**CAMPBELLSVILLE UNIVERSITY**

#### COURSE SYLLABUS

PLEASE TYPE. DATE 1/06/2017

ACADEMIC UNIT Special Education

Please check to indicate this course has a service learning component.

FACULTY L. Fulks

Discipline Course# Section

Title of Course Credit Hours Cross Reference

(if applicable)

Education ED 605 Research Methods and Proedures 3 hours

TEXTBOOK Required Not Required

Author Geoffrey Mills Title *Action research: A guide for the teacher researcher*.

Publisher PEARSON Date of Publication 2013

WORKBOOK

Author Title

Publisher Date of Publication

PLEASE ANSWER THE FOLLOWING QUESTIONS ON A SEPARATE SHEET OF PAPER AND ATTACH TO THIS FORM.

1. DESCRIPTION OF COURSE: Develop a brief description of the course as it will appear in the Catalog.
2. STUDENT LEARNING OBJECTIVES: List the student learning objectives for the course. Please relate these objectives to the mission and goals of the University and the Academic Unit. For general education courses, please indicate which student learning objectives address general education goals and the intended method of assessment. A minimum of four of the seven general education goals must be included.

*Example: Students will demonstrate their ability to compare and contrast two types of basket weaving. (Goal: Oral and Written Communication; Evidence: research paper and class presentation)*

1. COURSE OUTLINE: Outline the topics/units that are to be taught.
2. EVALUATION: How do you plan to determine the grade in the course? Please include grading scale.
3. REQUIREMENTS:
   1. Examinations: State when tests are to be administered, including unit, mid-term, and final examinations.
   2. Reports: How many, length required, and what type (Oral, term and/or research, book critiques).
   3. Supplemental reading assignments or outside work required.
   4. Supplemental instruction aids: Audio visual aids, field trips, guest speakers, etc.
4. BOOKLIST

DEAN: *Beverly Ennis* Date Copy Received

VICE PRESIDENT FOR ACADEMIC AFFAIRS Date Copy Received

FORM FH-E.2.7A; rev. 12/21/10 Page 1 of 1

Campbellsville University

**School of Education**

**ED 605-01 G5 16/17**

**March 20, 2017 –May 13, 2017**

**Professor:** Dr. Lisa Fulks

**Class:** ED 605–Research Methods and Procedures

**E-mail:** lrfulks@campbellsville.edu

**Phone:** School – 270-789-5241Cell/text 502-724-2766

**Information:** 3 credit hours

**Chat Time:**  Wednesday 7:00 PM – 8:15 PM eastern

**Classroom**: Online

**Regular Office Hours: See Room 129**

**Online Office Hours**: Monday 5:00-5:30 6:45-7:30 Wednesday 5:00-5:30 8:15-9:00 I am also

available by appointment also upon request.

**School of Education Conceptual Framework**

**Theme: Empowerment for Learning Model**



**COURSE DESCRIPTION:** This course provides an overview of the research process, with emphasis on finding, using, and evaluating research. Students will learn tools for qualitative and quantitative research.

An action research proposal is required on relevant research questions relating to students with the following disabilities: EBD, LD, MMD, and ASD. This project will be selected with the assistance of the professor.

**CREDIT: 3 hours**

**REQUIRED TEXT and MATERIALS:**

Mills, G. (2013). *Action research: A guide for the teacher researcher*.

(5th Ed.) Upper Saddle River, NJ: Pearson.

