



EDUC 3360 - Educational Psychology

I. Course Information

Course: EDUC 3360 - Educational Psychology

Semester Credit Hours: 3.0

Course CRN and Section: 22060 - 5W1

Semester and Year: Fall 2017

Course Start and End Dates: 08/21/2017 - 10/15/2017

II. Instructor Information

Professor: Judith Lee Coughlin

Email:

III. Class Schedule and Location

Day	Date	Time	Location	Building/Room
	08/21/2017 - 10/15/2017		On-line Course	-

IV. Course Description

Catalog Description

Educational Psychology focuses on how to improve the teaching and learning process based on research in the field. Teacher candidates will gain knowledge of principles and theories that relate to human development, diversity, and motivation. Additionally, candidates will analyze teacher codes of ethics and solve ethical scenarios appropriately. Prerequisites: None. Frequency: Every Fall and Winter.

Course Rationale: Having an understanding of educational psychology insures that teacher candidates have a knowledge base upon which to draw in order to make informed decisions about the teaching-learning process. As a result, the course provides teacher candidates with the foundation for further learning in subsequent education courses in the program.

V. Course Objectives / Learning Outcomes

- 1) Demonstrate knowledge of the relationship between psychology and education.
- 2) Display knowledge of the principles of development, learning, assessment, and motivation as they apply in an educational setting.
- 3) Analyze teacher codes of ethics and solve ethical scenarios appropriately.

VI. Materials and Resources

Book Url: [NSU Book Store](#)

Course Required Texts and Materials:

Woolfolk, A. (2016). *Educational psychology* (13th ed.). Upper Saddle River, NJ: Pearson. [ISBN: 978-1-323-35627-2]

1. Required Web-based Materials:

Nova Southeastern University, Alvin Sherman Library. (May, 2016). Library guides. Ft. Lauderdale, FL: Author.

APA Guides at <http://sherman.library.nova.edu/sites/apa/>

In Text Citations at

<http://sherman.library.nova.edu/sites/apa/in-text-citation/>

Reference Lists at <http://sherman.library.nova.edu/sites/apa/reference-list/>

Resources at <http://sherman.library.nova.edu/sites/apa/resources/>

Plagiarism at <http://nova.campusguides.com/plagiarism> AND <http://nova.campusguides.com/plag>

Course Supplemental Materials:

1. ecommended Supplemental Materials:

American Psychological Association (APA). (2010, Seventh printing, August 2014). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

[ISBN 978-1-4338-0561-5]

American Psychological Association. (2012). *American Psychological Association style guide to electronic references*. Washington, DC: Author.

Retrieved from <http://sherman.library.nova.edu/sites/apa/>

[ISBN 978-1-4338-0704-6]

VII. Course Requirements

1. **Required Technology:** Each NSU student must acquire a working NSU email address for enrollment in all courses, whether instruction is live or online. To open an NSU email, go to <http://www.nova.edu/resources/nsuidentity.html>.
2. **A headset with a microphone is also required for participation in interactive online sessions.**

VIII. Course Schedule and Topic Outline

Course Schedule:

	Introductions, ground rules, expectations & goals	
SESSION 1	<p>Presentation: Orientation to the Course The instructor presents information and provides an opportunity for teacher candidates to ask questions about the material provided in the course syllabus.</p> <ul style="list-style-type: none">-Review of course syllabus and assignments-Orientation to Blackboard materials-Teacher candidates read, sign, and submit contract <p>Presentation: APA Format and Avoiding Plagiarism</p> <ul style="list-style-type: none">-APA Guides-In Text Citations-Reference Lists-Resources-Plagiarism-How to Use Turnitin <p>Read Woolfolk: Chapter 1: Learning, Teaching, and Educational Psychology Chapter 2: Cognitive Development</p>	<p>LIVE BB SESSION: REVIEW OF THE SYLLABUS AND THE ASSIGNMENTS ATTENDANCE HIGHLY RECOMMENDED</p> <p>Assignment due: Teacher Candidate's Contract Download the contract from http://education.nova.edu/students/teachercandidateresources.html. Submit on BB</p> <p>DISCUSSION QUESTION #1: Go to: http://www.teachingworks.org/work-of-teaching/high-leverage-practices Discuss 19 high level practices: post the top 5 practices that you will embrace as a classroom teacher</p> <p>DUE WEEK 2</p>

