Syllabus **CSI Teacher Education Program**

|  |  |
| --- | --- |
| **Course Title** | **EXIT SEMINAR** |
| **Course No. & Section** | **EDUC 290 SYLLABUS C01W**  |
| **Semester & Year** | Fall 2023 | Credit Hours | 1 |
| **Course Location/Delivery** | Canvas *On-line Web Course* |
| **Office & Student Hours** | **MWRF 9-10 am/Zoom/; T 4-5 pm, W 3-4 pm/Office/; or e-mail me to make other arrangements** |
| **Canvas LMS System** | This course uses Canvas to post course materials: [csi.edu/canvas](http://www.csi.edu/canvas/). |

# Instructor Information

|  |  |
| --- | --- |
| **Instructor Name** | **Dr. Egber**t, Distinguished Professor of Education: Ph.D.; Education Specialist; & SPED Dir. Certifications |
| **Office Address** | OFFICE: Hepworth, Rm. 123, **315 Falls Ave West, CSI, Twin Falls, Idaho 83303**  |
| **Office Phone** | **208-732-6890** |
| **Email Address** | legbert@csi.edu/ **CSI Email:** CSI students must use a college email account. |
| **Communication Advice** | I will answer all emails within 48 hours Monday-Friday. If you post a question after 5:00 p.m. on Friday, I may not answer it until Monday night. |

# Textbook and Required/Optional Materials

|  |  |
| --- | --- |
| E-Portfolio Required | **E-portfolio on Weebly.com access and creation of portfolio completed in this course.** |
| No Required Text | Canvas is the main reading source with additional information (2x per week minimum). |
| Submit Assignments | Students submit ALL course work through Canvas, the College’s official required system; see due dates on Canvas Calendar; Syllabus Calendar schedule; Modules; and Canvas Homepage. |
| On-line Web Course | All assignments, Quizzes, Discussion, & Lesson Plans will be submitted through the Canvas System. **Post assignment in grade book not in comment section, if you want it graded.** |
| Required Materials | **Use Chrome Web browser or Mozilla Firefox . Chrome Notebooks and other Tablets will not work well.**  |
| **Technology Support** **(Helpdesk)** | Students needing assistance with CSI email or Canvas login are encouraged to contact the Helpdesk via email at helpdesk@csi.edu or via telephone at 208-732-6311.  |
| **Pacing: 3-4 Hrs. Wkly.** | This course is the equivalent of 1 credit hour. Therefore, you should expect **to spend 3-4 hours each week** preparing & completing course assignments.  |
| Student learning | **Students complete the needed requirements to graduate from the CSI Teacher Education Program and begin a new para job or transfer to a university.**  |

**Emergency Management**

The College of Southern Idaho takes campus and personal safety very seriously. When entering a classroom for the first time, we encourage you to take note of the nearest exit should the need to evacuate the building ever exist. In the event of an emergency, CSI will provide updated information as needed through your CSI email and CSI Rave communication. Please make sure your CSI email is activated and your phone number is registered with **Rave Alert**. Instructions for these systems can be found at: www.csi.edu/security/emergency-managemcnt/rave-alert www.csi.edu/new-students/next-steps

Students and faculty should rely on 911 for situations of extreme personal injury or immediate danger, but can contact Campus Safety at 208-732-6605 for other emergencies. For a complete campus safety plan, students and faculty can visit <https://www.csi.edu/security/emergency-management/default.aspx>

## **Catalog Description**

“This is the capstone course in the Teacher Education Program. Students will complete an outcomes portfolio. Students will be introduced to representatives from Idaho institutions and encouraged to complete application materials for their institution of choice. “

Purpose of the Course: [Display High Impact Practices](https://www.aacu.org/trending-topics/high-impact)

Not only is the data that we collect important to our department chair for reports to the administration (Outcome Assessments), but you gain experience writing your thoughts in the APA format. This prepares you for "University" entrance exams, which are written in APA. We practice APA in every education class in preparation for university exams (PRAXIS or otherwise). Regardless of the exam name, you will need to prove you can write concisely and convey your thoughts on paper:

1. **Explore** needs for transfer;
2. **Evaluate** educational programs and make connections with institutions;
3. **Explore** requirements for chosen university and complete entrance portfolio;
4. **Establish** registration procedures to chosen university;
5. **Expand** knowledge of educational theory displayed in E-portfolio (Weebly); and
6. **Extend** writing skills and critical thinking skills through discussions.

Graduation Requirements for an Associate of Arts (AA) degree in Teacher Education

The Education-Associate of Arts degree is designed to prepare students to transfer to a bachelor’s degree teacher education program or to begin teaching as a Paraprofessional. The degree prepares students who are interested in teaching.

