cover sheet – MUST BE ENTERED INTO KFETS prior to October 9th. Must include cooperating teacher’s signature for hours.*** |
| **October 16, 2018** | ***Fall Break*** |
| **October 23, 2018** | **Chapter 6: *Learning, Cognition and Memory, Discuss and Begin work on Presentations.***  |
| **October 30, 2018** | **Chapter 6: *Learning, Cognition and Memory – Presentations Begin*** |
| **November 6, 2018** | **Chapter 7: *Complex Cognitive Processes, Presentations Continue - Four additional hours due (total of 12) along with reflections and cover sheet – MUST BE ENTERED INTO KFETS prior to November 6th. Must include cooperating teacher’s signature for hours.***  |
| **November 13, 2018** | **Chapter 8: *Learning and Cognition in Context,* Presentations Continue, Begin Work on Reflection papers** |
| **November 20, 2018** | ***No Class – On-line Assignment*** |
| **November 27, 2018** | **Chapter 9: *Behaviorist Views of Learning, Reflection Papers Due, Presentations Continue if necessary, Submit Proof of Completion of Documented Hours.***  |
| **December 4, 2018** | **Chapter 10: *Social Cognitive Views of Learning*, Review for Final; Deadline for Field Experiences *Cooperating Teacher Evaluations Due, KFETS Completed Entries Due*** |
| **December 11, 2018** | **Final –Comprehensive, everything we have covered this semester is fair game, including readings, activities, and lectures** |

**Policies and Procedures**

**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.

**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. Extension work will have 20% deducted for each day it is late. If you miss a deadline without receiving an extension, you may not make up the missed work.

**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

**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.

In **EDUC 3123**, Cell phones be turned off and out-of-sight during class. Cell phones seen by instructor will be placed on instructor’s desk until the end of class. Cell phones will be placed on instructor’s desk at the beginning of each class thereafter. Continued use of phones will result in student being dismissed from class. (this will count as an unexcused absence) Emergency situations that require a phone, this must be discussed with the instructor before the beginning of class.

**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. Students that need to make-up hours must be placed by the Coordinator of Field Placements.

**Incomplete Grade**

If outstanding work is not submitted within six weeks of the end of the semester, the incomplete grade for the course becomes an “F”.

**Professionalism**

Two-point deduction for each spelling, grammar and punctuation error on all work.

**Absent Policy:**

3 absences = student’s final grade will be dropped one letter grade

4 absences = student’s final grade will be dropped two letter grades

5 or more = student must withdraw from the course

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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. |
| Used with Project/Presentation (KTS 8.1, KTS, 8.2; INTASC Standard 10, CAEP 1.2, 1.3, 1.4**)**Used with Case Studies 1 & 2 and Field Experience Journals (KTS. 1.2, KTS 1.4, KTS 3.3, KTS 4.2; INTASC Standards 1, 2, 3; CAEP 1.2, 1.3**)**Reflection Paper: (KTS 7.1, 7.2, 7.3; INTASC Standards 6, 9, 10; CAEP Standards 1.2, 1.3) **Oral Communication VALUE Rubric***for more information, please contact* *value@aacu.org*  |  |
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**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. |

Used with Ethical Reasoning Paper (KTS, 10.1, KTS 10.2, KTS 10.3, KTS 10.4; INTASC Standards 9, 10; CAEP 1.2, 1.3, 1.4)

**Ethical Reasoning Value Rubric**

*for more information, please contact value@aacu.org*



Ethical Reasoning is reasoning about right and wrong human contact. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas, and consider the ramifications of alternative actions, students’ ethical self-identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

*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** |
| **Ethical Self-Awareness** | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. | Student sates both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but NOT BOTH. |
| **Understanding Different Ethical Perspectives/Concepts** | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory he/she uses. |
| **Ethical Issue recognition** | Student can reorganize ethical issues when presented in a complex, multilayered (gray) context AND can recognize cross-relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multilayered (gray) context OR can grasp cross-relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities interrelationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships. |
| **Application of ethical Perspectives/Concepts** | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. | Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example) |
| **Evaluation of Different Ethical Perspectives/Concepts** | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts, and the student’s defense is adequate and effective. | Student states a position and can state the objections to assumptions and implications of, and respond to the objections to, assumptions and implications of different ethical perspectives/concepts, but the student’s response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions, and implications are compartmentalized by student and do not affect student’s position). | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |

**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:

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| **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
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| **Course Objective** | **KTS** | **INTASC** | **CAEP** | **Assessment****Description** | **CAEP Diversity Theme****Yes/No** | **CAEP Technology Theme****Yes/No** |
| 1. SWBAT use the principals of educational psychology to identify student diversity and connect the content they are teaching to the life experiences of their students.  | KTS 1.2KTS 1.4KTS 3.3KTS 4.2  |  Standards1, 2, 3 | 1.21.3 | **Case Studies:** Students will be provided with a classroom scenario and asked to evaluate the scenario for how a master teacher would respond based on the principals of educational psychology. (**Written Communication VALUE Rubric)****Field Experience Journal**: Students will complete a journal entry for each of their 15 field hours. The entries will relate to what they observe within the classroom and the various principals of educational psychology studied in class. (**Written Communication VALUE Rubric)** | N | N |
| 2. SWBAT use their knowledge of educational psychology to plan instructional strategies/activities that address learning objectives for all students. | KTS 2.2KTS 2.4KTS 2.5KTS 3.2KTS 3.3KTS 4.1KTS 4.2 | Standards 4, 5, 7, 8 |  1.21.31.4 | **Case Studies**: Students will be provided with a classroom scenario and asked to evaluate the scenario for how a master teacher would respond based on the principals of educational psychology. (**Written Communication VALUE Rubric)** | N | N |
| 3. SWBAT implement and manage instruction in ways that facilitate higher order thinking, based upon the student’s understanding of thinking, learning and memory. | KTS 4.5  |  Standards 1, 6, 7, 8 | 1.21.3 | **Reflection paper:** Students will complete a paper supporting their belief of what it takes to become a teacher leader/master teacher and what those roles require based on the principals of educational psychology. (**Written Communication VALUE Rubric)****Case Studies:** Students will be provided with a classroom scenario and asked to evaluate the scenario for how a master teacher would respond based on the principals of educational psychology. (**Written Communication VALUE Rubric)** | N | N |
| 4. SWBAT use data and self-reflection to evaluate specific teaching/learning situations and/or programs. | KTS 7.1KTS 7.2KTS 7.3 |  Standards 6, 9, 10 |  1.21.3 | **Reflection paper**: Students will complete a paper supporting the belief of what it takes to become a teacher leader/master teacher and what those roles require based on the principals of educational psychology. (**Written Communication VALUE Rubric)** | N | N |
| 5. SWBAT to collaborate with colleagues/parents/others to design, implement and support programs that will enhance the learning for all students. | KTS 8.1KTS 8.2 | Standard 10 | 1.21.31.4 | **Project/Presentation**: Students will use their understanding of the principals of educational psychology to research one educational theory or topic from the semester and identify how a master teacher might incorporate these theories or topics in their classroom. (**Oral Communication VALUE Rubric)****Case Studies:** Students will be provided with a classroom scenario and asked to evaluate the scenario for how a master teacher would respond based on the principals of educational psychology. (**Written Communication VALUE Rubric)** | N | N |
| 6. SWBAT to self-assess their performance as ”master teachers” based upon the Kentucky Teacher Standards and their knowledge of the principals of educational psychology. | KTS 7.2KTS 7.3KTS 9.1KTS 9.2 | Standard 9 | 1.21.31.4 | **Reflection Paper:** Students will complete a paper supporting the belief of what it takes to become a teacher leader/master teacher and what those roles require based on the principals of educational psychology. (**Written Communication VALUE Rubric)** | N | N |
| 7. SWBAT to identify, engage in, and reflect upon activities that provide the student an opportunity to be leaders in their school, community and globally. | KTS 10.1KTS 10.2KTS 10.3KTS 10.4 | Standard 9, 10  | 1.21.31.4  | **Reflection Paper:** Students will complete a paper supporting the belief of what it takes to become a teacher leader/master teacher and what those roles require based on the principals of educational psychology (**Written Communication VALUE Rubric)****Ethical Reasoning Paper:** Students will explore their understanding of ethical reasoning theories and apply these theories to an educational setting. (**Ethical Reasoning Value Rubric)** | N | N |

**LWC Institution Policies**

**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, 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 encourages the use of Safe Assign 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 basis 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.

**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 http://php.nihtraining.com/users/login.php.

**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 Fall 2018 semester on **December 10-14 and May 6-10** for the Spring 2019 semester. 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.

**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.

**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 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 | Registrar |
| Courses at Community Campuses  | By the third weekend of class  | Site Coordinator or the Registrar  |

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.

Please read the entire syllabus, then sign, date and return the statement below.

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ have read this syllabus. I understand and agree to the grading and assignments required for this course.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature Date