 EDUC 3143 The Exceptional Learner

Fall 2018

Wednesday 5:30-8:00 pm

Goodhue, Room 205

Instructor: Tobie Harmon, Nationally Board Certified Teacher in Mild/Moderate Disabilities

 ages 5-21+

**Phone:** 270-634-2544 (cell)

**E-mail:** harmont@lindsey.edu

**Office Hours:** Before or after class, as needed

**Course Description:** A study of the social, psychological, and physiological aspects of diverse student needs in the classroom that include learning disabilities, the gifted, and the visually, aurally, physically, emotionally, and neurologically challenged. A major focus of the course is differentiation of instruction and accommodating the needs of learners. In the field hours, education candidates will work collaboratively with the classroom teacher in assisting student learning.

**Course Prerequisites:** PSYC 1003 and admission to the Teacher Education Program. Course rotation: Fall and Spring.

**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 working with exceptional children while using inventive thinking to enhance the child’s life. Teacher candidates will be equipped to teach K-12 students learning to value and support student diversity and address individual needs. The course will also guide them 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:** Lewis, R., Wheeler, J., & Carter, S., (2017) Teaching Students with Special Needs in General Education Classrooms-9th Edition, Boston: Pearson Education

**Course Objectives:**

The goal of this course is for students to define key terms in regards to special education and gain an understanding of the social, psychological, and physiological aspects of students with disabilities and gifted and talented students.

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

**1.** Explain the different forms of exceptionalities. (KTS III, VIII)

**2.** Understand the legislation and court decisions that have shaped special education programs.( KTS IV)

**3.** Demonstrate an awareness, understanding and appreciation of cultural diversity. ( KTS III)

**4.** Demonstrate an understanding of Response to Intervention and how to analyze progress monitoring data.

(KTS II, III, V, VII, VIII)

**5.** Identify the role of the parents of exceptional children. (KTS VIII)

**6.** Demonstrate an awareness and understanding of Public Law 94-142, IDEA, and IDEIA. (KTS II, III, IV, VIII)

**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, 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 Policy Statements:**

1.  All weekly assignments must be printed BEFORE your meeting on Wednesday afternoons.

2.  One point will be deducted for each spelling, grammar, and punctuation error in all course work.

3.  Cell Phone Policy - Cell phones must be turned off and out of sight during school hours.

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.

4.  All students are required to check their LWC e-mail each day for correspondence from the Education Division faculty.

**Course Assessment Tasks:**

**Assignments must be completed and turned into Professor by assigned due date. Failure to do so will result in point deductions.**

 **1. Midterm Exam**

 Textbook chapters and class materials **100 points**

**2. Cumulative Project: Exceptionalities Presentations**

 Powerpoint presentation and brochure (Rubric attached) **200 points**

3. **Ten (10) Field Experience Hours in an Exceptional Class setting**

Each assignment/log due is worth 20 points  **100 points**

4**. Four (4) Chapter and Article Critiques** 4. **4 Article/Chapter Critiques (25 pts. Each)** **100 points**

Please attach a copy of the article or website where it can be found

 Each critique will consist of **2 FULL Pages**

 The first page of the critique will be a summary of the article or chapter

The second page of the critique will be your reflection of the article or chapter (How it will benefit you in your educational career, did you agree or disagree with the article.)

Chapters will be designated by Professor and articles will be of your choice.

5. **Attendance and Participation 100 points**

 **You will be allowed only 1 excused absence**

6**. Class Reflection Paper 100 points**

 Paper should be 4 to 5 pages in length. You should reflect back on what you have learned throughout the class and your field experience hours. Discuss how your outlook on Children with Disabilities has changed or broadened. Also, discuss how you will utilize some of the things you have learned to benefit Children with Disabilities within your own classroom setting. (This paper is designed to help you organize and record helpful tidbits that you have learned to enrich your Educational Profession.)

7. **Case Study (Rubric attached) 100 points**

8**. Acronym Quiz 100 points**

9. **Final Exam 100 points**

 **Total 1000  *points***

**Upon completion of your hours, make a copy of your documentation and turn them into me. All hours must be entered into KFETS or you will receive an Incomplete for your grade!!!**

**Please dress professionally when working within the schools!**

**If you are going to be absent on a date where an assignment is due, you must turn in that assignment prior to or on the due date. Late assignments will not be taken unless prior arrangements have been made with the instructor. In order to pass the course, you must make a C or above. If you do not make a C or above, you will have to take the course again.**

**If you are going to be absent, you must contact the instructor prior to class meeting.**

**\*\*You are to attend and participate in Malvina Farkle Day as a part of the education division.**

**Field Placement**

Field Logs and assignments for this course are due on:

 Wednesday, September 5 Turn in field placement agreement forms

 Wednesday, September 19 3 Hours Due with KFETS summary page time sheet

 Wednesday, October 10 3 Hours Due (Total of 6) with KFETS summary page time sheet

 Wednesday, November 7 2 Hours Due (Total of 8) with KFETS summary page time sheet

Wednesday, December 5 All field hours (Total of 10) along with signature sheets, Cooperating Teacher Evaluation, KFETS proof of hours, and logs due

 All field items completed and submitted and in KFETS

Failure to submit field log hours and to complete required number of hours by these dates will result in a 0 for that portion of the field logs. **If you do not complete your field experience hours for the semester, you will receive an Incomplete for the course!**

**You must be out of the school by November 30!!!!**

**When writing up your field experiences, you must have one typed full page that is a review of activities and your reflection for each hour observed. The reviews and reflections must address the topics assigned in this syllabus.**