**PROFESSIONAL STANDARDS addressed in this course:**

**Kentucky Teacher Standards (*KTS*)**

Standard 1 The Teacher Demonstrates Applied Content Knowledge

Standard 2 The Teacher Designs and Plans Instruction

Standard 3 The Teacher Creates and Maintains Learning Environment

Standard 4 The Teacher Implements and Manages Instruction

Standard 5 The Teacher Assesses and Communicates Learning Results

Standard 6 The Teacher Demonstrates the Implementation of Technology

Standard 7 Reflects On and Evaluates Teaching and Learning

Standard 8 Collaborates with Colleagues/Parents/Others

Standard 9 Evaluates Teaching and Implements Professional Development

**CU Diversity Proficiencies (from KTS)**

KTS 1.2 Connects content to life experiences of student

KTS 2.2 Uses contextual data to design instruction relevant to students

KTS 2.4 Plans instructional strategies & activities that address learning objectives for all students

KTS 3.3 Values and supports student diversity and addresses individual needs

KTS 4.2 Implement instruction based on diverse student need & assessment data

KTS 5.4 Describes, analyzes & evaluates student performance data to determine progress of individuals and identify differences in progress among student groups

KTS 6.3 Integrates student use of available technology into instruction to enhance learning outcomes and meet diverse student needs.

KTS 8.1 Identifies students whose learning could be enhanced by collaboration

**Interstate Teacher Assessment and Support Consortium** (***InTASC***) InTASC 1nTASC1 Learner Development

InTASC 2 Learner Differences

InTASC 3 Learning Environments

InTASC 4 Content Knowledge

InTASC 5 Application of Content

InTASC 6 Assessment

InTASC 7 Planning for Instruction

InTASK 8 Instructional Strategies

InTASC 9 Professional Learning and Ethical Practice

InTASC 10 Leadership and Collaboration

**International Literacy Association (*ILA*)** Standard 1 Foundational Knowledge Standard 2 Curriculum and Instruction Standard 3 Assessment and Evaluation Standard 4 Diversity

Standard 5 Literate Environment

Standard 6 Professional Learning and Leadership

**Council for Accreditation of Educator Program(*CAEP*)**

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity Standard 4 Program Impact

Standard 5 Provider Quality Assurance and Continuous Improvement

**Standards Council for Exceptional Children Standards.** This course meets the guidelines designated under the CEC standards for common core of knowledge and skills for special educators:

Standard 1: Assessment

Standard 2: Curricular Content Knowledge

Standard 3: Programs, Services, and Outcomes

Standard 4: Research and Inquiry

Standard 5: Leadership and Policy

Standard 6: Professional and Ethical Practice

Standard 7: Collaboration

**Mission Statements/Vision**

The Campbellsville University Mission focuses on Scholarship, Excellence and Christian Servant Leadership.

The Teacher Education Vision aims for individuals to be empowered to attain goals and impact others through Christian servant leadership. The School of Education Mission seeks to provide an academic infrastructure based on scholarship, service and Christian leadership, candidates who are competent and qualified, and who demonstrate

* Knowledge and skills
* Caring Dispositions, including respect for diversity
* Commitment to life-long learning in a global society-
* Characteristics of servant leadership

The objectives of this course align with the mission of the university and of the School of Education. Students are involved in an action research study that demonstrates all of these characteristics

***Methods of Instruction***

The instructional methods will include:

* live videoconferencing class sessions and small group discussions via AdobeConnect
* online multimedia learning lessons
* individual consultation with professor
* discussion board threads for in-depth discussion
* cooperative/collaborative learning activities
* field observations and practice in P-12 classrooms

**SPECIFIC OBJECTIVES:** Upon completion of this course, you will have gained an understanding of and be able to:

* Students will gain an understanding of research principles, lexicon, and techniques (KTS 6, 7, 8, 10).
* Students will be informed consumers of research products (KTS 6, 7, 8, 10).
* Students will use research-supported methods for academic and nonacademic instruction of individuals with learning disabilities (KTS 6, 7, 8, 10).
* Students will select, adapt, and create research-based teaching strategies (KTS 1, 2, 10).
* Students will complete a research project regarding a relevant research question (KTS 6, 9, 10).