<p>SESSION 2</p>	<p>Read chapter 3: The Self, Social, and Moral Development Chapter 4: Learner Differences and Learning Needs</p> <p>Watch http://www.youtube.com/watch?v=4ytjTNX9cg0 on girls and self esteem</p> <p>Listen to the author of your text describe the findings on self-esteem and self-efficacy. http://media.pearsoncmg.com/ab/ab_podcasts_2/Sel yes.mp3</p> <p>Reflect, what are your thoughts on the topic</p> <p>In Chapter 4: Read and Understand the concept of Intellectual Quotient (IQ)</p> <p>Why is the concept of IQ controversial among educators? How can IQ be misinterpreted? Does IQ predict achievement in school? In life? Does intelligence increase across the lifespan? IQ?</p> <p>Be prepared to discuss next week in session 3 in a live BB session as well questions on self-esteem and self-identity.</p>	<p>DISCUSSION QUESTION #2: Do you think it is possible for a teacher to accelerate cognitive development? Explain (reread chapter 2)</p> <p>DISCUSSION QUESTION #3: After watching the video and listening to the audio on self-esteem answer the following questions and post to the discussion board:</p> <p>Many agree that strong self-esteem is essential, but what role should teachers play in promoting self-esteem? In terms of learning:</p> <ul style="list-style-type: none"> • What should self-esteem be based on? • In what ways should teachers use praise to promote self-esteem? • In what ways could teachers frame failure to promote self-esteem? • Are there negative consequences as a result of teachers trying to build self-esteem in students? • How might praise affect one's sense of self or identity? Could it be harmful? <p>Both Questions DUE WEEK 3</p>
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<p>Session 3</p>	<p>Read Chapter 5: Language Development, Language Diversity and Immigrant Education Read Chapter 6: Culture and Diversity</p> <p>Go to: https://www2.ed.gov/parents/needs/speced/iepguide/index.html</p> <p><u>Read and understand:</u> For a comprehensive overview/description of the Individual Educational Plan (IEP) process Watch: https://www.youtube.com/watch?v=vd7b03IzBKc</p> <p><u>LIVE BB SESSION DISCUSSION WHAT IS IQ, SELF-ESTEEM AND SELF-IDENTITY</u></p>	<p>Read: Handout on <i>Teacher Ethics and Practice Ethics Case (Appendix)</i> Assignment #1 Codes of Ethics and Policies on Ethical Conduct Candidates must follow the directions and address rubric criteria (see appendix A). Candidates cite the texts, etc. to support the ideas they use in the assignment.</p> <p>Assignment #1 DUE: Week 4 Immigrants and Refugees In this podcast, textbook author Anita Woolfolk talks about how important it is for teachers to understand and accept cultural differences in their students. Listen to find out how cultural awareness can prevent conflicts between students, teachers, and parents. How important it is for teachers to understand and accept cultural differences in their students? http://media.pearsoncmg.com/ab/ab_podcasts_2/Culture.mp3</p> <p>DISCUSSION QUESTION #4:</p> <p>- The United States has often struggled with the role of immigrants.</p> <ul style="list-style-type: none"> • Do you think debates over immigration influence teachers' ability to provide quality language education? • What other responsibilities do teachers have for supporting bilingual students? • What are some ways that ESL students can be supported in the classroom? • ELL students are often inappropriately referred for disability programs or services. Knowing this, what steps might a teacher take to determine whether an ELL student has a disability? <p>DUE WEEK 4</p>
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<p>SESSION 4</p>	<p>Read Chapter 7: Behavioral Views of Learning Chapter 8: Cognitive Views of Learning</p> <p>Activity:</p> <p>Listen to your text book author compare and contrast cognitive and behavioral views http://media.pearsoncmg.com/ab/ab_podcasts_2/Learning.mp3</p> <p>Watch: https://www.youtube.com/watch?v=CobbEzEWTsw Kanter's theory on assertive discipline/catch them being good. Review p. 266 Guidelines for encouraging positive behaviors</p>	<p>Discussion Question # 5:</p> <p>See p. 274-275 of your text and explain the ABC procedure to identify the reason for a behavior. Provide one example of your own.</p> <p>DUE WEEK 5</p> <p>Assignment 2: Case Study A Candidates must follow the directions and address rubric criteria (see appendix B). -Candidates cite the texts, etc. to support the ideas they use in the assignment. (see Appendix)</p> <p>DUE WEEK 5</p> <p>Midterm Exam: Woolfolk Chapters 1-6 -Candidates complete multiple choice midterm exam on-line</p>
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<p>SESSION 5</p>	<p>Read Chapter 9: Complex Cognitive Processes Chapter 10: The Learning Sciences and Constructivism Read p. 333 in your text: examples of learning strategies Read 333-339 in your text:</p>	<p>LIVE BB SESSION TONIGHT BE PREPARED TO DISCUSS THE FOLLOWING QUESTIONS: Watch: http://mediaplayer.pearsoncmg.com/blue-top_640x360_cv2/ab/streaming/myeducationlab/earlychildhoodeducation/EC_02_19_iPad.mp4</p> <p><u>Metacognitive Knowledge and Regulation</u> In this video, a young boy shows his metacognitive awareness as he talks about and shows his skills at remembering. What metacognitive skills does he show, and how might a teacher help to foster them?Chapter 10:</p> <ul style="list-style-type: none"> • When should technology be used in teaching? • What are some effective ways of determining what technology should be used and when? • Are there some age groups for which technology is more appropriate than others? • How is such a determination made? <p>DISCUSSION QUESTION # 6: Identify a learning strategy from your text, pages 333-339. Using the 8 guidelines on p. 339, How would you teach that strategy to students? Write up your description in 2-3 paragraphs and post to the discussion board DUE WEEK 6</p> <p>Assignment #3 : Case Study B Action Plan for Ethical Use of Technologies Candidates must follow the directions and address rubric criteria (see appendix C). Candidates cite the texts, etc. to support the ideas they use in the assignment. DUE WEEK 6</p>
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SESSION 6	<p>Read Chapter 11: Social Cognitive Views of Learning and Motivation</p> <p>Read Chapter 12: Motivation in Learning and Teaching</p>	<p>Read p. 410 of your text:</p> <p>Teacher's Casebook: What would you do?</p> <p>Identify the steps teachers could take to teach the skills identified? After reading chapter 11 compare your answers to the answers on p. 440-441 of your text.</p> <ul style="list-style-type: none"> • How do your answers compare to the expert teachers? • What tips did you pick up after reading the chapter? • What would you add or delete to your answer after reading the text and the expert teacher's answers? <p>Post your answers to the discussion board.</p> <p>DISCUSSION QUESTION #7</p> <p>DUE WEEK 7</p> <p>Listen to: Reflection http://media.pearsoncmg.com/ab/ab_podcasts_2/Self_Efficacy.mp3 Why is the belief about yourself so important and where does it come from?</p> <p>Assignment 4: Case Study C Action Plan for Student Privacy and Records AND Reflects on Ethical Behavior</p> <p>Candidates must follow the directions and address rubric criteria (see appendix D).</p> <p>Candidates cite the texts, handouts, etc. to support the ideas they use in the assignment.</p> <p>DUE WEEK 7</p>
SESSION 7	<p>Read Chapter 13: Creating Learning Environments</p> <p>Read Chapter 14: Teaching Every Student</p> <p>REFLECTION</p> <p>Read p. 546 of your text:</p> <p>Is homework a valuable use of your Time</p>	<p>Assignment 5: Ethics Resources on Ethics for Education Professionals</p> <p>Candidates must follow the directions and address rubric criteria (see appendix E).</p> <p>Candidates cite the texts, handouts, etc. to support the ideas they use in the assignment.</p> <p>Review for the final, Chapters 7-12</p>
SESSION 8		On-line Final Chapters 7-12