### Grading Policy: GRADING SCALE

 A 910-1000 points

 A- 900-909 points

 B+ 890-899 points

 B 810-889 points

 B- 800-809 points

 C+ 790-799 points

 C 710-789 points

 C- 700-709 points

 D+ 690-699 points

 D 610-679 points

 D- 600-609 points

 F 0-599 points

**Tentative Course Calendar**

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

|  |  |  |
| --- | --- | --- |
| **Week of** | **Content** | **Assignments Due** |
| 1: August 22, 2018 | Introduction to class and syllabusDiscussion of expectations and requirementsI Am Tyler videoChapter 1*Promoting Success for All Students*IEP ComponentsReferral ProcessConference SummaryGeneral Education Teacher’s role in the IEP process | Attendance and ParticipationRead Chapter 1 |
| 2: August 29, 2018 | Discuss Classroom strategies for promoting a successful environment of the exceptional childChapter 2 *Collaboration and the Team Approach*Case Study Discussion | Read Chapter 2Attendance and Participation |
| 3: September 5, 2018 | Chapters 3 and 4*Students with Disabilities and Other Types of Special Needs**Diversity in Today’s Classroom* | Read Chapter 3 and 4**Article critique 1 is due.****Turn in field placement agreement forms** |
| 4: September 12 , 2018 | Chapter 5*Arranging the Learning Environment and Modifying Instruction*Take a Look at Special Education Acronyms and become familiar with Special Education Language | Attendance and ParticipationRead Chapter 5Turn in Field Placement Agreement Forms |
| 5. September 19 , 2018 | Chapters 6 and 7*Encouraging Positive Classroom Behavior**Promoting Social Acceptance* | Read Chapters 6 and 7Attendance and Participation**Acronym Quiz** **3 Field Hours and Logs Due with KFETS summary page time sheet** |
| 6. September 26, 2018 | Chapter 8*Monitoring Student Performance Using Response to Intervention**Progress Monitoring* | Read Chapter 8 |
| 7. October 3, 2018 | Chapter 12*Teaching Students with Autism Spectrum Disorder*Review for Mid-term Exam | Read Chapter 12Attendance and ParticipationDocumentary on Kim Peek**“The Real Rainman”** |
| 8. October 10 , 2018 | **Mid-Term Exam** | **Mid-Term Exam****Article critique 2 is due.****3 Field Hours and Logs Due (total of 6) with KFETS summary page time sheet** |
| 9. October 17, 2018 | Fall Break | Enjoy your fall break! |
| 10. October 24, 2018 | Chapter 9*Teaching Students with Learning Disabilities* | Read Chapters 9Attendance and ParticipationDocumentary on Flo and KayTwin Savants**Article critique 3 is due.** |
| 11. October 31, 2018 | Chapter 11*Teaching Students with Emotional or Behavioral Disorders* | Read Chapter 11Attendance and Participation |
| 12. November 7, 2018 | Chapter 10 *Teaching Students with Communication Disorders* | Read Chapter 10 Attendance and Participation**Article Critique 4 is due.****2 Field Hours and Logs Due (total of 8) with KFETS summary page time sheet** |
| 13. November 14 , 2018 | Chapter 13*Teaching Students With Disabilities*Guest SpeakerRobbie Harmon, Dean of Students for the Adair County Schools | Read Chapter 13 |
| 14. November 21, 2018 | Chapter 14*Teaching Students With Physical and Health Impairments Including ADHD* | Read Chapter 14**Reflection Paper Due** |
| 15. November 28, 2018 | Chapter 15*Teaching Students with Visual and Hearing Impairments* | Read Chapter 15**Case Study Due** |
| 16. December 5, 2018 | **Culminating Project****Exceptionalities Presentation**Final Exam Review | **Exceptionalities Presentations****All field logs and signature sheets are due for all 10 field experience hours****All hours must be put in KFETS** |
| 16. December 12, 2018 | **Final Exam** | **Final Exam** |

**Policy Statements**

**Education Division Policies**

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.

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.

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”.

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Objective** | **KTS** |  **KAS** | **INTASC** | **CAEP** | **ACEI** | **Assessment** | **CAEP Diversity Theme** | **CAEP****Technology****Theme** |
| 1. Explain different forms of exceptionalities | III, VIII | Reading1-10Writing1-10Speaking and Listening 1-6 | 1,2,3,7 | 1 |  1 | Exceptionalities Brochure and Presentation Scored with Rubric | Yes | Yes |
| 2. Understand the legislation and court decisions that have shaped the special education process | IV | Reading1-10Writing1-10 | 2, 9 | 1 |  5D | Article Critique | Yes | No |
| 3. Demonstrate an awareness, understanding, and appreciation of cultural diversity | III | Writing1-10 | 1, 2,3,5 | 1, 2, 4 |  3B | Field Experience Logs | Yes | No |
| 4. Demonstrate an understanding of Response to Intervention and how to analyze progress monitoring data | II, III, V, VII, VIII | Reading1-10Writing1-10 | 1, 2, 6, 7, 8 | 1, 2 |  4 | Case StudyScored with Rubric  | Yes | No |
| 5. Identify the role of the parents of exceptional children | VIII | Reading1-10Writing1-10 | 2,310 | 1 |  5C | Article Critique | Yes | No |
| 6. Demonstrate an awareness and understanding of Public Law 94-142, IDEA, and IDEIA | II, III, IV, VIII | Reading1-10Writing1-10 | 2,3,4,9 | 1 |  5D | Article Critique | Yes | No |