**COURSE TASKS/Requirements:**

**Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, 7 CAEP 1,4, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)**

***Class attendance*** is expected and will be checked. Notify the professor in advance if you need to be absent for an emergency. Two unexcused absences result in an automatic “F” for the course (at professor’s discretion). Candidates will be graded on their advance preparation for class (readings) and their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class in small and large group online discussions, study questions and reflective writing assignments. Candidates must contribute to class discussions. ***Discussion boards*** are included as part of participation

**Assignment #1: Article Reviews ( KTS 1, 2, 3, 4, 5, 6, 7** **KTS Diversity Standards** **1.2, 6.3, InTASC 4, 5, 10, ILA 6, CEC 1, 2, 3, 4, 5, 6, 7, CAEP 1, 2, TSSA 1, 2, 3, 4, 5, 6, Professional Standards for Educators 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 )**

A scholarly review of five articles relating to your Action Research Proposal. All five (5) of these articles must be referenced in the literature review of your Action Research Proposal. These article reviews must be critiques of empirical research articles which were published in a peer reviewed journal. The articles can be included in annotated bibliographies of information articles from other resources. Please understand that the review of literature will be comprised of more than these five article reviews. Reviews will be done independently and in chats with specific directions given during chat for completion of the assignment.

**Assignment Two: Part One of Research Proposal**

**(KTS 6, 9,** **KTS Diversity Standards** **3.3 , InTASC 9, ILA 6, CEC 4, CAEP 1, TSSA 2, 3, 4, Professional Standards for Educators 4, 6)**

Students will submit an introduction to their study with an abstract. Your research topic must relate to students with disabilities and their needs.

**Assignment Three: Part Two of Research Proposal**

**(KTS 1, 5, 6,** **KTS Diversity Standards** **5.4, InTASC 9, ILA 6, CEC 1, 4, CAEP 1, TSSA 3,4 Professional Standards for Educators 4, 6)**

Students will submit their methodology for their research. Your research topic must relate to students with disabilities and their needs. This project is to be an Action Research proposal.

**Assignment Four: Final Version of Research Proposal**

**(KTS 1, 8, 9**, **KTS Diversity Standards** **1.2, InTASC 4, 5, ILA 6, CEC 1, 4, CAEP 1, TSSA 3, 4, 5, Professional Standards for Educators 3, 5, 6, 7, 8, 9,10)**

Students will put all sections of their proposal together to complete their action

research proposal.

**Assignment Five: Field Hours (KTS 1, 2, 3, 4, 5, 7, 8 10)**

Students will participate in ten (10) hours of field experience. Three of these hours will require you to conduct interviews of three professionals in the educational field on the use of research in their work activities and responsibilities. This will be discussed further during chat sessions. See the field hour requirement document for details (located on the University web page). The remaining seven hours are earned by designing a research proposal intended to provide services to students with disabilities. Logs must be kept of the field experience, along with a written record of the questions used during the interview and the responses. Use artificial names when you write about learners and teachers to keep confidentiality. The original must be sent to the Special Education Program office and a copy sent to the professor. The form must be completed in order to receive credit. **Write a three page narrative on your interview and include your questions with answers .**

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| --- | --- | --- |
| **Week** | **Focus** | **Text/**  **Assignment** |
| 1 | *Online meetings will include discussions of readings and reflective journal/blog entries.*  Understanding Action Research  Orientation, Syllabus, Course Materials, Requirements, and Assignments  Review of APA style and APA resources | Mills, Ch. 1 and 2  Discussion Forum One:  What is action research? |
| 2 | Qualitative versus Quantitative Research  Deciding on an Area of Focus  Writing a clear title for your paper  Review of using correct grammar and expectations for scholarly writing including organization, verb tense, first person  Analyzing an article | Mills, Ch. 3  Discussion Forum Two:  What are things I see that need to be addressed in education that could lead me to a topic? |
| 3 | The importance of connections in your literature review…connections to your topic and article to article connections  Discuss possible relevant theories; Constructivism, Behaviorism, Cognitivism? | Mills, Ch. 4  Discussion Forum Three:  The most interesting article I read discussed…. |
| 4 | Methodology  Description of study  Data Collection | Mills, Ch. 5  Discussion Forum Four:  Qualitative v. Quantitative research…. |
| 5 | Individual Conferences | **Assignment 1 Due**  NO DISCUSSION BOARD THIS WEEK |
| 6 | Data Analysis and Interpretation | **Assignment 2 Due**  Mills, Ch. 6  Discussion Forum Six:  Explain the need for teacher action research |
| 7 | Action Planning for Educational Change | **Assignment 3 Due**  Mills, Ch. 7  Discussion Forum Six:  How will your action research proposal help change teaching and learning? |
| 8 | Evaluating Action Research  Presenting your Action Research | **Assignment Four Final Version of Action Research Proposal Due**  **Assignment Five Field Hours**  **Due**  Mills, Ch. 9  NO DISCUSSION FORUM THIS WEEK |

