**Campbellsville University**

**ED 607 Graduate Practicum/Seminar**

* ***Class meets online once per week for 75 minutes.***

***Professor: Ms. Norma Wheat***

***Email: nrwheat@campbellsville.edu***

**Office Hours:** Professor can be reached anytime by e-mail or by phone (text or leave a message if no answer). Email to schedule a time for a face-to-face, telephone or online conference. I will be online 30 minutes before class and available to stay after class online to answer any questions or concerns.

**School of Education Conceptual Framework**

**Theme: *Empowerment for Learning***

**Model:**

****

**3 credit hours**

**Text and Supplies**

Specific readings will be assigned by the professor.

**Course Description**

This course provides an opportunity for students to apply best instructional practice in a middle school field base setting. This will provide opportunity to translate theory learned into practice by submitting several projects directly related to the idiosyncrasies of middle school students. All MAT candidates will develop portfolio-ready artifacts and engage in meaning field experiences. The pre-student teaching portfolio is submitted for traditional candidates. For Alternative candidates, the CAP 7 portfolio is submitted. The portfolio demonstrates mastery of the KTS and the components integrate the KAS.

**School of Education Mission Statement:**

In support of the institutional mission, the mission of the teacher education program is to prepare teachers for their respective fields in society by providing an academic infrastructure based on scholarship, service and Christian leadership. The primary goal of the program is to advance scholars who are competent, caring and qualified, who can positively impact student learning, and who are committed to life-long learning in a global society.

Since research has demonstrated that the teacher is most important factor affecting student learning, the teacher education program is committed to preparing candidates who are empowered and effective servant leaders in the classrooms, schools, communities and throughout the world.

The teacher education program is a performance-based process that strives to achieve this mission globally by

* preparing teachers who demonstrate the knowledge, skills and dispositions to plan, implement and evaluate instruction to assure that all students learn and perform at high levels,
* honoring, understanding, and respecting diverse voices and communities in society,
* establishing partnerships and collaborating with the professional community,
* supporting and enhancing Christian characteristics of servant leadership.

**Alignment with Curricular Guidelines and National Standards:**

**Association of Middle Level Education (AMLE)**

|  |
| --- |
| Principle A The Learner and Learning  Standard 1: Young Adolescent Development  |
| Principle B Middle Level Curriculum Standard 2: Middle Level Curriculum Standard 3: Middle Level Philosophy and School Organization |
| Principle C Middle Level Instructional Practice Standard 4: Middle Level Instruction and Assessment |
| Principle D Professional Responsibilities Standard 5 Middle Level Professional Roles |

|  |
| --- |
| **Kentucky Teacher Standards**  |
| Standard 1: The teacher demonstrates applied content knowledge |
| Standard 2: The teacher designs and plans instruction |
| Standard 3: The teacher creates and maintains learning climate |
| 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 |
| Standard 10: Provides leadership within school/community/profession |

|  |
| --- |
| **Diversity Proficiencies** |
| 2.2 Uses contextual data to design instruction relevant to students. |
| 3.3 Values and supports student diversity and addresses individual needs. |
| 4.2 Implements instruction based on diverse student needs and assessment data. |
| 5.4 Describes, analyzes, and evaluates student performance data. |
| 8.1 Identifies students where learning could be enhanced by collaboration. |

|  |
| --- |
| **Teacher Professional Growth and Effectiveness Standards (TPGES)** |
| Domain 1 | Planning and Preparation | B – Demonstrating Knowledge of Students |
| C – Selecting Instructional Outcome |
| Domain 2 | Classroom Environment | A – Creating and Environment of Respect and Rapport |
| D – Managing Student Behavior |
| Domain 3 | Instruction | A – Communicating with Students |
| B – Using Questions and Discussion Techniques |
| C – Engaging Students in Learning |
| D – Using Assessment in Instruction |
| E – Demonstrating Flexibility and Responsiveness |
| Domain 4 | Professional Responsibilities | A – Reflecting on Teaching |
| B – Maintaining Accurate Records |
| C – Communicating with Families |
| D – Participating in a Professional Community |
| E – Growing and Developing Professionally |
| F – Demonstrating Professionalism |

|  |
| --- |
| **ISTE NET-Teachers** |
| 1. Technology operations and concepts

Teacher demonstrates a sound understanding of technology operations and concepts. |
| 1. Planning and designing learning environments and experiences.