Scoring Rubric for Collaboration Task

Exceptional Learner

Lindsey Wilson College Division of Education

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Portfolio Score Class Grade | Exceeds TargetA+20 Points | TargetA or B+19-10 Points | AcceptableB or C9-5 Points | Unacceptable D or F4-1 Points |
| KTS.8.1 Identifies students whose learning is enhanced by collaboration | Uses a clear process to identify students whose learning can be helped through collaboration  | Correctly identifies a student whose learning can be helped through collaboration  | Identifies a student whose learning could be helped through intervention with some collaboration | Incorrectly identifies a student or identifies a student whose interventions would not include collaboration |
| Rationale | Writes a clear, in-depth rationale showing depth of understanding in designing a learning program to develop student abilities | Provides an appropriate rationale showing good understanding in designing a learning program to develop student abilities | Provides an acceptable rationale showing basic understanding in designing a learning program to develop student abilities | Rationale is not fully developed or does not demonstrate understanding in designing a learning program OR gives incorrect information |
| KTS 8.2 Designs a plan to enhance student learning | Designs an excellent plan and describes all strategies used to enhance student learning  | Designs a good plan and describes all strategies used to enhance student learning  | Designs a basic plan and describes strategies used to enhance student learning  | Plan is faulty and will not enhance student learning  |
| KTS 8.3 Implements plan | Gives a clear explanation and timeline and implements all planned activities that successfully enhance student learning  | Implements all planned activities that improve student learning at some level  | Implements some of the planned activities that enhance student learning OR implements all planned activities but improvement of student learning is not apparent | Fails to implement the planned activities |
| KTS 8.4 Analyzes data to evaluate outcomes | Thoroughly analyzes and evaluates the data to determine the impact and prepares a clear plan for the next stepsClearly shows and explains pre and post assessment results | Good analysis of student learning data and identifies the next stepsClearly show and explains pre and post assessment results | Basic analysis of student learning data and suggestShows and explains pre and post assessment results | Fails to correctly analyze student learning data and suggests plans for next steps |

Grade /100 points

Student's Name:

|  |
| --- |
| PowerPoint Presentation Rubric |
| Points | 10 | 7-9 | 3-6 | 0-2 | Total |
| Content | Student presents major points and fully supports them with convincing arguments, ideas and data. | Student presents major points and partially supports them with convincing arguments, ideas and data. | Student presents major points, but fails to support them with convincing arguments, ideas and data. | Student oversimplifies topic or fails to present major points. |  |
| Organization | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following presentation because student jumps around. | Audience cannot understand presentation because there is nosequence of information. |  |
| Text | All slides present one idea and a few supporting facts. | Most slides present one idea and a few supporting facts. | Most slides present one idea but too many words. | Most slides present multiple ideasand too many words. |  |
| Font | Font on all slides is large enough to be read at a distance.  | Font on most slides is large enough to be read at a distance. | Font on most slides is too small to be read at a distance. | Font on all slides is too small to be read at a distance. |  |
| Contrast | There is good contrast between the font and background on all slides. | There is good contrast between the font and background on most slides. | The lack of contrast between the font and background makes the text difficult to read. | The lack of contrast between the fontand background makes the text impossible to read. |  |
| Images and Layout | All slides contain one powerful, high-quality image per slide which helps audience understand the content. Layout is visually pleasing. | Most slides include one powerful, high-quality image which helps audience understand the content. Layout uses most space appropriately. | Most images are clipart. Images are too large/small in size, or of poor quality (fuzzy). Layout shows some structure. | Images are distracting decorations thatcreate a busy feeling and detract fromthe content. Layout is cluttered andconfusing. |  |
| Citations | Bibliography/works cited list is properly formatted and complete (like a research paper). | Bibliography/works cited list is complete, but not properly formatted (e.g. bulleted list). | Bibliography/works cited list is incomplete (e.g. no citations for images) or improperly formatted (e.g. list of URLs). | Student does not list sources used forresearch. |  |
| Participation |  If working with a partner, both partners share the presentation of the powerpoint equally.  | If working with a partner, both partners share the presentation of the powerpoint, but one seems to carry the group.  | If working with a partner, one person does not add much to the presentation.  | If working with a partner, one persondoes the entire presentation.  |  |
| Presentation | Student uses text on slides as prompts for original narration. | Student reads text on slides and elaborates comfortably. | Student reads text on slides, adding a few comments. | Student just reads text on slides. |  |
| Subject Knowledge | Student answers all questions clearly and completely. | Student answers most questions. | Student has difficulty answering many questions. | Student is unable to answer questions. |  |
|  | Total Points: | /100 |

Student's Name:

|  |
| --- |
| Disabilities Brochure Rubric |
| Points | 10 | 7-9 | 3-6 | 0-2 | Total |
| Content | Student presents major points and fully supports them with convincing arguments, ideas and data. | Student presents major points and partially supports them with convincing arguments, ideas and data. | Student presents major points, but fails to support them with convincing arguments, ideas and data. | Student oversimplifiestopic or fails to presentmajor points. |  |
| Organization | Student presents information in logical, interesting sequence which audience can follow. | Student presents information in logical sequence which audience can follow. | Audience has difficulty following brochure because student jumps around. | Audience cannot understand brochure because there is no sequence ofinformation. |  |
| Effort/planning | Brochure displays mix of text and images that display great effort and planning given.  | Brochure displays mix of text and images that display good effort and planning given. | Brochure displays mix of text and images that display little effort and planning given. | Brochure displays little or no effort and planning given.  |  |
| Font | Font on brochure is large enough to read, but does not encompass too much of brochure.  | Font on brochure is large enough to read, but encompasses a great deal of brochure. | Font on brochure is difficult to read and leaves too much blank space. | Font on brochure is too small and cannot be read easily, and there is a greatdeal of blank space.  |  |
| Spelling/Proofreading | There are no spelling mistakes in the brochure. | There is 1 spelling mistake in the brochure. | There are 2-3 spelling mistakes in the brochure. | There are 4 or more spelling mistakes in the brochure. |  |
| Images and Layout | Graphics go well with text and there is a good mix of text and graphics.  | Graphics go well with text, but there are so many that they distract reader.  | Graphics may go well with text, but there are too many, and brochure seems text heavy.  | Graphics do not go well withtext and appear to be randomly chosen. There aremore graphics than text in the brochure.  |  |
| Citations | Bibliography/works cited list is properly formatted and complete (like a research paper). | Bibliography/works cited list is complete, but not properly formatted (e.g. bulleted list). | Bibliography/works cited list is incomplete (e.g. no citations for images) or improperly formatted (e.g. list of URLs). | Student does not list sourcesused for research. |  |
| Writing/Grammar | There are no grammatical mistakes in brochure. | There is 1 grammatical mistakes in brochure. | There are 2-3 grammatical mistakes in brochure. | There are 4 or more grammatical mistakes in brochure. |  |
| Attractiveness | Brochure has exceptionally attractive formatting and no blank space.  | Brochure has attractive formatting. Text/pictures cover at least 75% of brochure.  | Brochure has attractive formatting. Text/pictures cover about 50% of the brochure.  | Brochure is confusing to thereader. Text/pictures cover less than 50% of the brochure.  |  |
| Subject Knowledge | Student answers all questions clearly and completely. | Student answers most questions. | Student has difficulty answering many questions. | Student is unable to answer questions. |  |
|  | Total Points: | /100 |