**EVALUATION Process and expectations:**

***Before*** ***Class each week*** you need to:

* read the chapter assignment
* review all the items under Week in the course, for familiarity with the format
* check for assignments due

**Class Participation in a Professional Learning Community.** In CU online courses, weekly coursework begins on Monday and runs through Sunday. “Class participation” includes all your interactions with the instructor and your classmates during and outside the Monday night class session, such as preparation, attendance and engagement at the weekly session; discussion boards; and completion of class follow-up activities .

**Feedback and Communications.** Messages, announcements and feedback posted via Learning House are sent to your CU email address. You may go into your Learning House profile (click “Participants” on the left, then click on your name.) and edit your email address in Learning House. It is the candidate’s responsibility to check emails and messages regularly (every 1-2 days). You are encouraged to contact me with questions or concerns. The best way to reach me is via email or text message. I will always respond within 24 hours so if you do not receive a response through email please text or call me.

**Weekly Discussion Board/Forums**. Each lesson typically has one discussion board where you are expected to post a response at a time of your convenience to the given topic, such as a scenario, a topic from the readings, a reflection on your field experiences, etc. This is done on your own time but is recommended you complete before the next class period.

**Submission of Assignments**. All assignments must be word-processed using Microsoft Word.

**Revisions.** A major part of my work as an instructor is to provide feedback**.** For major assignments, I generally allow one revision based on my feedback

**Final grade calculated based on the following values of assignments:**

100 Participation and Discussion Boards

100 Assignment #1- Article Reviews/ Completed Literature Review

100 Assignment #2- Introduction

100 Assignment #3- Methodology

100 Assignment #4- Final Action Research Proposal

300 Assignment #5- Field Hours Narrative

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**800 Total Points**

**GRADING SCALE:** **Course Grading Scale in Percentages with points**

**A = (93%)**

**B =(86%)**

**C = (78%)**

**D = (70%)**

**F = 69%**

**RUBRICS:**

**Rubric for Class Participation (KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4, TSSA 2, 3, 4, Professional Standards for Educators 4, 6 )**

|  |  |  |  |
| --- | --- | --- | --- |
| **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| * Present for all classes with exception of emergencies. * Logs in on time and attends throughout period * Participates 4-5 times during discussions * Contributes thoughtful remarks and questions * Comments extend the interactions between candidates * All Discussion Forums completed before class starts weekly | * Present for most classes (missing 1 class) * Reviewed at least the agenda and broad topics prior to class as evidenced in discussion responses. * Some contributions to discussion * All Discussion Forums completed | * Present for class but no advance preparation as evidenced in discussion responses * Superficial responses in class or on discussion boards   5-7 Discussion Forums completed | * Absent from class without any communication to professor * Comments and postings minimal or absent   1-4 Discussion Forums Completed |

