



# Teaching Practicum

## ID 470 Syllabus January 2024

### Instructor Information

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### Course Description

The Teaching Practicum for the Master Educator Courses is a three-hour course designed to apply principles learned during the Master Educator Courses (MEC) taught at WKU to the college setting. This course is designed to implement knowledge and skills learned in the areas of utilizing research-based instructional strategies and methods for effective college teaching and learning.

Assignments are designed to assess ways Cadre members are utilizing the knowledge gained from the MEC at WKU to positively impact their current work in higher education. Assignments provide some flexibility to address individual goals.

### Communication

This is a very fast-paced course. So, quick responses to your questions are important. You can reach out to each other, or you can get in touch with your instructor via email, telephone calls, or text messages.

### ID 470 Course Objectives/Student Learning Outcomes

After participating in learning activities within the course, MEC students will:

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|---|
| 1. Provided with access to ROTC teaching evaluation documents, the MEC student will apply teaching and learning knowledge and skills to practice, evaluating the teaching of a peer, scoring at the proficient or advanced level on the rubric associated with this assignment.   |
| 2. Following prompts on a discussion board, the MEC student will participate in a community of practice by providing a description of and artifacts associated with a previously taught lesson along with a reflection concerning strengths and improvements for the lesson, scoring at the proficient or advanced level on the rubric associated with this assignment. |
| 3. Guided by prompts on a discussion board, the MEC student will provide evidence of evaluating and advising peers on key areas of practice in a classroom setting, scoring at the proficient or advanced level on the rubric associated with this assignment.  |
| 4. Responding to prompts on a discussion board, the MEC student will provide evidence of collaboration with peers concerning skills learned by the MEC student in the residency portion of the master educator course, scoring at the proficient or advanced  |



level on the rubric aligned with the assignment. This collaboration may include helping skills such as active listening and collaborative decision making.
5. Guided by prompts on a discussion board, the MEC student will apply their knowledge of the unique needs of today's college students to the evaluation, advisement, and support of cadets, scoring at the proficient or advanced level on the rubric associated with the assignment.
6. Through participation in a discussion board, the MEC student will provide evidence of their assessment of cadet learning, leadership attributes, development, and competencies, scoring at the proficient or advanced level on the rubric associated with the assignment.

### Western Kentucky University Master Educator Course

**Program Mission:** The Master Educator Course (MEC) prepares each world-class cadre with the knowledge, skills, and abilities to instruct and lead future officers in the U.S. Army in diverse college-level environments.

#### Program objectives are to:

1. Create positive learning environments that model effective teaching practices through experiential, collaborative, and discussion-based courses and allow Cadre to experience full- spectrum challenges of their instructional environment;
2. Develop instructional adaptability by providing foundational knowledge and opportunities to apply the broad skills of innovation, problem-solving, group-think mitigation, leadership, communication, decision-making, and complex and critical thinking in progressively increasing challenging environments;
3. Co-construct opportunities to master instructor competencies in intentional and integrated practices that support student sense of belonging and community;
4. Expose cadre to a diverse range of cultures and societies in the context of the U.S. Army, Special Operations Command Central (SOCC), Master Educator Course (MEC), and US higher education;
5. Tailor learning to cadre experience and current skill level with measured pre- and post-assessments to identify learning gains based on competency achievement; and
6. Foster lifelong learning and development by providing connections to institutional partners and professional mentors and facilitating the development of professional learning communities.

#### Course Format

Face-to-face/hybrid: This course will have in face-to-face class meetings with a strong online component. Assignments will be submitted, and resources will be shared utilizing the ROTC Blackboard Learning Management System. Class time will be reserved for lecture and in-class activities.

#### Prerequisites

College Teaching and Learning (ID 460) & Instructional Strategies and Technology Integration (ID 465)

### Textbook Requirements

- Major, C. H., Harris, M. S., Zakrajsek, T. (2021). *Teaching for learning: 101 intentionally designed educational activities to put students on the path to success*. 2<sup>nd</sup> ed. New York, NY: Taylor & Francis. ISBN: 9780415699365.
- Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors*. San Francisco, CA: Josey-Bass. ISBN: 9781119096320.