Century Skills Standards

1. Life and Career Skills

2. Learning and Innovation Skills

3. Information, Media, and Technology Skills

4. Core Subjects and 21st Century Skills

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. Integrate and apply knowledge

Division of Education Candidate Learning Outcomes

1. Knowledge

2. Pedagogy

3. Leadership

4. Reflective Best Practice

Kentucky Teacher Standards:

1. The teacher demonstrates applied content knowledge.

2. The teacher designs and plans instruction.

3. The teacher creates and maintains learning climate.

4. The teacher implements and manages instruction.

5. The teacher assesses and communicates learning results.

6. The teacher demonstrates the implementation of technology.

7. Reflects on and evaluates teaching and learning.

8. Collaborates with colleagues/parents/others.

9. Evaluates teaching and implements professional development.

10. Provides leadership within school/community/profession.

ISTE National Educational Technology Standards:

For Students:

1. Creativity and Innovation

2. Communication and Collaboration

3. Research and Information Fluency

4. Critical Thinking, Problem Solving, and Decision Making

5. Digital Citizenship

6. Technology Operations and Concepts

For Teachers:

1. Facilitate and Inspire Student Learning and Creativity

2. Design and Develop Digital-Age Learning Experiences and Assessments

3. Model Digital-Age Work and Learning

4. Promote and Model Digital Citizenship and Responsibility

5. Engage in Professional Growth and Leadership

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)

Characteristics of Highly Effective Teaching and Learning (CHETL)

1. Learning Climate

2. Classroom Assessment and Reflection

3. Instructional Rigor and Student Engagement

4. Instructional Relevance

5. Knowledge of Content

InTASC Standards

1. Leaning Development                                     6. Assessment

2. Learning Differences                                          7. Planning for Instruction

3. Learning Environments                                      8. Instructional Strategies

4. Content Knowledge                                            9. Professional Leaning & Ethical Practice

5. Application & knowledge                                  10 Leadership & Collaboration

2013 CAEP Standards excellence in educator preparation

Standard 1. Content and Pedagogical Knowledge

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

Standard 2. Clinical Partnerships and Practice

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

learning and development.

Standard 3. Candidate Quality, Recruitment, and Selectivity

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

Standard 4. Program Impact

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

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

Standard 5. Provider Quality Assurance and Continuous Improvement

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

Link for all Ky. Academic Standards subject areas:

http://education.ky.gov/curriculum/standards/kyacadstand/Pages/contentareasstandards.aspx

Association for Childhood Education International Elementary Education Standards and Supporting Explanation 2007

                                                     DEVELOPMENT, LEARNING AND MOTIVATION

1.0 Development, Learning, and Motivation--Candidates know, understand, and use the major concepts, principles, theories, and research related to development of children and young adolescents to construct learning opportunities that support individual students’ development, acquisition of knowledge, and motivation.

CURRICULUM 2.1 Reading, Writing, and Oral Language—Candidates demonstrate a high level of competence in use of English language arts and they know, understand, and use concepts from reading, language and child development, to teach reading, writing, speaking, viewing, listening, and thinking skills and to help students successfully apply their developing skills to many different situations, materials, and ideas;

2.2 Science—Candidates know, understand, and use fundamental concepts of physical, life, and earth/space sciences.  Candidates can design and implement age-appropriate inquiry lessons to teach science, to build student understanding for personal and social applications, and to convey the nature of science;

2.3 Mathematics—Candidates know, understand, and use the major concepts and procedures that define number and operations, algebra, geometry, measurement, and data analysis and probability.  In doing so they consistently engage problem solving, reasoning and proof, communication, connections, and representation;    2.4 Social studies—Candidates know, understand, and use the major concepts and modes of inquiry from the social studies—the integrated study of history, geography, the social sciences, and other related areas—to promote elementary students’ abilities to make informed decisions as citizens of a culturally diverse democratic society and interdependent world;

2.5 The arts—Candidates know, understand, and use—as appropriate to their own understanding and skills—the content, functions, and achievements of the performing arts (dance, music, theater) and the visual arts as primary media for communication, inquiry, and engagement among elementary students;

2.6 Health education—Candidates know, understand, and use the major concepts in the subject matter of health education to create opportunities for student development and practice of skills that contribute to good health;

2.7 Physical education—Candidates know, understand, and use—as appropriate to their own understanding and skills—human movement and physical activity as central elements to foster active, healthy life styles and enhanced quality of life for elementary students.

INSTRUCTION 3.1 Integrating and applying knowledge for instruction—Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community;

3.2 Adaptation to diverse students—Candidates understand how elementary students differ in their development and approaches to learning, and create instructional opportunities that are adapted to diverse students;

3.3 Development of critical thinking and problem solving—Candidates understand and use a variety of teaching strategies that encourage elementary students’ development of critical thinking and problem solving;

3.4 Active engagement in learning—Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments;

3.5 Communication to foster collaboration—Candidates use their knowledge and understanding of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the elementary classroom.

