



**COWLEY COLLEGE
& Area Vocational Technical School**

COURSE PROCEDURE FOR

**EDUCATIONAL PRACTICE AND THEORY FOR THE LEADER
LED 1452 3 Credit Hours**

Student Level:

This course is open to students on the college level in either the freshman or sophomore year.

Prerequisites:

None.

Controlling Purpose:

This course is designed to help the student increase his/her knowledge concerning educational theories and practices that would be very useful for anyone in a leadership position.

Learner Outcomes:

Upon completion of the course, the student will be able to describe student characteristics, learning and instruction, how to create a positive learning environment, and effective assessment strategies.

Units Outcomes and Clock Hours of Instruction for Core Curriculum:

The following outline defines the minimum core content not including the final examination period. Instructors may add other material as time allows.

Evaluation Key:

- | | | |
|---|---|--|
| A | = | All major and minor goals have been achieved and the achievement level is considerably above the minimum required for doing more advanced work in the same field. |
| B | = | All major goals have been achieved, but the student has failed to achieve some of the less important goals. However, the student has progressed to the point where the goals of work at the next level can be easily achieved. |
| C | = | All major goals have been achieved, but many of the minor goals have not been achieved. In this grade range, the minimum level of proficiency represents a person who has achieved the major goals to the minimum amount of preparation necessary for taking more advanced work in the same field, but without any major handicap of inadequacy in his background. |
| D | = | A few of the major goals have been achieved, but the student's achievement is so limited that he is not well prepared to work at a more advanced level in the same field. |
| F | = | Failing, will be computed in GPA and hours attempted. |
| N | = | No instruction or training in this area. |

UNIT 1: STUDENT CHARACTERISTICS

Outcomes: The student will gain an understanding of student characteristics.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the theories of psychosocial and cognitive development.
						Discuss the age-level characteristics of students, with an emphasis placed on the adult learner.
						List and define the nature and measurements of intelligence.
						Describe a minimum of three different learning styles.
						Compare and contrast gender differences in cognition and achievement.
						Describe multicultural education and how a leader must embrace and account for these differences in an effective learning environment.
						Explain why a leader must accommodate student variability in the classroom.

UNIT 2: LEARNING AND INSTRUCTION

Outcomes: The student will study learning and instruction to help enable him/her to become a more professional leader by acquiring these needed skills.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe operant conditioning (behavioralist view).
						Describe the social learning theory and when it may be well suited for workplace education and training.
						Explain the information-processing view of learning.
						Define metacognition and the importance it plays in learning.
						List methods that may help students become strategic learners.
						Describe the constructivist learning theory.
						List the steps of problem solving and how one may help a student gain this skill.
						Compare and contrast the major learning theories.
						Discuss the proper use of written objectives.
						Describe how to best facilitate learning while using the principles of the main learning theories.

UNIT 3: CREATING A POSITIVE LEARNING ENVIRONMENT

Rev. 3/6/2007

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Outcomes: Students will gain an understanding of theories and practices that promote learning.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Describe the behavioral views of motivation and when the use of this theory may be effective in the workplace.
						Describe the cognitive views of motivation and when the use of this theory may be effective in the workplace.
						Describe the humanistic view of motivation and when the use of this theory may be effective in the workplace.
						Explain the role of self-perceptions in motivation.
						List methods that motivate student learning.
						Compare and contrast authoritarian, permissive and authoritative approaches to classroom management.
						Describe basic techniques of classroom management.
						List methods for dealing with student behavior problems while in the classroom at work.
						Discuss violence in the school systems and how this may carry into the workplace classroom.

UNIT 4: EFFECTIVE ASSESSMENT STRATEGIES

Outcomes: The student will study effective assessment strategies that can be used in the workplace.