### Technology Requirements

- You will need computer access with reliable high-speed internet capable of streaming audio and video.
- You will also need access to Microsoft Office as all assignments must be submitted using the Microsoft Word, .docx, format or the Microsoft PowerPoint, .pptx, format.
- Additional technology requirements:
  - Several free web programs will be used
  - A webcam (internal or external) with microphone or smartphone on laptop
  - Earbuds for private listening

### Course Structure-ONLINE

**PLEASE NOTE: If you miss an assignment deadline without making prior arrangements with your Professor, we are REQUIRED to report your name to the Commandant, Deputy Director and our Director. We will also REQUIRE a telephone or Zoom conference to discuss your progress in the course.**

### Assignments:

#### **Blackboard Discussion Board Post ONE—Due 02/23/2024 at 11:59pm**

For the Blackboard Discussion Board ONE complete the following and respond to at LEAST ONE of your colleagues' posts by offering a comment or suggestion related to their post:

- *Exercise 1:* While teaching a lesson, take a picture of your students engaged in a learning task or provide an image of student work that exemplifies high-quality teaching aligned to an indicator on the Cadet Command Educator Assessment (CA-145). Describe the lesson and what research-based teaching strategy you used in this lesson.

*Instructions for the Discussion Board Response:*

- Provide an introductory post with your completed CA-145, photo and describe the lesson and what research-based teaching strategy you used in this lesson.
- Respond to at least ONE other class member's posts.

#### **Blackboard Discussion Board Post TWO—Due 03/15/2024 at 11:59pm**

For the Blackboard Discussion Board TWO complete the following and respond to at LEAST ONE of your colleagues' posts by offering a comment or suggestion related to their post:

- *Exercise 2:* Observe another faculty member teaching either within your ROTC program or outside of the ROTC setting. Select an area of need identified from your teaching assessment at MEC and focus your observation on this specific area (e.g., positive instructor/student relationships, questioning techniques, personalizing instruction, active teaching strategies). Complete a CA-145 form to record your comments from the lesson and take a photo at some point during the lesson.

*Instructions for the Discussion Board Response:*

- Provide an introductory post with your completed CA-145, a photo taken during the lesson observed and a brief description of the class (name/date/time/name of instructor) observed and what you learned during the observation.

Respond to at least ONE other class member's posts.

### **FIRST Consultation**

- Video a class OR post 5 pictures & self-evaluation **03/28/2024**
- Your professor will provide feedback within 7 days of your submission

Faculty Consultations provide time to extend your understanding while collaborating with a WKU faculty member.

1. Teach a lesson and either video yourself teaching a lesson or take five photos showing student engagement during your lesson.
2. Evaluate your own teaching using the Cadet Command Assessment Instrument (CA-145).
3. Submit the video or pictures and your evaluation before **03/28/2024** in BB.
4. Feedback will be provided by your professor within 7 days.

### **SECOND Consultation**

Submit PMS evaluation by **04/14/2024**

You will complete one teaching demonstration, which must be evaluated (live or video-recorded) by an approved Cadet Command evaluator (e.g., PMS, or other approved evaluator-email Dr. Day) using the Cadet Command Educator Assessment/Certification Form 145-21-5. Your teaching should demonstrate your ability to apply the competencies learned in the ID 460 Teaching and Learning and ID 465 Instructional Strategies and Technology Integration course.

1. Your PMS or other qualified observer will observe you teaching a class and complete the Cadet Command Assessment Instrument.
2. Submit this form by **04/14/2024**
3. Consultation with Professor by phone/zoom as needed



The objectives of the second coaching consultation are to discuss: 1) any questions or concerns and 2) results from the Cadet Command evaluation (e.g., strengths, areas for improvement, potential supports, questions).

**Final Teaching Reflection & Course Evaluations—Due 04/26/2024**

**In this final assignment, Cadre members will reflect on their growth as an instructor. Submit a two- page paper or a multimedia presentation that includes: 1) Cadet Command Educator Assessment scores from ID 460, ID 465, and Cadet Command evaluation; 2) description of teaching strengths; 3) explanation of areas for improvement; and 4) identification of plans for future professional development.** Complete all required course and program evaluations.