ASSESSMENT 4.0 Assessment for instruction—Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

PROFESSIONALISM 5.1 Professional growth, reflection, and evaluation—Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

5.2 Collaboration with families, colleagues, and community agencies— Candidates know the importance of establishing and maintaining a positive collaborative relationship with families, school colleagues, and agencies in the larger community to promote the intellectual, social, emotional, physical growth and well-being of children.

ILA Standards: Pre-K and Elementary Classroom Teacher Standard 1: Foundational Knowledge

Elements

1.1: Understand major theories and empirical research that describe the cognitive, linguistic, motivational, and sociocultural foundations of reading and writing development, processes, and components, including word recognition, language comprehension, strategic knowledge, and reading–writing connections.

1.2: Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and writing development, processes, and components.

1.3: Understand the role of professional judgment and practical knowledge for improving all students' reading development and achievement. Standard 2: Curriculum and Instruction

Elements

2.1: Use foundational knowledge to design or implement an integrated, comprehensive, and balanced curriculum.

2.2: Use appropriate and varied instructional approaches, including those that develop word recognition, language comprehension, strategic knowledge, and reading–writing connections.

2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources.

Standard 3: Assessment and Evaluation Standard

3.1: Understand types of assessments and their purposes, strengths, and limitations.

3.2: Select, develop, administer, and interpret assessments, both traditional print and electronic, for specific purposes.

3.3: Use assessment information to plan and evaluate instruction.

3.4: Communicate assessment results and implications to a variety of audiences. Standard 4: Diversity

4.1: Recognize, understand, and value the forms of diversity that exist in society and their importance in learning to read and write.

4.2: Use a literacy curriculum and engage in instructional practices that positively impact students' knowledge, beliefs, and engagement with the features of diversity.

4.3: Develop and implement strategies to advocate for equity. Standard 5: Literate Environment

5.1: Design the physical environment to optimize students' use of traditional print, digital, and online resources in reading and writing instruction.

5.2: Design a social environment that is low risk and includes choice, motivation, and scaffolded support to optimize students' opportunities for learning to read and write.

5.3: Use routines to support reading and writing instruction (e.g., time allocation, transitions from one activity to another; discussions, and peer feedback).

5.4: Use a variety of classroom configurations (i.e., whole class, small group, and individual) to differentiate instruction. Standard 6: Professional Learning and Leadership

6.1: Demonstrate foundational knowledge of adult learning theories and related research about organizational change, professional development, and school culture.

6.2: Display positive dispositions related to their own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors.

6.3: Participate in, design, facilitate, lead, and evaluate effective and differentiated professional development programs.

Standards for English Language Arts Sponsored by the National Council of Teachers of English and the International Literacy Association

1. Students read a wide range of print and non-print texts to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic and contemporary works.

2. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meanings and of other texts, their word identification strategies, and their understanding of textual features (e.g., sound-letter correspondence, sentence structure, context, graphics).

4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences for different purposes.

5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

6. Students apply knowledge of language structures, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts.

7. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and non- print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

8. Students use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

9. Students develop an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

10. Students whose first language is not English make use of their first language to develop competency in the English language arts and to develop understanding of content across curriculum.

11. Students participate as knowledgeable, reflective, creative, and critical members of a variety of literate communities.

12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information.

Content Knowledge

NCTE/NCATE Standards for Initial Preparation of Teachers of Secondary English Language Arts, Grades 7-12 Approved October 2012

1 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes literature and multimedia texts as well as knowledge of the nature of adolescents as readers.

Element 1: Candidates are knowledgeable about texts—print and non-print texts, media texts, classic texts and contemporary texts, including young adult—that represent a range of world literatures, historical traditions, genres, and the experiences of different genders, ethnicities, and social classes; they are able to use literary theories to interpret and critique a range of texts.

Element 2: Candidates are knowledgeable about how adolescents read texts and make meaning through interaction with media environments.

2 Candidates demonstrate knowledge of English language arts subject matter content that specifically includes language and writing as well as knowledge of adolescents as language users.

Element 1: Candidates can compose a range of formal and informal texts taking into consideration the interrelationships among form, audience, context, and purpose; candidates understand that writing is a recursive process; candidates can use contemporary technologies and/or digital media to compose multimodal discourse.

Element 2: Candidates know the conventions of English language as they relate to various rhetorical situations (grammar, usage, and mechanics); they understand the concept of dialect and are familiar with relevant grammar systems (e.g., descriptive and prescriptive); they understand principles of language acquisition; they recognize the influence of English language history on ELA content; and they understand the impact of language on society.

Element 3: Candidates are knowledgeable about how adolescents compose texts and make meaning through interaction with media environments.

Content Pedagogy: Planning Literature and Reading Instruction in ELA

3 Candidates plan instruction and design assessments for reading and the study of literature to promote learning for all students.

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant learning experiences utilizing a range of different texts—across genres, periods, forms, authors, cultures, and various forms of media—and instructional strategies that are motivating and accessible to all students, including English language learners, students with special needs, students from diverse language and learning backgrounds, those designated as high achieving, and those at risk of failure.

Element 2: Candidates design a range of authentic assessments (e.g., formal and informal, formative and summative) of reading and literature that demonstrate an understanding of how learners develop and that address interpretive, critical, and evaluative abilities in reading, writing, speaking, listening, viewing, and presenting.

Element 3: Candidates plan standards-based, coherent and relevant learning experiences in reading that reflect knowledge of current theory and research about the teaching and learning of reading and that utilize individual and collaborative approaches and a variety of reading strategies.

Element 4: Candidates design or knowledgeably select appropriate reading assessments that inform instruction by providing data about student interests, reading proficiencies, and reading processes.

Element 5: Candidates plan instruction that incorporates knowledge of language—structure, history, and conventions—to facilitate students’ comprehension and interpretation of print and non-print texts.

Element 6: Candidates plan instruction which, when appropriate, reflects curriculum integration and incorporates interdisciplinary teaching methods and materials.