Teachers plan and design effective learning environments and experiences supported by technology. |
| 1. Teaching, learning, and the curriculum.

Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. |
| 1. Assessment and evaluation.

Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. |
| 1. Productivity and professional practice.

Teachers use technology to enhance their productivity and professional practice. |
| 1. Social, ethical, legal, and human issues.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. |

|  |
| --- |
| **International Literacy Association Standards (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 Exceptional Children Standards |
| Standard #1-Foundations: ICC1K1, ICC1K3, ICC1K7, ICC1K8, BD1K2, BD1K3, LD1K |
| Standard # 2-Development and Characteristics of Learners: ICC2K1, ICC2K7, BD2K1, LD2K3 |
| Standard #3-Individual Learning Differences: ICC3K1, ICC3K4, LD3K1 |
| Standard # 4-Instructional Strategies: ICC4S1, ICC4S3, ICC4S5, ICC4S6, BD4S1, BD4S2, LD4K1, LD4S1, LD4S7, LD4S8, LD4S9, LD4S10, LD4S11 |
| Standard #5-Learning Environments and Social Interactions: ICC5K1, ICC5K8, ICC5S1, ICC5S3, ICC5S13 |
| Standard # 6-Communication: ICC6K1, ICC6K4, LD6S1, ICC6S2 |
| Standard #7-Instructional Planning: ICC7S2, CC7S9, ICC7S11, BD7S2, |
| Standard #8-Assessment: ICC8K2, ICC8S2, ICC8S3, ICC8S4, ICC8S7, BD8S1, BD8S2, LD8K2 |
| Standard #9-Professional and Ethical Practice: ICC9S1, ICC9K4ICC9S6, LD9K |
| Standard # 10-Collaboration: ICC10K1, ICC10K3, ICC10S1, ICC10S6, BD10S1, LD10K2 |

|  |
| --- |
| InTASC |

InTASC 1 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

|  |
| --- |
| **Council for Accreditation of Educator Programs (*CAEP*)** |

Standard 1 Content and Pedagogical Knowledge

Standard 2 Clinical Partnerships and Practice

Standard 3 Candidate Quality, Recruitment, and Selectivity

Standard 5 Provider Quality Assurance and Continuous Improvement

**Kentucky Academic Standards and Career College Readiness Standards**

Students will use the Kentucky Academic Standards in designing learning goals/objectives and assessments.

[http://education.kygov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%](http://education.kygov/curriculum/standards/kyacadstand/Documents/Kentucky%20Academic%25)

20Standards\_Final-9%2011%2015.pdf

**Modes of Instruction:**

* The instructional methods will include:
	+ online learning lessons
	+ individual conferencing with instructor
	+ online discussion groups
	+ online discussion boards
	+ teamwork/ cooperative learning activities
	+ 5-9 site visitation and classroom observations

**Assignments and Assessments**

***NOTE:*** *All assignments must be word-processed using Microsoft Word. The course will use Adobe Connect for class time. For this course you will need a headset with a microphone. In addition, you will need high-speed internet connection.*

**All assignments will be turned in by clicking on that Assignment Icon.**

For example, for Discussion Board Week 1, click there and put your response there. Or for a report to be uploaded, go to that assignment and upload your file(s) there. Your assignment must be in the assigned locations for grading on the platform’s grade book. **You do not email assignments to the instructor.**

* **Course Delivery Method**

The online course delivery method for this course is **synchronous.** Synchronous is a communication system that allows sending and receiving information in real-time such as chat, videoconferencing and instant messaging with no time delay thus allowing participants to respond demonstrating understanding of course concepts. Further, this will allow the instructor to pay close attention to students’ assignments and provide assistance as needed.