A	B	C	D	F	N	Specific Competencies
						Demonstrate the ability to:
						Explain the role of effective assessment in teaching and learning.
						List and explain the methods utilized to measure student learning.
						Describe the grading process and list assessment practices that should be avoided whenever possible.
						Describe the use of portfolios in the assessment process and how they could be used in many other ways to facilitate employee growth.
						Describe standardized testing.
						Define validity, reliability and measurement error.
						Describe how one could improve their teaching through reflection.

Projects Required:

Projects may vary according to the instructor.

Textbook:

Contact Bookstore for current textbook.

Materials/Equipment Required:

Computers and printers.

Internet.

Attendance Policy:

Students should adhere to the attendance policy discussed on the first day of class.

Grading Policy:

Grading may vary according to the instructor.

Criterion Based Evaluation:

See Unit Outcomes and Competencies.

Maximum class size:

The maximum class size is 25.

Course Time Frame:

At least 6 hours each week is suggested for class and preparation.

Catalog Description:**LED 1452 Educational Practice and Theory for the Leader 3hrs.**

This course is designed to help the student increase his/her knowledge concerning educational theories and practices that would be very useful for anyone in a leadership position. The course covers student characteristics, learning and instruction, how to create a positive learning environment, and effective assessment strategies.

Academic Code of Conduct:

Cowley College is committed to instilling in its students a high level of academic integrity. Integrity in the classroom is a definite expectation. Students who compromise the integrity of the academic process are subject to disciplinary action by the college.

A violation of academic integrity includes but is not limited to:

- Plagiarism
- Cheating
- Fabrication and Falsification
- Multiple Submission
- Misuse of Academic Materials
- Complicity in Academic Dishonesty

If a student is ever in doubt about the specific guidelines governing individual or group work with respect to a particular course or assignment, be sure to ask the instructor for clarification.

XF Grade

In accordance to the Academic Code of Conduct, an XF grade may be given to:

1. Students who are guilty of academic misconduct on tests or major assignments.
2. Students who knowingly facilitate classmates in academic misconduct on tests or major assignments (will be based upon the decision of the Appeals Committee).
3. Students who commit repeat violations of the Academic Code of Conduct on any class assignments.

The Academic Code of Conduct will be used to define academic misconduct.

If an instructor determines a student should receive an XF grade:

1. The instructor will meet with the student and follow the Academic Code of Conduct to ensure that the student has an initial opportunity to respond.
2. If the instructor still believes the student should receive an XF grade, the instructor will notify the Instructional Office and complete an XF form.
3. The student will then be notified of his/her right to appeal by the Appeals Committee, which will be scheduled as needed.
4. If the student chooses to appeal the X portion of the grade, the Appeals Committee will have the final authority.
5. The student will have the opportunity to remain in the class until the appeal process has been completed. Formal withdrawal from the class will not prevent the student from receiving a grade of XF.
6. A student may not withdraw from a class after receiving a grade of XF.
7. The decision of the Appeals Committee will be the final decision. The student, teacher, and advisor will be notified within 4 business days

To have the first XF grade removed from his/her transcript, the student must perform 20 hours of community service and successfully complete a course on academic honesty by the end of the following semester. The community service will be arranged through A.C.E.S. and will be completed at the discretion of the A.C.E.S. sponsor. The course will be for 1 credit hour at the student's expense with no financial aid or scholarship assistance. The Instructional Office may keep internal records that show the student received an XF grade that was later converted to an F after completion of the required community service and short course on academic honesty.

If a student receives an XF grade for a second time, that grade will remain on his/her transcript with no opportunity for removal. An XF grade cannot be erased from the Academic Fresh Start program.

Academic Misconduct

First Level Resolution

The original jurisdiction of any case involving academic misconduct shall be with the faculty member whose course the alleged misconduct occurred. If a faculty member suspects a student of an academic misconduct, he/she must inform the student without unnecessary delay of the alleged misconduct and provide the student the opportunity to respond before taking any action. Students suspected of academic misconduct, whether acknowledging involvement or not, shall be allowed to continue the course without prejudice pending disciplinary actions. If the faculty member takes no action within 10 days after informing the student, the allegations shall be considered dismissed.