## **Student Learning Outcomes (SLO):** Upon completion of Exit Seminar, students will:

|  |  |
| --- | --- |
| **Outcome**: Students will meet CSI Teacher Education Exit requirements. | **Assessment:** * Organize and present a Professional Notebook.
* Meet the following CSI Teacher Education Exit requirements: demonstrate a 2.0 cumulative GPA, complete the Teacher Education Exit Survey and Questionnaire, and demonstrate a proficient Teacher Education Portfolio
 |

**Program Learning Outcome (PLO): Upon completion of the Education program, developing learners will make critical connections as they:**

1. continuously reflect on and discuss their life experiences as they relate to the art and science of teaching.
2. demonstrate effective interpersonal and written communication skills with families, students, colleagues, and communities.
3. intentionally consider how growth and development inform instructional practices.
4. examine their own lived experiences and consider other people's perspectives and positions (similar or conflicting) as a basis for cooperating in a diverse world.
5. develop and sustain human relationships by being able to identify and adapt to the needs, values, expectations, and sensibilities of others.
6. explore the integration of technology in instruction to support student learning.

Grading and Evaluation:

Call in and make other arrangements prior to an emergency. Students will still be subject to a 15% reduction in grade due to a late penalty. If there is no emergency, there is no make-up. **Check your grade weekly and let me know immediately of any issues. Post grades in gradebook on Canvas and not in the comment section.** Grade Scale: Based on the 100% total listed above, letter include:

|  |  |  |
| --- | --- | --- |
| A: 90 points or above | B: 80 points to 89.9 points | C: 70 points to 79.9 points |
| D: 60 points to 69.9 points | F: below 59.9 points |  |

|  |  |
| --- | --- |
| **Homework Assignments**(Class homework assignments such as writing, reading, experiments, works of art, multi-media production, case study, etc. are used to assist in learning skills and concepts.) | 25% |
| **Online Discussions** (A digital space that enables multiple users to engage in conversation or debate with each other online.) Responsibility (On-line Postings/Assignments)Professionalism (On-line Attendance, Participation, Punctuality) | 25% |
| **Weebly Presentations/Final Exam**(Students verbalizing their knowledge and organizing their thoughts about a topic to present a summary of their learning through their Weebly On-line Portfolio.) | 25% |
| **Team Discussions/Questions to Ponder**(Students working together to improve their understanding of skills and concepts.) | 25% |
| Total  | 100% |

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Course Expectations\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

## **Attendance Verification for Financial Aid**

Attendance Verification is submitted each semester. Your Federal Student Aid is based on your academic attendance and participation in an academically related activity, see [csi.edu/financialAid](http://www.csi.edu/financialAid/)

* **Mandatory on-canvas session once a week for full assignment points.**
* **Mandatory on-line Discussion homework for peer “Connectivity”, relationship building, & networking.**
* **Collaboration with peers (Lev Vygotsky social learning “theory into practice").**

**LATE POLICY\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Papers and assignments posted after assigned due date are** late and will receive an automatic reduction of 10% the first day late and **will not** be accepted **one week** after due date. The end of the term is the Friday before finals. **No assignments will be accepted during finals week**. Final’s Week is reserved for the final project only. Changes in course content may be made by the instructor which you will be responsible for, so make sure you check the on-line “Home Page” weekly.

# **Student Responsibilities for Learning**

Turn in work reflecting your time, effort, and understanding. All work submitted is to be a representation of an individual’s own ideas, concepts, and understanding. Violations of academic integrity **will** result in failure of the assignment, failure in the class, and/or ***dismissal from the program***. Dishonesty practices will be reported to a department committee for consultation/review/disciplinary action. Classroom behavior is to be appropriate to a positive learning environment. You should treat all class members with respect and be thoughtful in your own contributions to the class. You will receive one warning concerning inappropriate behavior; if the behavior persists, the matter will be referred to student services for college discipline. If there is a problem in the class, please let me know: <http://www.csi.edu/StudentHandbook/pdf/StudentCodeOfConduct.pdf>.

Faculty Responsibilities for Teaching Essay papers will be corrected within ***2-3 weeks*** after the due date. All other papers will be corrected **within four days.**

**Library**

The CSI Library is located on the main floor of the Meyerhoeffer Building and offers a variety of information resources and services to CSI students (including distance learning students taking classes online or at the off-campus centers). A current CSI student identification card is required to check out materials from the library.The library has an open computer lab, study carrels, comfortable seating, study rooms, quiet study room, and the Eagles’ Perch (student lounge). The library collections include books, e-books, reference works, government documents, journals, and magazines (both printed and electronic formats), newspapers, DVDs, and CDs. The library also offers access to a variety of online information resources and services: journal databases, e-journals, e-books, online films, and downloadable audiobooks. All online resources are available to students on and off campus. The library’s online catalog which quickly identifies materials that the library owns, and all electronic resources are accessible from any computer with an Internet connection. The library also offers interlibrary loan services (where resources are borrowed from other libraries). Reference and research assistance is provided, as well as information literacy instruction. Library instruction is available to classes and student groups and is tailored to the students’ specific needs. “Your Guide to Research,” a self-paced Canvas course which provides information on all of the libraries’ many resources and research strategies, is available for your personal use through self-enrollment. For more information and to access our online resources and services visit the CSI Library Web site at: [www.csi.edu/library](http://www.csi.edu/library).

