



## Teaching Practicum ID 470 Syllabus Spring 2025

### 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. As such, 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:

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, 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, 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, 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 learning module, 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.

### 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.



## 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.**

### Assignments & Grading:

Task	Points	DUE
Self-Evaluation	20	<b>02/21/2025</b>
Self-Reflection	20	<b>03/14/2025</b>
PMS Evaluation	20	<b>03/28/2025</b>
Teaching Reflection	20	<b>04/14/2025</b>
Peer Evaluation	20	<b>04/28/2025</b>
	100	

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

*We are aware that your university teaching schedule may vary wildly from WKU's teaching schedule for the fall semester. We are happy to make due date modifications to best meet your needs, so long as all course requirements are completed by the end of the WKU Spring 2025 semester (which ends on May 8, 2025).*

### 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.”

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.

### **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 (*ChatGPT*). 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.