During the eight (8) weeks course chat, discussion boards and project presentations are examples of modes of interaction between the instructor and student in discussing content and expected response.

* **Class Participation 100 Points (KTS 6, 7, 8, 9, 10) (PGES 1D, 4A,4C,4D,4E)**

Class attendance will be checked. All students are expected to attend **ALL** Class sessions from beginning to end. **NOTE:** The only excused absences will be for medical problems and crises – personal or immediate family emergencies. Job responsibilities are not an excused absence. Please notify the instructor using preferred mode of communication set by the course instructor if you are to be absent. Two total unexcused absences (at instructors discretion) results in an automatic “F” for the course. Students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class (small and large group online discussions, study questions and reflective writing assignments). See Rubric for specifics.

Each student is expected to contribute actively in each week’s class session. This means students are expected to pose good, thoughtful questions and contribute responses that are meaningful to their fellow classmates and educationally relevant. We will be using Adobe Connect for our class sessions. This means that you will need a headset available. Please be prepared to verbally interact rather than type in responses. Make sure you take any tutorials available to be ready for this interactive course.

**Online live chats are scheduled from 8:00 – 9:15 p.m. on Thursday evenings.** When the weekly Class Session begins, students will refrain from discussing personal issues with each other. Personal discussion/chat needs are to be done outside of class time because it is very interruptive of the learning process for others. The instructor will be available 15-30 minutes before class each week, and that is also a good time to log in so that you can catch up on the news from your classmates or ask specific questions prior to the start of class.

|  |
| --- |
| **Rubric for Grading Participation** |
| **Grade of F** | **Grade of C** | **Grade of B** | **Grade of A** |
| * Exhibiting a significant lack of all of the opportunities in Chat, the Discussion Board, and responses to classmates
* Lack of participation in team assignments
* Having 3 unexcused absences

Adapted by permission fromDr. Carol McGregor | * Inconsistent contributions on Chat
* Less than 80% responses on the Discussion Board.
* Inconsistent responding to classmates’ postings.
* Inconsistent participation in team assignments
* Engaging in personal conversations
 | * Somewhat inconsistent contributions during each weekly Chat
* Failing to respond to Discussion Board
* Contributing 1-2 times each week to classmates’ postings on Discussion Board
* Generally good participation in assigned team
* Refraining from personal conversations
 | * Consistent attendance and contributions during weekly Chat sessions
* Contributing each week in recording the Discussion Board responses listed in each lesson
* Responding EACH WEEK to at least two classmates’ posting on Discussion Board
* Participating fully with assigned team
* Refraining from Personal conversations during class time
 |

**Discussion Boards 50 points (KTS 6, 7, 8, 9) (PGES 1D, 2E, 4C, 4E)**

A weekly discussion prompt will be posted in the course. Your **initial post** should be made prior to **11:55 p.m. each Sunday.**  Discussion boards afford the instructor the opportunity to challenge the learners’ thinking and active participation in their learning. To be effective, the instructor will be offering constructive comments to the posts. To encourage critical thinking, students will post responses to a minimum of two fellow classmates’ posts.

Students will be required to post an educationally relevant and thoughtful reflection to each prompt. Your responses/reflection should be supported with research based evidence and professional experiences.