**Rubric for Action Research Proposal(KTS 1, 5.2, 6, 7, 9,** **KTS Diversity Standards** **1.2, 3.3, 5.4, InTASC 1, 7, 9, ILA 1,6, CEC 1, 3, 4, 5, 6, CAEP 1,4)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exemplary 100%** | **Accomplished 94%** | **Developing 86%** | **Ineffective 77%** |
| **Introduction/Background** | This section should include…What prompted you to pursue this topic/intervention?  Include one of the articles reviewed in this section.  Discuss Setting of study Participants  data collection to be used: quantitative, qualitative, or mixed  Length 1-2 pages | This section should include…What prompted you to pursue this topic/intervention?  Include one of the articles reviewed in this section.  Discuss Setting of study Participants  data collection to be used: quantitative, qualitative, or mixed  Length 1 page | This section should include…What prompted you to pursue this topic/intervention?  Include one of the articles reviewed in this section.  Discuss Setting of study Participants  data collection to be used: quantitative, qualitative, or mixed  Length less than a page | This section should include…What prompted you to pursue this topic/intervention?  .  Discuss Setting of study Participants  data collection to be used: quantitative, qualitative, or mixed |
| **Literature Review** | Includes citations for at least 4-5 scholarly sources about your topic  Sources must be current, within the last ten years.  No websites will be accepted  Use paraphrases, unless quotes are critical.  Connect scholarly literature to your study  Include relevant theories  (For example, does your study most closely mirror Constructivism, Behaviorism, Cognitivism?)  Length 3 pages | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Describe number of students and diversity in the classroom(s) (gender, disabilities)  Length 3 pages | Identify the classroom(s) for your field experiences (school, grade, content, etc.)  Length 2 pages | Identify the classroom(s) for your field experiences with no information regarding the makeup of the classroom  Length 2 pages |
| **Methodology** | Problem statement  Significance of study  Duration of Study: at least 5 weeks  Context: Place and time of study  Description of classroom experience  Description of all instruments used  Triangulation of data; include table: How do the pieces of data work together to develop a clear picture of the research  Procedures used: how often are data collected/when are data collected/who collects data  Copies of instrument Included in Appendices | Problem statement  Significance of study  Duration of Study: at least 5 weeks  Context: Place and time of study  Description of classroom experience  Description of all instruments used  Triangulation of data; include table: How do the pieces of data work together to develop a clear picture of the research  Procedures used: how often are data collected/when are data collected/who collects data  Copies of instrument Included in Appendices | Problem statement  Significance of study  Context: Place and time of study  Description of classroom experience  Description of all instruments used  Procedures used: how often are data collected/when are data collected/who collects data  Copies of instrument Included in Appendices | Problem statement  Significance of study  Context: Place and time of study  Description of classroom experience  Description of all instruments used  Copies of instrument Included in Appendices |
| **Data and Data Analysis** | Discuss a Description of baseline data (if applicable)  What Data summaries for all instruments used to collect data for the study will be used; use triangulation  Generalization statements followed by support from tables/ figures  What will your data look at  Data analysis by contextual factors or gap groups: gender, age, ethnicity, exceptionality, socio-economic levels, language  Discuss the impact of your study… Limitations/Generalizability of the study  Suggestions for future studies on this intervention/  replication  **Concluding statements**  Who could the results be shared with  How will the results Contribute to the educational community | Discuss a Description of baseline data (if applicable)  What Data summaries for all instruments used to collect data for the study will be used; use triangulation  Generalization statements followed by support from tables/ figures  What will your data look at  Data analysis by contextual factors or gap groups: gender, age, ethnicity, exceptionality, socio-economic levels, language  Discuss the impact of your study… Limitations/Generalizability of the study  Suggestions for future studies on this intervention/  replication  **Concluding statements**  Who could the results be shared with  How will the results Contribute to the educational community |  |  |
| **Mechanics** | **Style:** use of scholarly style  **Organization*:*** clear organization with headings  **Grammar/Spelling:** correct grammar and spelling  **Tense:** use of past tense when referring to the research since it has been completed.  **Person:** use first person to report on what you did.  ***Person First***: ‘person first’ terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.).  **APA**style used correctlyfor citations throughout | **Organization*:*** clear organization with headings  **Grammar/Spelling:** correct grammar and spelling  **Tense:** use of past tense when referring to the research since it has been completed.  **Person:** use first person to report on what you did.  ***Person First***: ‘person first’ terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.).  **APA**style used correctlyfor citations throughout | **Organization*:*** clear organization with headings  **Tense:** use of past tense when referring to the research since it has been completed.  **Person:** use first person to report on what you did.  ***Person First***: ‘person first’ terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.).  **APA**style used correctlyfor citations throughout | **Organization*:*** clear organization with headings  **Person:** use first person to report on what you did.  ***Person First***: ‘person first’ terminology (students with disabilities, students who are gifted/talented, students who speak a second language, NOT LD students, etc.).  **An attempt to use APA**style used correctlyfor citations throughout |
| **Bibliography and Abstract** | Included in final paper and in correct format with no grammatical errors | Included in final paper and in correct format | Included in final paper | **Not included** |