IX. Instructional Methods

A variety of instructional **methods** are used in this course, including presentation, problem-based instruction, discussion, and students' oral presentations/activities. The activities and materials used in the course reflect a variety of strategies appropriate to these methods of instruction. For example, class activities may include strategies such as graphic organizers, large and small group discussion, lecture, or recitation. Technology-based activities also add to the variety of learning and instructional experiences.

X. Assignments

ATTENTION STUDENTS: PRIOR TO ANSWERING THE QUESTIONS FOR EACH ASSIGNMENT, YOU MUST INTRODUCE THE TOPIC WITH A NARRATIVE BACKED UP WITH REFERENCES DEMONSTRATING THAT YOU HAVE CONDUCTED RESEARCH ON THE TOPIC. DO NOT SIMPLY ANSWER THE QUESTIONS. THE PAPER SHOULD BE A MINIMUM OF 2 PAGES IN LENGTH

Assignment 1 Criteria 1 & 2: Codes of Ethics and Policies on Ethical Conduct

General Directions:

Write the key assessment assignment in **paragraph form**. Use **APA format** when writing the paper, including a title page; headings; appropriate margins, spacing, and citations; and a references page.

Assignment 1 Criteria 1 & 2: Codes of Ethics and Policies on Ethical Conduct

1. Read the **national and state teacher codes of ethics** listed below to complete Assignment 1 (NSU b.6.2.a/FPEC 6.1, 6.2/InTASC 9f.p, 9j.k, 9o.d). If you are an Exceptional Student Education major, also read the **Exceptional Student Education Professional Code of Ethics** listed below (NSU b.6.2.a/FPEC 6.1, 6.2/InTASC 9f.p, 9j.k, 9o.d).

2. **Synthesize the main legal and ethical components from each of the national and state codes of ethics** in a brief but informative narrative. If you are an Exceptional Student Education major, also **synthesize the main legal and ethical components from the ESE professional code**.

3. After completing the synthesis, **answer the following questions and provide examples to support your answers** (NSU b.6.2.a/FPEC 6.2/InTASC 9f.p, 9j.k, 9o.d).

- A. Who or what is the educator's primary concern?
- B. How can the educator strive to achieve and sustain the highest degree of ethical conduct?
- C. What are the types of behaviors (e.g., bullying, child abuse, etc.) that the educator should report to administration?
- D. What are the reasons for suspension of a professional?

4. Include **citations and references** to support your ideas.

National Teacher Code of Ethics

National Education Association (NEA). (2002-2014). *Code of ethics*. Retrieved from <http://www.nea.org/home/30442.htm>

State Teacher Codes of Ethics (Locate your state's code of ethics. Examples are provided below.)

Florida Department of Education (FLDOE). (2005-2013). Code of Ethics and Principles of Professional Conduct for the Education Profession in Florida, § 6A-10.080 Code of Ethics of the Education Profession in Florida, § 6A-10.081 Principles of Professional Conduct for the Education Profession in Florida. Retrieved from http://www.fldoe.org/edstandards/code_of_ethics.asp

Florida Department of Education. (2005-2013). *Office of professional practices, FAQ for educators*. Retrieved from <http://www.fldoe.org/edstandards/FAQ.asp>

State of Nevada. (n.d.). Title 23 - Public Officers and Employees, Chapter 281 - General Provisions. Retrieved from <http://www.leg.state.nv.us/NRS/NRS-391.html>

Exceptional Student Education Professional Code of Ethics

Council for Exceptional Children. (n.d.). *Code of ethics for educators of persons with exceptionalities*. <http://ethics.iit.edu/ecodes/node/4880>

Key Assessment 6, FEAP 6

Grading Rubric
Assignment 1
Codes of Ethics and Policies on Ethical Conduct

	Element <hr/> Criterion	Gradations of Quality					
		Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90	
	Codes of Ethics and Policies on Ethical Conduct (NSU b.6.2.a/ FPEC 6.1, 6.2, 6.4/InTASC 9f,p, 9j,k, 9o.d)	The candidate 1. did not read and summarize the national, state, and professional codes of ethics, 2. did not respond correctly to the focal questions, 3. gave no examples to demonstrate a clear understanding of state's policy on ethical conduct.	The candidate: 1. read and summarized one codes of ethics, 2. responded correctly to the focal questions, 3. gave no examples to demonstrate a clear understanding of state's policy on ethical conduct.	The candidate: 1. read and summarized one codes of ethics, 2. responded correctly to the focal questions, 3. gave one example to demonstrate a clear understanding of state's policy on ethical conduct.	The candidate: 1. read and summarized two of the professional codes of ethics, 2. responded correctly to the focal questions, 3. gave two examples to demonstrate a clear understanding of state's policy on ethical conduct.	The candidate: 1. read and summarized one national, one state, and one professional codes of ethics, 2. responded correctly to the focal questions, 3. gave three examples to demonstrate a clear understanding of state's policy on ethical conduct.	
	Writing Process: Composition Uses well composed sentence & paragraph structure in essay format & correct vocabulary	Didn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
	Writing Process: Grammar & Mechanics Uses correct grammar, mechanics & spelling	Didn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page	
	Writing Process: APA Format Applies APA format	Didn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
Assignment 1 Grade							
Assignment 1 Writing Process Grade							

Assignment 2: Case Study A
Action Plan for Abuse, Neglect, and Other Signs of Distress

General Directions:

Write the key assessment assignment in **paragraph form**. Use **APA format** when writing the paper, including a title page; headings; appropriate margins,

spacing, and citations; and a references page.