Content Pedagogy: Planning Composition Instruction in ELA

4. Candidates plan instruction and design assessments for composing texts (i.e., oral, written, and visual) to promote learning for all students.

1

Element 1: Candidates use their knowledge of theory, research, and practice in English Language Arts to plan standards- based, coherent and relevant composing experiences that utilize individual and collaborative approaches and contemporary technologies and reflect an understanding of writing processes and strategies in different genres for a variety of purposes and audiences.

Element 2: Candidates design a range of assessments for students that promote their development as writers, are appropriate to the writing task, and are consistent with current research and theory. Candidates are able to respond to student writing in process and to finished texts in ways that engage students’ ideas and encourage their growth as writers over time.

Element 3: Candidates design instruction related to the strategic use of language conventions (grammar, usage, and mechanics) in the context of students’ writing for different audiences, purposes, and modalities.

Element 4: Candidates design instruction that incorporates students’ home and community languages to enable skillful control over their rhetorical choices and language practices for a variety of audiences and purposes.

Learners and Learning: Implementing English Language Arts Instruction

5 Candidates plan, implement, assess, and reflect on research-based instruction that increases motivation and active student engagement, builds sustained learning of English language arts, and responds to diverse students’ context-based needs.

Element 1: Candidates plan and implement instruction based on ELA curricular requirements and standards, school and community contexts, and knowledge about students’ linguistic and cultural backgrounds.

Element 2: Candidates use data about their students’ individual differences, identities, and funds of knowledge for literacy learning to create inclusive learning environments that contextualize curriculum and instruction and help students participate actively in their own learning in ELA.

Element 3: Candidates differentiate instruction based on students’ self-assessments and formal and informal assessments of learning in English language arts; candidates communicate with students about their performance in ways that actively involve them in their own learning.

Element 4: Candidates select, create, and use a variety of instructional strategies and teaching resources, including contemporary technologies and digital media, consistent with what is currently known about student learning in English Language Arts.

Professional Knowledge and Skills

6 Candidates demonstrate knowledge of how theories and research about social justice, diversity, equity, student identities, and schools as institutions can enhance students’ opportunities to learn in English Language Arts.

Element 1: Candidates plan and implement English language arts and literacy instruction that promotes social justice and critical engagement with complex issues related to maintaining a diverse, inclusive, equitable society.

Element 2: Candidates use knowledge of theories and research to plan instruction responsive to students’ local, national and international histories, individual identities (e.g., race, ethnicity, gender expression, age, appearance, ability, spiritual belief, sexual orientation, socioeconomic status, and community environment), and languages/dialects as they affect students’ opportunities to learn in ELA.

7 Candidates are prepared to interact knowledgeably with students, families, and colleagues based on social needs and institutional roles, engage in leadership and/or collaborative roles in English Language Arts professional learning communities, and actively develop as professional educators.

Element 1: Candidates model literate and ethical practices in ELA teaching, and engage in/reflect on a variety of experiences related to ELA.

Element 2: Candidates engage in and reflect on a variety of experiences related to ELA that demonstrate understanding of and readiness for leadership, collaboration, ongoing professional development, and community engagement.

NCSS Standards

1. HISTORY Teachers who are licensed to teach history should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Learner Expectations- The study of history and how historians study the past allows learners to understand their place in time and location. The knowledge base of historical content drawn from United States and world history provides the basis from which learners develop historical understanding and competence in ways of historical thinking. Historical thinking skills enable learners to evaluate evidence, develop comparative and causal analyses, interpret the historical record, and construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

2. GEOGRAPHY Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Learner Expectations- The study of geography allows learners to develop an understanding of the spatial contexts of people, places, and environments. It provides knowledge of Earth’s physical and human systems and the interdependency of living things and physical environments. Studying geography stimulates curiosity about the world and the world’s diverse inhabitants and places, as well as about local, regional, and global issues. Geography allows learners to understand and make decisions about issues at the global as well as the local level.

3. CIVICS AND GOVERNMENT Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government.

Learner Expectations- The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of American constitutional democracy. This effective and responsible participation requires the acquisition of a body of knowledge and of intellectual and participatory skills. Effective and responsible participation also is furthered by the development of certain dispositions or traits of character that enhance the individual’s capacity to participate in the political process and contribute to the healthy functioning of the political system and improvement of society.

4. ECONOMICS Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Learner Expectations- The study of economics provides learners with basic information about how people attempt to satisfy their wants and helps them employ logical reasoning in thinking about economic issues. It enables them to understand the economic issues that affect them every day, the roles they play as consumers and producers, and the costs and benefits associated with their personal decisions as well as governmental practice. It enables them to understand the universal questions: What will be produced? How will production be organized? How will goods and services be distributed? How will factors of production (land, labor, capital, and management) be allocated?

5. PSYCHOLOGY Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Learner Expectations- The study of psychology and human behavior allows learners to understand major theories that have been proposed to describe human thinking, learning, memory, development, personality, and behavior. It helps them address questions such as the following: Who am I? What factors have contributed to my becoming who I am? How can I adjust to, cope with, benefit from, and contribute to my own well-being and to the well-being of others? What is involved in mental and emotional health, and how can one become and remain mentally and emotionally healthy and prevent or overcome psychological disorders?

 Five Core Competencies for Social Studies Teacher Education

Standard 1. Content Knowledge

Candidates demonstrate knowledge of social studies disciplines. Candidates are knowledgeable of disciplinary concepts, facts, and tools; structures of inquiry; and forms of representation.

Standard 2. Application of Content Through Planning

Candidates plan learning sequences that draw upon social studies knowledge and literacies to support the civic competence of learners.

Standard 3. Design and Implementation of Instruction and Assessment

Candidates design and implement instruction and authentic assessments for social studies that promote learning and competence in civic life.