The faculty member may take one or more of the following actions: alter a grade or assign a grade of “F” in the assignment, examination, or the course and/or recommend an additional sanction up to and including suspension and/or dismissal from the course. The action taken by the faculty member should be reported to their Department Chair/Director and the Instructional Office. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

Second Level Resolution

Multiple offenses to academic misconduct WILL result in administrative withdrawal from the institution. The student so affected shall have the right of appeal through the Vice President of Academic and Student Affairs.

(Institutional Policies: Student Affairs Council: Series 400.00: 402.00 Academic Code Of Conduct)

Disability Services Program:

Cowley College, in recognition of state and federal laws, will accommodate a student with a documented disability. If you have a disability which may impact your work in this class and for which you require accommodations, please contact Mark A. Richardson, the Disability Services Coordinator, located in the Nelson Student Center Room 203 in order for arrangements of needed accommodations. Phone number: Main Campus – 620-441-5557 or North Campuses – 316-554-2724.

E-mail: richardson@cowley.edu

Grade Change/Appeal:

If a student is dissatisfied with a course grade issued by an instructor and believes the grade issued is incorrect, the student may use the following appeal procedures:

- The student shall, within one academic semester following issuance of the grade, confer with the instructor and outline the reason(s) the student feels the grade is incorrect.
- The instructor shall advise the student of the grade change-if applicable.
- If the student is not satisfied with the results of the conference, he/she may request a Student Grade Appeal Form in the office of the Vice President of Academic and Student Affairs or the Dean of North Campuses. A review conference shall be held within the semester that the appeal is filed. The Vice President of Academic and Student Affairs, or their designee, the instructor who issued the grade, the Chairperson of the department or the Instructional Director involved or their designee will comprise the committee. The Vice President of Academic and Student Affairs will issue a decision and notify the student in writing within ten (10) days following the review. This decision is final.

(Institutional Policies: Academic Affairs Council: Series 200.00: 263.00 Student Appeal of Course Grade)

Student Code of Conduct:

Rev. 3/6/2007

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Students attending Cowley College are expected to conduct themselves as responsible individuals at all times while on campus. Acts of incivility or other behavior which interferes with or detracts from the learning-centered environment are not acceptable. In addition, student actions which violate school policies or local, state, or federal laws are not tolerated and may result in dismissal from the college or other disciplinary action.

- Intoxicating Beverages and/or Illegal Drugs: No alcoholic or cereal malt beverages and/or illegal drugs shall be allowed on the campus or at school-sponsored functions.
- Tobacco: Smoking is not permitted in College facilities. This includes smokeless tobacco products.
- Dress and Appearance: Students are expected to be clean and dress within the limits of general trends of dress at this college. Additionally, dress must be in accordance with all laws pertaining to health, sanitation, and insurance.
- Classroom Expectations: Students are expected to behave in a civil and professional manner in the classroom. Instructors shall not permit the continued presence of disruptive behavior in class.
- Visitors and Children: Only students who are enrolled in classes are allowed to attend. Children and visitors must have prior approval from administration to attend class sessions. While on campus children and visitors must adhere to all school policies. All children under the age of 16 must be under direct supervision of a parent or guardian while on campus.
- Destruction of Property and/or Theft: Students are expected to respect the rights and property of other students, faculty, staff, etc.
- Student Identification Cards: All enrolled students at Cowley College are required to obtain a student ID card. Students must carry their current ID card with them at all times on campus.
- Electronic Devices: Cellular phones, pagers and other electronic devices shall not be used in a manner that causes disruption in the classroom, library or within any college-owned or college-operated facilities. This includes abuse of cellular devices with photographic capability. Utilizing these devices for the purposes of photographing test questions or other forms of academic misconduct or illegal activity is prohibited, as is photographing individuals in secured areas such as lavatories or locker rooms. Taking photographs of any individuals against their will is strictly prohibited.

(Institutional Policies: Student Affairs Council: Series 400.00: 403.00 Student Code Of Conduct)