Assignment 2 Criterion 3: Case Study A Action Plan for Abuse, Neglect, and Other Signs of Distress

Case Study A: You are a new teacher in an elementary school, and you were assigned to teach fourth grade. Over the past week, you noticed that one of your students was consistently coming to school in the morning with dirty clothes, body odor, and suspicious bruises on his arms. He also was falling asleep in class each day. Due to your knowledge of child abuse and neglect, you suspect that there is a problem.

1. Read the state and district policies listed below. Review the teacher codes of ethics and the information in your textbook related to child abuse and neglect, including physical and behavioral indicators.
2. **Solve the case study by answering the following question:** According to the state and district policies and the codes of ethics, what should be your **plan of action for addressing your suspicions** (NSU b.6.2.b/FPEC 6.1, 6.3/InTASC 9f.p, 9j.k, 9o.d)?
3. Include citations and references to support your ideas.

Professional Practices and State Statutes for Abuse, Neglect, and Other Signs of Distress

Florida Department of Education, Office of Professional Practices. (2005-2013). *Reporting misconduct and abuse*. Retrieved from

<http://www.fldoe.org/edstandards/poster.asp>

State of Florida Legislature. (1995-2014). The 2012 Florida Statutes, K-20 Education Code, Chapter 1006, Support for Learning. §

1006.061 *Child abuse, abandonment, and neglect policy*. Retrieved from [§ 1006.061, Florida Statutes – Child abuse, abandonment, and neglect policy](#)

State of Florida Legislature. (1995-2014). The 2012 Florida Statutes Chapter 39, Proceedings Relating to Children. §39.201 (Mandated Reporters of child abuse as defined by Florida Statute 39.201). *Mandatory reports of child abuse, abandonment, or neglect; mandatory reports of death; central abuse hotline*. Retrieved from [http://www.leg.state.fl.us/statutes/index.cfm?](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0000-0099/0039/Sections/0039.201.html)

[App_mode=Display_Statute&Search_String=&URL=0000-0099/0039/Sections/0039.201.html](http://www.leg.state.fl.us/statutes/index.cfm?App_mode=Display_Statute&Search_String=&URL=0000-0099/0039/Sections/0039.201.html)

Key Assessment 6, FEAP 6

Grading Rubric

Assignment 2: Case Study A

Action Plan for Abuse, Neglect, and Other Signs of Distress

Element Criterion	Gradations of Quality				
	Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90
Case Study A Action Plan for Abuse, Neglect, and Other Signs of Distress (NSU b.6.2.b/FPEC 6.1, 6.3/InTASC 9f.p, 9j.k, 9o.d)	The candidate did not describe any appropriate action to correct the behavior described in the case study.	The candidate described an inappropriate actions to correct the behavior described in the case study.	The candidate described one appropriate actions to correct the behavior described in the case study.	The candidate described two appropriate actions to correct the behavior described in the case study.	The candidate described three appropriate actions to correct the behavior described in the case study.
Writing Process: Composition Uses well composed sentence & paragraph structure in essay format & correct vocabulary	Didn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper

	Element Criterion	Gradations of Quality					
		Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90	
	Writing Process: Grammar & Mechanics Uses correct grammar, mechanics & spelling	Didn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page	
	Writing Process: APA Format Applies APA format	Didn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
Assignment 2 Grade							
Assignment 2 Writing Process Grade							

Assignment 3: Case Study B Action Plan for Ethical Use of Technologies

General Directions:

Write the key assessment assignment in **paragraph form**. Use **APA format** when writing the paper, including a title page; headings; appropriate margins, spacing, and citations; and a references page.

Assignment 3 Criterion 4: Case Study B Action Plan for Ethical Use of Technologies

Case Study B: At the beginning of the school year, all teachers in your school received new laptops to use in their classrooms for promoting student learning and also for instructional planning at home. When the computers were delivered, the administration briefly reviewed the district policies pertaining to the use of the technological equipment with the faculty at the first faculty meeting. However, during the past six months, the administration has questioned several teachers about their internet and e-mail use with these laptops. Given that several teachers have been questioned about their use of the equipment, you realize that you must use school property appropriately as dictated by the district policies.

1. Read the code of ethics for computing and district policies listed below. Review the teacher codes of ethics and the information in your textbook related to technology and learning.
2. **Solve the case study by answering the following question:** Based on the district policies and the codes of ethics, what should be your **plan of action for using your laptop** (NSU b.6.2.c/FPEC 6.1, 6.5/InTASC 9f.p, 9j.k, 9o.d)?
4. Include citations and references to support your ideas.