|  |
| --- |
| **Discussion Board Rubric** |
| **Ineffective –****(0-5 Points)****Grade F** | **Developing –****(6-7 Points)****Grade C** | **Accomplished –****(8 Points)****Grade B** | **Exemplar –****(9-10 Points)****Grade A** |
| Learner’s postings show little or no evidence that readings were completed. * Personal opinions or feelings, or “I agree” or Great idea” were used without supporting evidence, and with limited or not connections to readings, outside references, research or individual real-life experiences to support
* important facts.
* Responses do not build upon ideas of other learners.
* Learner often submitted posts that were not in complete sentences.
* Or two or more complete sentences are grammatically incorrect and have greater than 2 spelling errors.
* The style of writing does not facilitate effective communication.
* Initial discussion postings and/or responses were not at designated time set by the instructor.
 | * It is apparent the learner has read the material, but has not reflected on it in depth.
* Postings by learner repeat and summarize basic information, and have limited connections to readings, outside references, research or individual real-life experiences to support important facts.
* Learner responds to most posting of peers several days after initial discussion.
* Learner posts and responses do not build upon the ideas of other learners.
* The learner attempts to discuss the topic presented, but does not always express him or herself clearly.
* Responses include some grammatical, spelling or punctuation errors that distract the reader.
 | * Initial response was early, and at least two peer responses were made closer to the end of the time allocated/set by the instructor.
* Outside resources, research or individual real-life experiences were used to support important facts.
* Posting reflects an understanding of the prompt presented and or readings required in answering the prompt.
* Response to the prompt(s) is informed. However, the learner offers fewer “new” or unique” ideas and relies on the textbook or reading materials to create his/her contribution.
* The learner adds to the discussion prompt and stays focused.
* Posts and responses elicit responses and reflections from other learners.
* The learner shows respect and interest in the viewpoints of the others.
* Responses are largely free of grammatical, spelling or punctuation errors.
 | * Postings present an excellent understanding of the required readings.
* Outside resources, research or individual real-life experiences were used to support important facts.
* Initial response to the prompt was early, and two or more peer responses were made early in the time allocated/set by the instructor.
* Initial response made was insightful and informed demonstrating a sophisticated knowledge/understanding of the content.
* Responses to other students' posts are expertly communicated and are professional in nature.
* Responses show respect and sensitivity to the viewpoints of others. The learner remains true to the prompt and stays focused.
* Responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.
 |

**Chat and Discussion Netiquette**

Courtesy is expected. Everyone should be professional of their peers and instructor. All input should be directed toward the class material. You are encouraged to email each other and the instructor for other information or for personal discussions. Students will refrain from side bar chats during class time.

|  |
| --- |
| *Core Rules of Netiquette* from the book ***Netiquette*** by Virginia Shea:<http://www.albion.com/netiquette/corerules.html> |
| **Rule 1: Golden Rule – would you say the same thing in a face-to-face situation?** |
| **Rule 2: Be ethical – would you behave the same way in real life?** |
| **Rule 3: Eliminate gossip – why start rumors that may create unintended damage?** |
| **Rule 4: you are only one of many – why require an instant response to your question or assume that everyone will agree with you?** |
| **Rule 5: Be knowledgeable – why make up information that misleads and invalidates your presence online?** |
| **Rule 6: Share knowledge - know what you are talking about from an objective perspective.** |
| **Rule 7: Control emotions – why add fuel to the fire of another’s antagonism?** |
| **Rule 8: Privacy – don’t’ snoop!** |
| **Rule 9: Be forgiving – we are all human.** |

* **Professional Growth Plan 50 Points (KTS 9) (PGES 4E)**

Additionally, submit a PGP that reflects your growth as a candidate since the beginning of your program. Given that you have grown both personally and professionally as a result of your program, this plan should reflect your growth. In addition to the PGP, you need to revise the PGP Self-

Assessment and submit with the PGP. **(See Sources of Evidence on the School of Education website). This is included in the portfolios.**