### Grading

Task	Points	DUE
Blackboard Discussion Board ONE	20	<a href="#">02/23/2024</a>
Blackboard Discussion Board TWO	20	<a href="#">03/15/2024</a>
Faculty Consultation #1	20	<a href="#">03/28/2024</a>
Faculty Consultation #2	20	<a href="#">04/14/2024</a>
Final Teaching Reflection	20	<a href="#">04/26/2024</a>
	100	

*Assignments are due by 11:59 pm in your time zone and submitted to ROTC Blackboard.*

### Grading Scale:

A = 90%      B = 80%      C = 70%      D = 60%      F = < 60%



### **Late Work**

Assignments turned in after due dates during the course will result in a 10% reduction per day unless prior arrangements were made with the instructor. Assignments are due at 11:59 pm before the next class unless otherwise stated. Any assignments turned after the last due date for the course (see course calendar) will result in a 20% reduction per day unless prior arrangements were made with the instructor. Technical problems are NOT an excuse unless reported to the instructor prior to 24 hours before the due date.

### **Blackboard support and issues:**

Blackboard issues always happen. When you have issues with Blackboard, please don't hesitate to contact Catie Weaver, [catie.weaver@wku.edu](mailto:catie.weaver@wku.edu) 270-745-4732

### **WKU Resource Center**

You can work by email with Anthony at [anthony.paganelli@wku.edu](mailto:anthony.paganelli@wku.edu).

### **Academic Integrity**

All Western Kentucky University policies are in effect. All work must reflect APA citation standards. All your work must be your own unless the instructor authorizes the collaboration. Presenting the words, ideas, or expressions of another person in any form and claiming them as one's own is plagiarism and will not be tolerated. The claim of ignorance is no excuse. (See [academic offenses](#) in the WKU student handbook.) The University Catalog states, "Students who commit any act of academic dishonesty may receive from the instructor a failing grade in that portion of the coursework in which the act is detected or a failing grade in the course module without possibility of withdrawal."

WKU subscribes to TurnItIn.com, a plagiarism service which gives instructors an originality report for each student paper turned in. Your assignments may be checked through this service.

Your work should be cited in American Psychological Association (APA) citation format and style, 7th edition. Owl Purdue is an excellent resource for formatting and style: [APA Style Introduction - Purdue OWL® - Purdue University](#)

### **Title/IX Discrimination & Harrassment**

Western Kentucky University (WKU) is committed to supporting faculty, staff and students by upholding WKU's [Sex and Gender-Based Discrimination, Harassment, and Retaliation](#) (#0.070) and [Discrimination and Harassment Policy](#) (#0.2040). Under these policies, discrimination, harassment and/or sexual misconduct based on sex/gender are prohibited. If you experience an incident of sex/gender-based discrimination, harassment and/or sexual misconduct, you are encouraged to report it to the Executive Director, Office of Institutional Equity/Title IX Coordinator, Ena Demir, 270-745-6867 or Title IX Investigators or Michael Crowe, 270-745-5429. Please note that while you may report an incident of sex/gender based discrimination, harassment and/or sexual misconduct to a faculty member, WKU faculty are "Responsible Employees" of the University and MUST report what you share to WKU's Title IX Coordinator or Title IX Investigator. If you would like to speak with someone who may be able to afford you confidentiality, you may contact WKU's [Counseling and Testing Center](#) at 270-745-3159. [Sexual Assault Resources](#)



### **Accommodations**

In compliance with University policy, students with disabilities who require academic and/or auxiliary accommodations for this course must contact the Student Accessibility Resource Center located in Downing Student Union, Room 1074. The SARC can be reached by phone number at 270-745-5004 [270-745-3030 TTY] or via email at [sarc.connect@wku.edu](mailto:sarc.connect@wku.edu). Please do not request accommodations directly from the professor or instructor without a faculty notification letter (FNL) from The Student Accessibility Resource Center.