Computing Code of Ethics

Association for Computing Machinery. (1992). *Code of ethics and professional conduct*. Retrieved from <http://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

District Policies

Broward County Public Schools. (n.d.). *Policy 5306, school and district technology use*. Retrieved from <http://www.broward.k12.fl.us/sbbcpolicies/docs/P5306,000.pdf>

Rules of the School Board of Palm Beach County. (n.d.). *Policy 3.29, acceptable use of technologies by employees*. Retrieved from <http://www.schoolboardpolicies.com/p/3.29>

School Board of Miami-Dade County. (2011). *By-laws and policies: Policy 7540.01, technology privacy*. Retrieved from <http://www.neola.com/miamidade-fl/search/policies/po7540.01.htm>

Key Assessment 6, FEAP 6

Grading Rubric Assignment 3: Case Study B Action Plan for Ethical Use of Technologies

Element <hr/> Criterion	Gradations of Quality					
	Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90	
Case Study B Action Plan for Ethical Use of Technologies (NSU b.6.2.c /FPEC 6.1, 6.4/ InTASC 9f,p, 9j,k, 9o.d)	The candidate did not describe any appropriate plan of action to correct the behavior described in the case study.	The candidate described an inappropriate plan of action to correct the behavior described in the case study.	The candidate described one appropriate plan of action to correct the behavior described in the case study.	The candidate described two appropriate plans of action to correct the behavior described in the case study.	The candidate described three appropriate plans of action to correct the behavior described in the case study.	
Writing Process: Composition Uses well composed sentence & paragraph structure in essay format & correct vocabulary	Didn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
Writing Process: Grammar & Mechanics Uses correct grammar, mechanics & spelling	Didn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page	
Writing Process: APA Format Applies APA format	Didn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
Assignment 3 Grade						
Assignment 3 Writing Process Grade						

Assignment 4: Case Study C Action Plan for Student Privacy and Records AND Reflects on Ethical Behavior

General Directions:

Write the key assessment assignment in **paragraph form**. Use **APA format** when writing the paper, including a title page; headings; appropriate margins, spacing, and citations; and a references page.

Assignment 4 Criterion 5: Case Study C Action Plan for Student Privacy and Records

Case Study C: As a new high school teacher, you were assigned to teach an intensive reading class of ninth grade students. Within the class, three of students consistently weren't showing progress in their reading skills. In order to help these three students improve their reading skills, you decided to develop an intervention plan. First, you reviewed each student's records for background information (e.g., academic achievement, attendance and disciplinary records, previous intervention plans, and state standardized test scores). Based on the records review, you detected specific reading skill weaknesses for each of the students. Next, you designed interventions to meet each student's specific learning needs using high quality materials and research-based instructional strategies. As a result of your intervention plan, the three students have been making steady progress in their reading skills. Since your intervention plans have proven to be so successful, several of your fellow teachers have contacted you and asked you to share your students' background information and interventions. Although you want to help your fellow teachers, you are concerned about infringing on the students' privacy rights by revealing information from their records.

1. Read the district policies for students' rights and records listed below. Review the teacher codes of ethics and the information in your textbook related to Response to Intervention.
2. What should be your **plan of action to address the teachers' requests while also addressing your concern about potentially infringing on students' rights** (NSU b.6.2.d/FPEC 6.1, 6.5/InTASC 9f.p, 9j.k, 9o.d)?
3. Include citations and references to support your ideas.

Assignment 4 Criterion 6: Reflects on Ethical Behavior

1. Reflect on the district policies, codes of ethics, and your response to Case Study C. Review the information presented in class on teacher ethics, especially the ethical principles.
2. Identify **three specific actions** that you will take to **avoid this type of professional and ethical conflict** in the future giving (NSU b.6.2.e/InTASC 9e.p, 9i.k, 9m.d).
3. Include citations and references to support your ideas.

Student Privacy and Records

Broward County Public Schools. (n.d.). *Policy 51001, student records: Confidentiality and family educational rights*. Retrieved from <http://www.broward.k12.fl.us/sbbcpolicies/docs/P5100.1.000.pdf>

Rules of the School Board of Palm Beach County. (n.d.). *Florida policy 5.50, student records*. Retrieved from <http://www.schoolboardpolicies.com/p/5.50.htm>

School Board of Miami-Dade County. (2011). *By-laws and policies: Policy 2416, student privacy and parental access to information*. Retrieved from <http://www.neola.com/miamidade-fl/search/policies/po2416.htm>

Key Assessment 6, FEAP 6

Grading Rubric Assignment 4: Case Study C Action Plan for Student Privacy and Records

	Element Criterion	Gradations of Quality					
		Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90	
	Case Study C Action Plan Student Privacy and Records (NSU b.6.2.d/ FPEC 6.1, 6.5/InTASC 9f.p, 9j.k, 9o.d)	The candidate did not describe any appropriate plan of action to correct the behavior described in the case study.	The candidate described an inappropriate plan of action to correct the behavior described in the case study.	The candidate described one appropriate plan of action to correct the behavior described in the case study.	The candidate described two appropriate plans of action to correct the behavior described in the case study.	The candidate described three appropriate plans of action to correct the behavior described in the case study.	
	Reflects on Ethical Behavior (NSU b.6.2.e/ InTASC 9e.p, 9i.k, 9m.d)	The candidate did not propose any activities that will prevent this type of behavior.	The candidate gave an inappropriate example of an activity that will prevent this type of behavior.	The candidate gave one appropriate examples of an activity that will prevent this type of behavior.	The candidate gave two appropriate examples of activities that will prevent this type of behavior.	The candidate gave three appropriate examples of activities that will prevent this type of behavior.	
	Writing Process: Composition Uses well composed sentence & paragraph structure in essay format & correct vocabulary	Didn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
	Writing Process: Grammar & Mechanics Uses correct grammar, mechanics & spelling	Didn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page	
	Writing Process: APA Format Applies APA format	Didn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper	
Assignment 4 Grade							
Assignment 4 Writing Process Grade							

Assignment 5: Ethics Resources for Education Professionals

General Directions:

Write the key assessment assignment in **paragraph form**. Use **APA format** when writing the paper, including a title page; headings; appropriate margins, spacing, and citations; and a references page.

Assignment 5 Criterion 7: Ethics Resources for Education Professionals

1. Review the department of education websites for your state related to ethics violations and disciplinary actions (see examples from Florida below).
2. **Identify three resources** for education professionals and describe **how each resource can be used to avoid professional and ethical conflicts**

(NSU b.6.2.f/InTASC 9e.p, 9i.k, 9m.d).