|  |
| --- |
| **Journal Article Scoring Rubric** |
| **Writing Conventions** | **(A)****90-100** | **(B)****80-89** | **(C)****70-79** |
| **Ideas and Content** | Contains an engaging introduction identifying the topic; ideas clearly and elaborates with supporting details; uses appropriate language appropriate to the audience.  | Contains and introduction BUT vague in identifying the topic; states ideas but provides limited details; uses appropriate language for the audience. | Very few relevant ideas or information. |
| **Organization** | Organization fully appropriate and effective for topic (***point of view, unity, paragraphing***); very strong introduction & conclusion, thesis statement, topic sentences. | Organization controlled but limited; some paragraphing problems; adequate introduction & conclusion; limited thesis statement & use of topic sentences. | Minimal attempt at paragraphing, often successful; strings of sentences; no introduction or conclusion, thesis statement, topic sentences. |
| **Mechanics** | Correct form for text type -headings, indentations; correct citations; spelling, capitalization, and punctuation error-free. | Occasional errors in spelling, form, indentations, capitalization, punctuation, and citation; sometimes distracting. | Spelling, form, indentation, capitalization, punctuation, and citation errors throughout. |
| **Task Compliance** | Fully addresses all aspects of the writing assignment; stays on task throughout. | Addresses part of the writing assignment, but generally writes about the topic and does not address the assignment directly.  Obviously digresses throughout the writing. | Does not address the writing assignment. Off-topic throughout the writing. |
| **APA Style** | Consistently and accurately followed the APA guidelines for the assignment; cites correctly ideas and information of others throughout the paper. | Somewhat followed the APA guidelines for the assignment; cites ideas and information of others throughout the paper. | Did not follow the APA guidelines for the assignment; inadequately cites ideas and information throughout the paper. |

**Portfolio 300 Points (KTS 1,2,3,4,5,6,7,8,9,10) (PGES 1,2,3,4)**

Submit a pre-student teaching portfolio (for traditional candidates) and a CAP 7 professional portfolio (for alternative candidates) based on the ten (10) Kentucky Teacher Standards. The Portfolio Rubric will serve as the guideline for assessing the portfolio. The portfolio is a collection of students’ best pieces of work demonstrating their understanding of the ten Kentucky Teacher Standards and indicators. See Student Teaching Approval and the Exit Portfolio Guidelines and rubric for details. Additional details will be provided by the course instructor. \*Traditional MAT/MASE initial certification candidates will submit the exit (CAP 7) portfolio during SED 608 Student Teaching.

* **Field Experience 100 Points (KTS 1, 2, 3, 4, 5, 6, 7, 8, 9,10) (PGES 1,2,3,4)**

Students will participate in **forty (40)** hours of field experience. Candidates will teach 3-5 lessons in their content area applying Sources of Evidence documentation. A written reflection of the experiences will be submitted; minimum of 3 pages. Grading will be based on depth and clarity. All field hours for initial certification candidates must upload field hours to KFETS.

Use a pseudonym (mock) for real names when you write about learners and teachers to keep confidentiality. Field experience summary form must be kept of the field experience. Cooperating teacher’s name and contact information must be provided. Instructor will randomly contact the 5-9 teachers. The original form and the reflection must be sent to the School of Education office. **A** **copy of the form and the reflection/analysis of the observations need to be sent to the professor** (highly important). The form must be completed in order to receive credit.

 Field hours tied to specific assignments, key assessments, and School of Education Field

 Experience Forms are required of both the traditional and Option 6 candidates. Field

 Experience forms must be submitted to the course professor and the School of Education.

 Candidates in the traditional program will log field hours into their individual KFETS

 account. See field matrix on the School of Education web page for specific assignments.