Standard 4. Social Studies Learners and Learning

Candidates plan and implement relevant and responsive pedagogy, create collaborative and interdisciplinary learning environments, and prepare learners to be informed advocates for an inclusive and equitable society.

Standard 5. Professional Responsibility and Informed Action

Candidates reflect and expand upon their social studies knowledge, inquiry skills, and civic dispositions to adapt practice, promote social justice, and take informed action in schools and/or communities.

                               NCTM CAEP Standards (2012) – Middle Grades (Initial Preparation)

Standard 1: Content Knowledge Effective teachers of middle grades mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2: Mathematical Practices Effective teachers of middle grades mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching.

Standard 3: Content Pedagogy Effective teachers of middle grades mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4: Mathematical Learning Environment Effective teachers of middle grades mathematics exhibit knowledge of pre-adolescent and adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Standard 5: Impact on Student Learning Effective teachers of middle grades mathematics provide evidence demonstrating that as a result of their instruction, middle grades students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a positive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

Standard 6: Professional Knowledge and Skills Effective teachers of middle grades mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations

                                NCTM CAEP Standards (2012) – Secondary (Initial Preparation)

 Standard 1: Content Knowledge    Effective teachers of secondary mathematics demonstrate and apply knowledge of major mathematics concepts, algorithms, procedures, connections, and applications within and among mathematical content domains.

Standard 2:  Mathematical Practices   Effective teachers of secondary mathematics solve problems, represent mathematical ideas, reason, prove, use mathematical models, attend to precision, identify elements of structure, generalize, engage in mathematical communication, and make connections as essential mathematical practices. They understand that these practices intersect with mathematical content and that understanding relies on the ability to demonstrate these practices within and among mathematical domains and in their teaching

Standard 3:  Content Pedagogy Effective teachers of secondary mathematics apply knowledge of curriculum standards for mathematics and their relationship to student learning within and across mathematical domains. They incorporate research-based mathematical experiences and include multiple instructional strategies and mathematics-specific technological tools in their teaching to develop all students’ mathematical understanding and proficiency. They provide students with opportunities to do mathematics – talking about it and connecting it to both theoretical and real-world contexts. They plan, select, implement, interpret, and use formative and summative assessments for monitoring student learning, measuring student mathematical understanding, and informing practice.

Standard 4:  Mathematical Learning  Environment  Effective teachers of secondary mathematics exhibit knowledge of adolescent learning, development, and behavior. They use this knowledge to plan and create sequential learning opportunities grounded in mathematics education research where students are actively engaged in the mathematics they are learning and building from prior knowledge and skills. They demonstrate a positive disposition toward mathematical practices and learning, include culturally relevant perspectives in teaching, and demonstrate equitable and ethical treatment of and high expectations for all students. They use instructional tools such as manipulatives, digital tools, and virtual resources to enhance learning while recognizing the possible limitations of such tools.

Standard 5:  Impact on Student Learning Effective teachers of secondary mathematics provide evidence demonstrating that as a result of their instruction, secondary students’ conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and application of major mathematics concepts in varied contexts have increased. These teachers support the continual development of a productive disposition toward mathematics. They show that new student mathematical knowledge has been created as a consequence of their ability to engage students in mathematical experiences that are developmentally appropriate, require active engagement, and include mathematics-specific technology in building new knowledge.

 Standard 6: Professional Knowledge and Skills Effective teachers of secondary mathematics are lifelong learners and recognize that learning is often collaborative. They participate in professional development experiences specific to mathematics and mathematics education, draw upon mathematics education research to inform practice, continuously reflect on their practice, and utilize resources from professional mathematics organizations.

Standard 7: Secondary Mathematics Field Experiences and Clinical Practice Effective teachers of secondary mathematics engage in a planned sequence of field experiences and clinical practice under the supervision of experienced and highly qualified mathematics teachers. They develop a broad experiential base of knowledge, skills, effective approaches to mathematics teaching and learning, and professional behaviors across both middle and high school settings that involve a diverse range and varied groupings of students. Candidates experience a full-time student teaching/internship in secondary mathematics directed by university or college faculty with secondary mathematics teaching experience or equivalent knowledge base.

PE and Health Standards

Grade-Level Outcomes for K-12 Physical Education define what a student should know and be able to do as result of a highly effective physical education program. States and local school districts across the country use the National Standards to develop or revise existing standards, frameworks and curricula.

Standard 1 - The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.

Standard 2 - The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.

Standard 3 - The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.

Standard 4 - The physically literate individual exhibits responsible personal and social behavior that respects self and others.

Standard 5 - The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

The National Health Education Standards  PreK-12 were released in Spring 2007 and provide a revision of the 1995 standards. Revisions in the new standards include:

\* Revised student standards – from 7 to 8 standards

\* Revision of recommended grade levels for student evaluation

\* Revised and expanded student performance indicators

\* New chapter on student assessment

\* New chapter on equity and access for all students

Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.

Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

Standard 3: Students will demonstrate the ability to access valid information and products and services to enhance health.

Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.

Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.

Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.

                                                                2014 Music Standards

                                                                          CREATING

 Imagine Generate musical ideas for various purposes and contexts.

Common Anchor #1 Enduring Understanding: The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.

 Essential Question: How do musicians generate creative ideas?

Plan and Make Select and develop musical ideas for defined purposes and contexts

 Enduring Understanding: Musicians’ creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Evaluate and Refine Evaluate and refine selected musical ideas to create musical work(s) that meet appropriate criteria.

Enduring Understanding: Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

 Essential Question: How do musicians improve the quality of their creative work?

Present Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.

Enduring Understanding: Musicians’ presentation of creative work is the culmination of a process of creation and communication

 Essential Question: When is creative work ready to share?

                                                                    PERFORMING

Select varied musical works to present based on interest, knowledge, technical skill, and context. Common Anchor #4

 Enduring Understanding: Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Analyze the structure and context of varied musical works and their implications for performance.