3.Include citations and references to support your ideas.

Ethics Resources for Education Professionals

Florida Department of Education. (n.d.). *Discipline against educator licenses*. Retrieved from

<http://www.myfloridateacher.com/discipline/summary.aspx>

Florida Department of Education. (2009-2014). *Education practices commission notices*. Retrieved from

http://www.fldoe.org/edstandards/Education_Practices.asp

Florida Department of Education. (2005-2013). *Investigative resources*. Retrieved from <http://www.fldoe.org/edstandards/investigate.asp>

Florida Department of Education, Office of Professional Practices. (2005-2013). *Teacher and administrator resources*. Retrieved from

http://www.fldoe.org/edstandards/resources_for_teachers.asp

Florida Department of Education, Office of Professional Practices. (2005-2013). *Upholding integrity*. Retrieved from

<http://www.fldoe.org/edstandards/>

Key Assessment 6, FEAP 6

Grading Rubric

Assignment 5:

Ethics Resources for Education Professionals

	Element Criterion	Gradations of Quality				
		Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90
	Ethics Resources for Education Professionals (NSU b.6.2.f/ InTASC 9e.p, 9i.k, 9m.d)	The candidate did not identify, reference, or explain any professional resources on ethics.	The candidate 1. identified and referenced one or more professional resources on ethics but 2. didn't explain how any of them can be used by professionals who wish to avoid professional and ethical conflicts.	The candidate 1. identified and referenced one professional resource on ethics and 2. explained how it can be used by professionals who wish to avoid professional and ethical conflicts.	The candidate 1. identified and referenced two professional resources on ethics and 2. explained how they can be used by professionals who wish to avoid professional and ethical conflicts.	The candidate 1. identified and referenced three professional resources on ethics and 2. explained how they can be used by professionals who wish to avoid professional and ethical conflicts.
	Writing Process: Composition Uses well composed sentence & paragraph structure in essay format & correct vocabulary	Didn't meet college level standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper
	Writing Process: Grammar & Mechanics Uses correct grammar, mechanics & spelling	Didn't meet college level standards	13+ errors per page	9-12 errors per page	6-8 errors per page	0-5 errors per page

	Element Criterion	Gradations of Quality				
		Not Met 0-59	Not Met 60-69	Not Met 70-79	Met 80-89	Exceeded 100-90
	Writing Process: APA Format Applies APA format	Didn't meet APA standards	6+ errors per paper	4-5 errors per paper	2-3 errors per paper	0-1 errors per paper
Assignment 5 Grade						
Assignment 5 Writing Process Grade						

XI. Assessments

Notes to Teacher Candidates about the Key Assessment

Key Assessment Remediation Directions

1. The instructor of the course rates each competency/skill demonstrated in the assignment as “Didn’t Meet,” “Met,” or “Exceeded” the expected level of mastery on the key assessment rubrics, which are averaged for a final grade on the assessment.
2. If the teacher candidate earns a grade of less than B- on key assessment, the candidate must remediate the skills/competencies rated as “Does Not Meet” with the instructor of the course.
3. The teacher candidate earns the grade for the key assessment based on the work demonstrated in the original submission of the assignment. **The grade for course is not revised as a result of successful remediation.**
4. **Successful remediation must be completed by the teacher candidate within one eight-week term following completion of the course.**

Note to Course Instructor about the Key Assessment

This course assignment has been designated as a Key Assessment for which we are collecting program data on the performance of the candidate. After reviewing this assignment, please enter the LIVE TEXT system Log in with your NSU login name (e.g., in the e-mail address smith@nova.edu, smith is the login name) and NSU password. Please enter the evaluation results online for the specified criteria (i.e., **bolded** areas of the rubric) for each candidate’s assignment.

IN ADDITION TO THE KEY ASSESSMENTS THERE WILL BE A MULTIPLE CHOICE MIDTERM ON SESSION 4 COVERING THE MATERIAL C FROM YOUR TEXTBOOK CHAPTERS 1-6
THE FINAL WILL BE ON SESSION 8 COVERING THE MATERIAL FROM YOUR TEXT BOOK CHAPTERS 7-15

XII. Grading Criteria

Guidelines – The requirements for each assignment are outlined in detail in this syllabus and attachments. Please follow the guidelines carefully in order to receive full credit.

B. Plagiarism – Teacher candidates will submit all major written assignments into *Turnitin* and then correct their work for plagiarism before submitting their assignments to their instructor. **Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course. The instructor will report all instances of plagiarism to the administration.**

C.American Standard English (ASE) – All written work must be submitted in professional form. American Standard English grammar and mechanics is required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be submitted using Microsoft Word, be error free, and grammatically correct.

D.American Psychological Association Manual – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for: spacing, margins, title page, numbering of pages, headings, and references pages. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. Please note: a page or paragraph number is required for all citations in your work for this course (APA, 2010, p. 170). Review chapters six and seven in the *APA Manual* to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.

E.Grading of Assignments – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form using ASE and APA style standards.

F.Assignments Not Meeting Standards – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments to meet ASE and APA standards to the Office of Tutoring and Testing for remediation. For critical tasks/key assessments that do not meet standards, the instructor works directly with the teacher candidate to remediate the work.

G.Synchronous Online Sessions – Instructors provide live online sessions to students to discuss course content, review assignment requirements, and give students an opportunity to ask questions. It is recommended that students attend the sessions. To accommodate teacher candidates' needs, these sessions will use a variety of media and will be recorded and posted for later access.

H. Late Assignments – Late assignments are NOT accepted.

I.Grading Rubrics – Rubrics for all assignments are located in the Appendixes.