 **Field Experience Activities**

|  |  |  |
| --- | --- | --- |
| Public School Field Hours | Purpose/Example of Activities | Purpose/Examples of Activities in Diverse/Alternate Settings |
| **40** | *\*Observe in your 5-9 content area (language arts, science, mathematics, social studies co-teaching collaborative classrooms. Write a reflection.** *Observe for accommodations being provided for linguistically and culturally diverse learners.*
* *Observe for the integration of technology into lessons observed.*
* *Observe for the use of formative assessments.*
* *Observe for questioning techniques used by the content teachers*
* *What did you see that you will use in your classroom?*
* *What would you change? Why?*
 | *\*Field hours include observations, tutoring, assisting and instructing, experiences with families and PLCs.* |
| *\*Attend one school board meeting* |
| *\*Attend one site-based council meeting* |
| *\*Interview four (4) from the following list. Discuss their involvement/role in providing educational and related services to students with disabilities and their families: 1) related service provides such as speech language pathologies, 2) physical therapist, 3) occupational therapist, 4)Gifted Education Coordinator, 5) Family Resource Center or Youth Service Center director, 6) food service director, 7) transportation director. Write a reflection. Include the questions and the interviewees’ response.* |
| *\*ARC meeting experiences:** *If in a teaching position, discuss your first experience as a participant in an ARC meeting. Reflect on your expectation prior to the meeting and those after the meeting.*
 |
| * *If not in a teaching position, interview a regular education teacher, a special education teacher and the ARC chairperson. Reflect on the differences in the roles and responsibilities of these three committee members in an ARC meeting.*
 |

* **Development / Implementation of leadership project 100 Points (KTS 8, 10) (PGES 4D)**

Candidates will develop and implement a Leadership Plan that involves collaborative efforts outside of one’s classroom. Students will follow the Guidelines for Implementing the Leadership project. The Source of Evidence form must be completed in order to receive credit. Please see Forms and Resources on the School of Education website. Prior to the implementation, the course instructor must review the plan. A scoring rubric will be posted in the course and can be located the School of Education webpage.

**Alignment**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Course Assignments** | **ILA Literacy Standards** | **KY** **Teacher Standards** | **CAEP & InTASC Standards** | **EPSB Themes** | **Conceptual Framework: Theme Model\*** |
| Participation | 1-6 | 1,2,4,5,6 | CAEP 1InTASC 3,  | DiversityAssessment LiteracyClosing the achievement gap | **Theme**: ContentProcessSelf-Efficacy**Model: 1, 2, 3,** **6, 8** |
| Field | 2, 4, 5, 6,  | 1 -10  | CAEP 1InTASC 1-8  | DiversityAssessment LiteracyClosing the achievement gap | **Theme**: ContentProcessSelf- Efficacy**Model: 1-8**  |
| Leadership Project | 2, 3, 4,6 | 8, 10 | CAEP 1,2 InTASC 1-8 | DiversityAssessment LiteracyClosing the achievement gap | **Theme**: ContentProcessSelf- Efficacy**Model: 1-8** |
| Professional Growth Plan | 3, 6 | 9 | CAEP 1InTASC 1, 2, 3, 4, 5, 8 | DiversityAssessment LiteracyClosing the achievement gap | **Theme**: ContentProcessSelf- Efficacy**Model: 1-8**  |
| Portfolio | 1-6 | 1-10 | CAEP 1, 2, InTASC 1-8  | DiversityAssessment LiteracyClosing the achievement gap | **Theme**: ContentProcessSelf-Efficacy**Model: 1-8** |

**Grading System**

***NOTE: Your grade will not be released without submission of the course evaluation. The professor only receives information on whether the evaluation was submitted; identity is never disclosed.***

**Assignments Points**

Participation 100

Discussion Board 50

Scholarly Reading Assignments 25

Professional Growth Plan 50

Pre Student Teaching or CAP 7 Portfolio 300

 Field Experience/Reflection 100

 Leadership Project 100

 **Total: 725**

**Course Grading Scale**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***SCALE*** | ***100 POINT SCALE*** | ***75 POINT SCALE*** | ***50 POINT SCALE*** | ***25 POINT SCALE*** | ***300 POINT SCALE******Portfolio Only*** |
| **A** | **93 - 100%**  | **69-75** | **46-50 =3** | **23-25** | **279-300 = 93-100**  |
| **B** | **85 - 92%** | **63-68** | **43 -45 =2** | **21-22** | **246-278 = 85-92**  |
| **C** | **77 - 84%**  | **57-62** | **39-42 =1** | **19-20** | **237-245 = 77-84**  |
| **D** | **71- 76%** |  |  |  |  |
| **F** | **Below 71**  |  |  |  |  |