**Each section will receive a score and the final grade will be the average from the sections combined.**

**Disability Statement:**

Campbellsville University is committed to reasonable accommodations for students who have documented physical and learning disabilities, as well as medical and emotional conditions. If you have a documented disability or condition of this nature, you may be eligible for disability services. Documentation must be from a licensed professional and current in terms of assessment. Please contact the Coordinator of Disability Services at 270-789-5192 to inquire about services.

#### Plagiarism Policy

Campbellsville University’s policy on Academic Integrity states: “Each person has the privilege and responsibility to develop one’s learning abilities, knowledge base, and practical skills. We value behavior that leads a student to take credit for one’s own academic accomplishments and to give credit to others’ contributions to one’s course work. These values can be violated by academic dishonesty and fraud.” (2015-17 Bulletin Catalog). Plagiarism and cheating are examples of academic dishonesty and fraud and neither will be tolerated in this course. Plagiarism is quoting or paraphrasing a phrase, a sentence, sentences, or significant amounts of text from a web or print source, without using quotation marks and without a citation. The plagiarist submits the work for credit in a class as part of the requirements for that class. Examples of cheating include cheating on a test (copying off someone else’s paper) or an assignment (e.g., development of a lesson plan) and submitting the work as your own. If a student commits plagiarism or cheats in this course, the professor will decide on one of two penalties: (a) an F on that assignment or (b) an F in the course. The student’s Dean and the Vice- President for Academic Affairs will be notified of either consequence.

#### \*\*\* School of Education Attendance Policy:\*\*\*

Regular attendance in professional education courses is expected of all students. It is a professional responsibility that is a part of the disposition assessment of teacher candidates. No more than six (6) absences for Monday/Wednesday/Friday courses and No more than four (4) absences for Tuesday/Thursday courses. Absences in excess of these numbers of days will result in an **F** for the course. Tardy is defined as missing 10 minutes or less of class time due to late arrival or early departure. An accumulation of two tardy instances will equate to one day of absence to be applied to the course attendance policy. Anything more than 10 minutes and less than 30 minutes of missed class time will result in a half day absence. More than 30 minutes of missed class time will be considered a full day. Your arrival and departure time are as important as your presence regularly. This is essential for a smooth classroom experience for you and your classmates now as well as the expectation you will face as a classroom teacher when employed later. *Note: students will not be penalized for absences excused by Campbellsville University; however, it is the student’s responsibility to notify the professor in advance of the excused absence.* It is also the student’s responsibility to insure that all assignments are submitted on due dates, regardless of date(s) of absences.