J.Grading Scale – A list of the course requirements and the grade scale follow. Quality points are used to calculate the grade point average across programs in FCE.

Final Course Grade:

Course Requirements			Percentage of Total Grade		
Teacher Candidate's Contract			n/a		
Participation, Required Reading, Activities, and Discussions (Average of 5 discussions)			30 pts.		
Code of Ethics and Case Studies (Average of Assignments 1-7)			40 pts.		
Midterm Exam			15 pts.		
Final Exam			15 pts.		
Total			100 pts.		

Letter Grade	Percentage	Quality Points	Letter Grade	Percentage	Quality Points
A	94-100	C	73 -76		

A-	90 -93	3.75	C-	70 -72	1.75
B+	87 -89	3.50	D+	67 -69	1.50
B	83 -86	3.00	D	60 -66	1.00
B-	80 -82	2.75	F	0 -59	No Credit
C+	77 -79	2.50			

XIII. Course Policies

Reading

It is important that you read the assigned material in preparation for class as class sessions require you to apply what you have read. If you experience any difficulty with the reading, you should contact the Undergraduate Testing and Tutoring Center for assistance at <http://www.nova.edu/tutoring-testing/index.html>.

These assignments are designed to help you understand and demonstrate educational psychology and professional ethics. **All written homework assignments must be submitted to the instructor, as they will be checked by him/her.** Please see the course calendar and weekly schedule for due dates and directions for each assignment

Due Dates	Homework Assignments 5 assignments @ 8 pts total 40 pts.
Session 1	Teacher Candidate's Contract
Session 4	Key Assessment #2: Assignment 1 –
Session 5	Key Assessment #2: Assignment 2 –
Session 6	Key Assessment #2: Assignment 3
Session 7	Key Assessment #2: Assignment 4
Session 8	Key Assessment #2: Assignment 5 –
Due Dates	Discussion Posts 6 Discussions posts @ 5 pts. Each total 30 pts.
Session 2	Discussion Post #1
Session 3	Discussion Post #2
Session 3	Discussion Post #3
Session 4	Discussion Post #4
Session 6	Discussion Post #5
Session 7	Discussion Post #6

Exam

The exam schedule is listed below. The exams are multiple choice items randomly selected from a pool of questions on each of the designated chapters. You will have a minute and a half to answer each question.

Dues Dates	Exams Total 30 pts.
Session 4	Midterm Exam: Chapters 1-6 15 pts.
Session 8	Final Exam: Chapters 7-12 15 pts.

GRADING CRITERIA

A. Guidelines – The requirements for each assignment are outlined in detail in the calendar and appendixes. Please follow the guidelines carefully in order to receive full credit.

B. Plagiarism – Teacher candidates will submit all major written assignments into *Turnitin* and then correct their work for plagiarism before submitting their assignments to their instructor. **Please note that if you plagiarize, you will earn a grade of F on the assignment. If you plagiarize a second time, you will earn a grade of F on the assignment and in the course. The instructor will report all instances of plagiarism to the administration.** All instructors will review how to avoid plagiarism during the first week of the course.

1. **American Standard English (ASE)** – All written work must be submitted in professional form; American Standard English grammar and mechanics are required. Please pay particular attention to correct spelling, capitalization, punctuation, grammar, and sentence and paragraph structure. All assignments must be word processed, error free, and grammatically correct. Online candidates, please note that your instructor can only read work completed in the Microsoft Office Programs (e.g., Word, PowerPoint) and scanned documents in PDF or JPG formats. Assignments submitted in any other format will not be graded.
2. **American Psychological Association Manual** – All assignments must be completed using the style delineated in the *Publication Manual of the American Psychological Association* (APA). Please pay close attention to the format for: **spacing, margins, title page, numbering of pages, headings, and references pages**. Cite support from the literature in the field for the concepts and ideas you present in your assignment by paraphrasing and/or quoting and providing a reference for each new work cited (i.e., one-to-one correspondence). At the end of your assignment, include references pages using the correct APA format for the works paraphrased and/or quoted. **Please note: a page or paragraph number is required for all citations in your work for this course (APA, 2010, p. 170).** Review chapters six and seven in the *APA Manual* to insure that you are correctly paraphrasing and/or quoting and referencing works cited. All instructors will review the use of APA style during the first week of each course.
3. **Grading of Assignments** – The instructor reserves the right to refuse to read and/or correct an assignment that does not meet professional form and/or style (i.e., ASE and APA).
4. **Assignments Not Meeting Professional Form/Style** – The instructor refers teacher candidates who are having difficulty with reading the course content and/or writing assignments that meet professional form/style to the Office of Tutoring and Testing for remediation.
5. **Synchronous Online Sessions** – Instructors provide live online sessions to students to discuss course content, review assignment requirements, and give students an opportunity to ask questions. It is recommended that students attend the sessions. To accommodate teacher candidates' needs, these sessions will use a variety of media and will be recorded and posted for later access.
6. **Late Assignments** – **Late assignments are not accepted.**
7. **Grading Rubrics** – Rubrics for assignments are located in the Appendixes. You must **include the appropriate rubric in the assignment** so that you submit **only one document**.