 **\*\*MAT Option 6/alternative certification candidates must submit exit (CAP 7) portfolio. MAT traditional candidates will submit their pre-student teaching portfolio during SED 607.**

**A completed CAP 7 application is required for completion of this course for alternative candidates. Traditional candidates will submit the CAP 7 application near the end of student teaching. Alternative candidates do not officially complete the program until they complete KTIP successfully.**

**Incomplete Policy**

*In accordance with Education Program policies at Campbellsville University, candidates failing to complete requirements within the timeframe of a course, with* ***justifiable cause****, may make application for an Incomplete from the professor by submitting an Application for an Incomplete form.  This form can be obtained by contacting the Education Program Office. It is the candidate’s responsibility to apply two (2) days prior to the last class meeting and make arrangements with the professor in order to receive an “I”.*

*If approved by the professor, coursework and other requirements to change the “I” grade must be completed by the designated time and no longer than 9 weeks following the date the form is submitted. If by the end of the designated time, the requirements have not been met, the professor will change the “I” to an “F”.*

**Plagiarism Statement**

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.

**Instructor’s Expectations for Appropriate Behavior in the Online Learning Environment**

* **Dishonesty:** Learners may not intentionally provide false information, copy, alter, or falsify documents of others. Learners may not represent the academic work of others as their own. Learners may not post, transmit, promote, and /or distribute content that violates copyright laws.
* **Disrespect:** Learners must refrain from behavior that may be perceived as inappropriate, offensive and unfair and must treat all other learners with respect at all times.

**Technical Support and Assistance**

Students are required to have a computer, e-mail and Internet access to enroll in this course. This course is delivered via online instruction. All materials are delivered via the Internet.

**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.

 **References**

Amatea, E.S., & West-Olatunji, C.A. (2007). Joining the conversation about educating our poorest

 children: Emerging leadership roles for school counselors in high-poverty schools. *Professional*

 *School Counseling.* 11(2). 81-89.

Au. W. (2007). High-stakes testing and curricular control: A qualitative metasynthesis. *Educational*

 *Researcher*, 36 258-267.

[Baker, E. A. & Leu, D. J. (2010). The New literacies: Multiple perspectives on research and practice](http://www.amazon.com/New-Literacies-Multiple-Perspectives-Research/dp/1606236040/ref%3Dsr_1_6?s=books&ie=UTF8&qid=1456967463&sr=1-6&keywords=Leu%2C+D.+J." \o "The New Literacies: Multiple Perspectives on Research and Practice)

 The Guilford Press.

Baraldi, C., & Iervese, V. (2010). Dialogic mediation in conflict resolution education. Conflict Resolution

 Quarterly; 27(4), 423-445. Doi: 10.1002/crq. 2005.

Denno, D.M. & Carr, V.M. & Bell, S.H. (2010). *Addressing challenging behaviors in early childhood*

 *settings: A teacher’s guide.* Baltimore, MD: Paul H. Brookes.

Howard, W. L. (2012). An introduction to special education (10th ed.). Upper Saddle, NJ: Merrill.

Norton, D. E. (2010). Through the eyes of a child: An introduction to children's Literature, 8th Edition.

 Upper Saddle, NJ: Merrill.

Rasinski, T. (2015). Using technology to enhance reading: Innovative approaches to literacy instruction.

 Solution Tree.

Reutzel, D. Ray & Cooter, R. B. (2016). Strategies for reading assessment and instruction in an era of

 common core standards. Pearson.

Rothstein-Fisch, C., Turnbull, E., & Garcia, S.G. (2009). Making the implicit explicit: Supporting

 teachers to bridge cultures. *Early Childhood Research Quarterly*, 24, 474-486.

Tompkins, G. E. (2011). Teaching writing: Balancing process and product, 6th Edition, Pearson.

Waszak, F., Li, S.C., & Hommel, B. (2010). The development of attentional networks: Cross-sectional

 findings from a life span sample. *Developmental Psychology*, 46(2), 337-349.