## Campbellsville University’s Online Attendance Policy

## *Bi-term and 8 week terms: Online students must participate weekly as defined by the professor in the syllabus. After 1 week (12.5%, 1/8th of the scheduled classes) without contact the student will be issued an official warning. After the second week (25%, 1/4th of the scheduled class) without contact the student would fail the course and a WA would be recorded.*

## Incomplete Statement

A grade of “I” is assigned to a student when the course requirements are not completed due to illness, accident, death in the immediate family, or other verifiable, extenuating circumstances. The course requirements to change the “I”; grade must be completed within 12 months from the time awarded. It is the student’s responsibility to complete requirements within the 12 month period. It is the professor’s responsibility to change the grade by filling out the proper forms in the Office of Student Records.

#### Title IX Statement

Campbellsville University and its faculty are committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires all responsible employees, which includes faculty members, to report incidents of sexual misconduct shared by students to the University's Title IX Coordinator.

Title IX Coordinator: Terry VanMeter; 1 University Drive; UPO Box 944; Administration Office 8A; Phone – 270-789- 5016; Email – [twvanmeter@campbellsville.edu](mailto:twvanmeter@campbellsville.edu) Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at: www.campbellsville.edu/title

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#### StudentAcademic Progress (SAP)

Department of Education federal regulations require Campbellsville University to monitor its student's academic progress to ensure that they maintain a minimum standard GPA and make steady progress toward degree completion. Students who do not meet the SAP requirements may lose their financial aid eligibility. All students that were enrolled during the current school year and those who have submitted a FAFSA for the upcoming year will be evaluated for SAP at the end of each term including summer. See your Student Handbook for specific details and/or discuss with your advisor.

## Communication Requirement

## *Students are expected to activate and regularly use the university provided email domain studentname@stu.campbellsville.edu) for all email communication for this class.*

## Disposition Assessment

Dispositions in teacher education preparation refer to behaviors and attributes while interacting on campus, online, and in clinical experiences with students, families, colleagues, communities, and faculty. Such dispositions are necessary to the empowerment for learning process stemming from the unit mission, conceptual framework, state codes of ethics, and national standards. Campbellsville University’s educator preparation program strives to lead candidates in the self- efficacy process of recognizing when their own dispositions shall be developed in the Pre-Professional Growth Plan (PPGP).

Candidates (CU students) will be introduced to the education program’s conceptual framework, which includes disposition expectations in the introductory courses and will also become familiar with and commit to the *Codes of Ethics for Professional Educators* which delineates behaviors for teachers related to students, parents and colleagues. In addition, candidates must adhere to the CU Computer Resource Acceptable Use Policy that includes posting information, videos, pictures, etc.,that infringe on copyright laws or is deemed inappropriate by the mission of CU and the School of Education (p 50, ST Handbook). This includes both on campus and off campus activities. Although the unit has adopted a “Disposition Recommendation” form for general use, it is understood that dispositions are also evaluated during instructional opportunities through field and clinical experiences and regular course opportunities. All disposition data are collected and filed in the student’s School of Education binder.

CU Philosophy of Behavior was founded with the goal of providing a quality education along with Christian values. Learning takes place guided by Christ-like concern and behavior on campus and online. A student whose conduct violates stated behavioral expectations faces specific disciplinary sanctions.

**BIBLIOGRAPHY:**

Ehrens, B., Ehrens, T., & Proly, J. (2009). *Response to intervention: An action guide for school leaders*. Alendandria,

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Gerald, D. E., & Hussar, W. J. (2001). *Projections of education statistics to 2011.* Washington,

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*the roles of instructional leadership, teacher collaboration, and collective efficacy beliefs in*

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*leadership in action: Improving instruction in schools and districts*. New York, NY: Routledge.

Kurland, H., Peretz, H., & Hertz-Lazarowitz, R. (2010). *Leadership style and organizational*

*learning: The mediate effect of school vision.* Journal of Educational Administration, 48(1), 7-30.

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Terosky, A. L. (2013). *From a managerial imperative to a learning imperative: Experiences of*

*urban, public school principals*. Educational Administration Quarterly, 50(1), 3-33.

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Ylimaki, R. M. (2012). Curric*ulum leadership in a conservative era*. Educational Administration

Quarterly, 48(2), 304-346