XIV. University Policies

A. Academic Misconduct

The University, as a community of scholars, embraces the free expression of ideas in furthering the acquisition of knowledge, while upholding the principles of trust, responsibility, honor, integrity, and ethical behavior in meeting program and degree requirements. As such, students are expected to adhere to a standard of academic honesty in all work submitted. Violations of academic honesty standards constitute academic misconduct, and violate the NSU Code of Student Conduct and Academic Responsibility, available online <http://education.nova.edu/students/current-students/studentcataloghandbook.html>. The following acts violate the academic honesty standards and will result in a finding of academic misconduct:

1. **Cheating in any form:** intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise, or having others complete work or exams and representing it as one's own.
2. **Fabrication:** intentional and unauthorized falsification or invention of any information or citation in an academic exercise.
3. **Facilitating academic dishonesty:** intentionally or knowingly helping or attempting to help another to violate any provision of this code.
4. **Plagiarism:** the adoption or reproduction of ideas, words, or statements of another person as one's own without proper acknowledgment. (See Academic Honesty Standards.)
5. **Conspiracy to commit academic dishonesty:** assisting others to commit acts of academic misconduct
6. **Misrepresentation:** intentionally making false statements or omissions of facts in a contract. Examples include, but are not limited to portfolios, cover sheets, and clinic, training station, and practicum agreements.
7. **Bribery:** offering of goods, services, property or money in an attempt to gain an academic advantage.
8. **Forging or altering documents or credentials:** examples include, but are not limited to signatures, dates and other information on portfolios, cover sheets, and clinic, training station, and practicum agreements.
9. **Knowingly furnishing false information to the institution.**

Penalties for academic misconduct can range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. Academic misconduct may also result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time. Students may not withdraw from a course in progress to avoid a failing grade upon receiving notice that academic misconduct may have occurred.

Note: If a charge of academic misconduct is determined in a course, any student initiated withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course.

B. Plagiarism

Work that is submitted for credit must be the original work of the student. Any assignment that is not the original work of the student is considered plagiarized and in violation of the Code of Student Conduct and Academic Responsibility. Plagiarism occurs when another person's work, words, or ideas are represented as one's own without the use of a school-recognized method of citation (e.g., copied from another source such as an author or another student without properly acknowledging the actual writer/author) or when another person's work is copied or otherwise duplicated for academic credit. Plagiarism also occurs when knowingly giving or allowing one's own work to be copied or otherwise duplicated by another for academic credit, or when resubmitting one's own work for academic credit (i.e., work that has previously been submitted for academic credit). Cutting and pasting from online sources on the Internet without proper acknowledgment and citation of primary and secondary sources (e.g., writers/authors/organizations) also constitutes plagiarism.

Penalties for plagiarism may range from reduced grades on assignments or in courses, to failing grades on assignments or in courses, as determined by the course professor. A subsequent determination of plagiarism in a future course (i.e., a second violation) may result in dismissal from the Abraham S. Fischler College of Education without the possibility of re-enrolling at any time.

Course assignments submitted in partial fulfillment of degree requirements may be checked for plagiarism. *Students may not withdraw from a course in progress to avoid a failing grade or other consequence upon receiving notice that plagiarism may have occurred.* If a charge of plagiarism is determined in a course, any student initiated course withdrawal for that course will be administratively reversed and a grade of F will be entered on the student's transcript for that course [see Academic Misconduct]. Student access to online courses, and attendance at site-based courses, will be discontinued following a determination of plagiarism that results in an "F" for the course. **All students are entitled to due process pursuant to Fischler College of Education policies and procedures.**

C. Americans with Disabilities Act (ADA)

Nova Southeastern University complies with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA) of 1990. No qualified individual with a disability shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any activity, service, or program of the university solely by reason of his or her disability. Each qualified individual with a disability who meets the academic and technical standards required to enroll in and participate in Nova Southeastern University's programs shall be provided with equal access to educational programs in the most integrated setting appropriate to that person's needs through reasonable accommodation.

At the postsecondary level, it is the student's responsibility to initiate the process for disability services. The process for obtaining a reasonable accommodation is an interactive one that begins with the student's disclosure of disability and a request for a reasonable accommodation. The student has the responsibility to provide Nova Southeastern University with proper documentation of disability from a qualified physician or clinician who diagnoses disabilities and sets forth the recommended accommodations.

The necessary forms and procedure for requesting disability-related accommodations can be obtained from the NSU Office of Student Disability Services through its website at <http://www.nova.edu/disabilityservices/index.html>, via e-mail at disabilityservices@nova.edu, or by calling 954-262-7185 (toll free at 800-986-3223, ext. 27185).

To ensure that reasonable accommodations can be provided in a timely manner, all forms and documentation should be submitted to the NSU Office of Student Disability Services a minimum of four (4) weeks prior to the commencement of classes for any given semester.

D. Course/Instructor Evaluation

- It is expected that all students will participate in the online Course/Instructor Evaluation at or near the end of the course.
- Notices of Course/Instructor Evaluation access are sent to registered students by NSU email.

E. The current edition of the FCE Catalog and Student Handbook is available

<http://education.nova.edu/students/current-students/studentcataloghandbook.html>. This document provides extensive information on University and FCE policies, regulations and procedures.

Students should visit <http://www.nova.edu/academic-affairs/nsu-syllabus-policy.html> to access additional required college-wide policies. It is your responsibility to access and carefully read these policies to ensure you are fully informed. As a student in this class, you are obligated to follow these college-wide policies in addition to the policies established by your instructor.

The following policies are described on this website:

- Academic misconduct
- Last day to withdraw
- Email policy
- Student course evaluations
- Student responsibility to register
- Student responsibility for course prerequisites

Academic Resources

Nova Southeastern University offers a variety of resources that may aid in student success. Among these resources are:

Accommodations for students with documented disabilities: For more information about ADA policy, services, and procedures, students may call the Office of Student Disability Services at 954-262-7189 or visit <http://www.nova.edu/disabilityservices>.

Tutoring and testing center:

Students are encouraged to use the free, individualized tutoring services offered by the Tutoring and Testing Center (TTC). TTC provides a supportive atmosphere in which tutors and students work collaboratively on improving students' writing, math and/or science skills. <http://www.nova.edu/tutoring-testing/index.html>

Course Syllabus Management Team

Lead Faculty: Judith Coughlin Ph.D.