### **Pregnant and Parenting Students**

Western Kentucky University does not discriminate against any student or exclude any student from its educational programs or activities, including classes or extracurricular activities, on the basis of pregnancy and/or pregnancy-related conditions such as, but not limited to, childbirth, false pregnancy, termination of pregnancy, or recovery therefrom. Students who seek pregnancy or pregnancy-related accommodations should make their requests as soon as possible via WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/) under the heading, "Pregnancy or Pregnancy-Related Conditions." Students can also contact the Title IX Coordinator, Ena Demir, via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867 to request accommodations or seek assistance. We encourage students and faculty to work together to establish a plan that allows the student to complete the class and coursework without jeopardizing academic integrity and course standards. The Title IX Coordinator can help facilitate conversations between students and faculty regarding appropriate and reasonable accommodations.

If you are a WKU student and believe that you have experienced an incident(s) of discrimination or harassment based on pregnancy (or pregnancy related conditions or issues), please report it to the Title IX Coordinator via email at [ena.demir@wku.edu](mailto:ena.demir@wku.edu) or by phone at (270) 745-6867.

Additional resources for pregnant and parenting students can be found on WKU's Title IX Website at [www.wku.edu/titleix/](http://www.wku.edu/titleix/).

### **ChatGPT & Generative AI Statement**

**Limited or Specific Use of AI Permitted:** In general, I expect that the work you submit in this class will be your own and you are not authorized to use artificial intelligence (AI) tools such as (*list relevant examples*). However, there will be specific assignments or activities in which we will utilize these tools to enhance your learning experience. In these instances, I will provide you with additional information about the assignment and how AI will be employed and cited. Again, unless permission is granted, you are expected to complete assignments without substantive assistance from others, including AI tools.

### **Inclusion Statement**

Western Kentucky University (WKU) is committed to ensuring all members of our campus community have access to equitable and inclusive learning, working, and living environments. At the heart of our mission, we seek to provide holistic education and employment experiences that prepare students, faculty, and staff to become effective scholars, contributors, and leaders in our diverse and evolving communities. Consistent with our campus purpose statement and creed, this classroom will be a respectful space, welcoming all sexes, races, ages, national origins, ethnicities, gender identities/labels/expressions, intellectual and physical abilities, sexual orientations, faith/non-faith perspectives, income levels and socio-economic classes, political ideologies, educational backgrounds, primary languages, family

statuses, military experiences, cognitive styles, and communication styles. If at any time during this course you are excluded or feel a sense of alienation from the course content, please feel free to contact me privately without fear of reprisal.

### Land Acknowledgement Statement

The history of our community and land gives us the opportunity to recognize, respect, and appreciate our place within that history. Western Kentucky University (WKU) honors and acknowledges the Indigenous peoples' land on which this University was built. All land in the state of Kentucky was once Indigenous territory, which is why it is our duty to acknowledge that WKU exists on Native land. This particular region of Kentucky was home to both the Shawnee (Shawandasse Tula) and Cherokee East (CWJᏉᏍᏏ Tsalaguwetiya) tribes.

We also honor and acknowledge the former residents of Jonesville. According to the [Jonesville History Project](#), "Jonesville was a predominantly African American community in Bowling Green, Kentucky, that was demolished in the 1960s to make way for the expansion of the WKU campus. This incident echoed a pattern across the country where the power of eminent domain was utilized to seize property from minority communities for large public works projects under the guise of urban revitalization."

### Things You Should Know



[Academic Integrity](#)



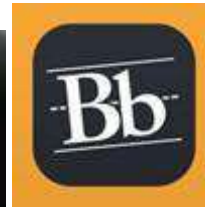
[Student Code of Conduct](#)



[Student Handbook](#)



[Student Resource Portal](#)



[Blackboard Student Mobile Applications](#)

### If Issues Arise



[Student Complaint](#)



[Student Grievance](#)



[Student Ombuds](#)



[Student Legal](#)



Procedures

Procedures

Services

**Be Prepared-Know Where to Go**



All Gender Restroom



Safe Space



WKU Emergency Preparedness



Active Shooter Preparedness



WKU Police



Counseling and Testing



Food Security



Center for Literacy