Enduring Understanding: Analyzing creators’ context and how they manipulate elements of music provides insight into their intent and informs performance.

 Essential Question: How does understanding the structure and context of musical works inform performance?

Interpret Develop personal interpretations that consider creators’ intent.

Enduring Understanding: Performers make interpretive decisions based on their understanding of context and expressive intent.

Essential Question: How do performers interpret musical works?

 Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

 Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

 Essential Question: How do musicians improve the quality of their performance?

 Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response? Pre K K 1 2 3 4 5 6 7 8

                                                                   RESPONDING

Select Choose music appropriate for a specific purpose or context.

Common Anchor #7 Enduring Understanding: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Essential Question: How do individuals choose music to experience?

Analyze how the structure and context of varied musical works inform the response.

Enduring Understanding: Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.

Essential Question: How does understanding the structure and context of music inform a response?

Interpret Support interpretations of musical works that reflect creators’/performers’ expressive intent.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators’ and performers’ expressive intent?

Evaluate Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

 Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

 Essential Question: How do we judge the quality of musical work(s) and performance(s)?

                                                              CONNECTING

 Synthesize and relate knowledge and personal experiences to make music.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Rehearse, Evaluate and Refine Evaluate and refine personal and ensemble performances, individually or in collaboration with others.

 Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

 Relate musical ideas and works with varied context to deepen understanding.

 Enduring Understanding: Understanding connections to varied contexts and daily life enhances musicians’ creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  http://www.nafme.org/

Art Standards: http://nationalartsstandards.org/

             Elementary Science

Life Science \* K. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment \* 1. Structure, Function and Information Processing \* 2. Interdependent Relationships in Ecosystems  o Grades K-2 Engineering Design Introduction \* 3. Interdependent Relationships in Ecosystems o 3. Inheritance and Variation of Traits \* 4. Structure, Function, and Information Processing \* 5. Matter and Energy in Organisms and Ecosystems o Grades 3-5 Engineering Design Introduction

Earth & Space Science \* K. Weather and Climate \* 1. Space Systems: Patterns and Cycles \* 2. Earth’s Systems: Processes That Shape the Earth o Grades K-2 Engineering Design Introduction \* 3. Weather and Climate \* 4. Earth's Systems: Processes That Shape the Earth \* 5. Earth's Systems o . Space Systems: Stars and the Solar System \* Grades 3-5 Engineering Design Introduction

Physical Science \* K. Forces and Interactions: Pushes and Pulls \* 1. Waves: Light and Sound \* 2. Structure and Properties of Matter o Grades K-2 Engineering Design Introduction \* 3. Forces and Interactions \* 4. Energy o 4. Waves: Waves and Information \* 5. Structure and Properties of Matter o Grades 3-5 Engineering Design Introduction

                                                     National Science Teachers Association (NSTA)

SPA Standards:

 Standard 1.  Content. Teachers of science understand and can articulate the knowledge and practices of contemporary science. They can interrelate and interpret important concepts, ideas, and applications in their fields of licensure; and can conduct scientific investigations. To show that they are prepared in content, teachers of science must demonstrate that they: (a) understand and can successfully convey to students the major concepts, principles, theories, laws, and interrelationships of their fields of licensure and supporting fields as recommended by the National Science Teachers Association; (b) understand and can successfully convey to students the unifying concepts of science delineated by the National Science Education Standards; (c) understand and can successfully convey to students important personal and technological applications of science in their

fields of licensure; (d) understand research and can successfully design, conduct, report and evaluate investigations in science; (e) understand and can successfully use mathematics to process and report data, and solve problems, in their field(s) of licensure.

Standard 2. Nature of Science. Teachers of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teachers of science must demonstrate that they: (a) understand the historical and cultural development of science and the evolution of knowledge in their discipline; (b) understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world; (c) engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science.

Standard 3. Inquiry. Teachers of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they: (a) understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge; (b) engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

Standard 4. Issues. Teachers of science recognize that informed citizens must be prepared to make decisions and take action on contemporary science- and technology-related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teachers of science must demonstrate that they: (a) understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues; (b) engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

Standard 5. General Skills of Teaching. Teachers of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that they are prepared to create a community of diverse learners, teachers of science must demonstrate that they: (a) vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding; (b) successfully promote the learning of science by students with different

abilities, needs, interests, and backgrounds; (c) successfully organize and engage students in collaborative learning using different student group learning strategies; (d) successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science; (e) understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students; (f) create and maintain a psychologically and socially safe and supportive learning environment.

Standard 6. Curriculum. Teachers of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the National Science Education Standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teachers of science must demonstrate that they: (a) understand the curricular recommendations of the National Science Education Standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards; (b) plan and implement internally consistent units of study that address the diverse goals of the National Science Education Standards and the needs and abilities of students.

Standard 7. Science in the Community. Teachers of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in sciencerelated studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teachers of science must demonstrate that they: (a) identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science;

(b) involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community.

Standard 8. Assessment. Teachers of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teachers of science must demonstrate that they: (a) use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students; (b) use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process; (c) use the results of assessments as vehicles for students to analyze their own learning, engaging students in reflective self-analysis of their own work.

Standard 9. Safety and Welfare. Teachers of science organize safe and effective learning environments that promote the success of students and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they: (a) understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials. (b) know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction; (c) know and follow

emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students; (d) treat all living organisms used in the classroom or found in the field in a safe, humane, and ethical manner and respect legal restrictions on their collection, keeping, and use.

Standard 10. Professional Growth. Teachers of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teachers of science must demonstrate that they: (a) Engage actively and continuously in opportunities for professional learning and leadership that reach beyond minimum job requirements; (b) reflect constantly upon their teaching and identify ways and means through which they may grow professionally; (c) use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth; (d) interact effectively with colleagues, parents, and students; mentor new colleagues; and foster positive relationships with the community.

 **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 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 the director/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 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.