**Student Resources**

Your College of Southern Idaho experience extends far beyond the classroom. Students have opportunities and support both on and off the campus. In addition to the course-specific content provided in this syllabus, there are a variety of college-wide policies, procedures, and support areas that are designed to help you be successful at CSI. You can find these at [Additional Syllabus Information and Student Services.docx](file:///C%3A%5CUsers%5CLUELI%5CDropbox%5C2022%20syllabi%5C2022%20Syllabi%5CFall%202022%5CCourse%20Calendar%20Schedule%5Csyllabus-statements-for-students%20%281%29.pdf) along with additional resources for each area.

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_COURSE REQUIREMENTS\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

1. **E-Portfolio:WEEKLY Review of entries is potentially a step process to ensure that the student’s work proves satisfactory and is justly reviewed in accordance to departmental standards**.

Within the course, portfolio entries are evaluated by the course instructor using a department-wide rubric. Entries are evaluated on completeness, accuracy, and clarity in terms of how well each entry meets the specific criteria outlined/explained in the portfolio entry assignment and in accordance to APA format and style.

In EDUC 290, **students revisit, revise, and resubmit each portfolio entry** after addressing comments made on the original entry and by applying what he/she has learned or would like to change since originally submitting the assignment. The EDUC 290 instructor reviews the portfolio (each entry) and recommends the student’s work as proficient or not proficient. Students who do not submit a portfolio will receive a course grade of NP and ***must repeat the class.***

Of course, these papers are “Awesome”, currently, within your Education Program; however, it my job to make sure ALL of the papers meet the departmental requirements and help you with your transfer requirement for the university of your choice. So, I have two things to discuss:

1. I will contact you if you have overlooked a requirement on your essays; if I do not contact you, you are ready to attach the polished essay to your Weebly. These essays may have been **passed in your previous course** with recommendations for EDUC 290. Therefore, now ALL the requirements must be included in the papers to pass this course. This is the final check in this process.
2. The ISU program is on CSI campus which makes it the optimal "University" of choice. However, I will help you gather information for any university. The on-campus (CSI campus) option is ISU.

|  |
| --- |
| Professional portfolios are a way for you to demonstrate your competencies, skills, enthusiasm, and problem-solving ability. They are an opportunity for you to present yourself as a capable professional who is both knowledgeable and creative. This Weebly portfolio should create a vivid image of your abilities. Just as artists present themselves through a portfolio of their work, you will present yourself in this portfolio. Ultimately, the portfolio should demonstrate your continuing growth as a professional in your area of study and serve as a basis for recognizing your accomplishments.  |

**Weebly e-portfolio**:The Weebly was created in EDUC 215 class, in which we will now add the missing documents to complete this process.

1. For me to see what you have done, you will need to push the "***publish"*** button.
2. You will **not use** the paid service; this is a **free** portfolio. So, click the X on the toolbox that asks you to pay. Only **those individuals** supplied with the URL address can see this site and only you can add information. This is a presentation platform for professionalism.

Any of the assignments that have been lost or not completed must be completed at this time. You will first post individual assignments on Canvas. I will grade each separately. Then, your final project will include the final assignments of each. THIS PROJECT IS FINALIZED IN THIS COURSE.

1. **PHILOSOPHY PAPER\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

One -Two paragraphs (double spaced) analytical paper about you and your beliefs. Self-assessment will be taken on-line and additional information will be provided. The Philosophy statement (1 page) **may not have been included in previous course work** **but must be included** in the E-portfolio: see Canvas for assignment format.

**3) Discussion Board (DB)**

DB’s are an important aspect to learning in that they allow you to challenge each other, think critically, question your own ideas, and learn something in the process. Every DB will come with a set of instructions on how to participate. Please read each Db carefully so you know what will be expected of you. You may ONLY participate in that DB during the allotted time frame. You cannot make up a DB. Participation in group discussions should contain proper grammar; complete sentences and posting should demonstrate thought and effort. Your grade on each discussion **will be reflective** of whether you met the rubric criteria.

It is important to keep in mind that even though you are interacting on a social level, this is still college and there are a few rules. How you interact with your peers and your instructor on the Discussion Board will reflect who you are. Always **“put your best foot forward**” and consider the way your words could be interpreted (or misinterpreted). Impress me with your ability to think critically, analyze varied situations, and effective communication.

***The Home page will have the week’s assignment listed for a quick view of the week with links****.*

* Modules are available Fridays at 9am and completed as homework **Tuesdays and Thursdays.**
* Online Discussions will start **Friday** mornings and continue for one week.

***Select course on the left and select month at the top of the Calendar screen.***

***See Calendar and Modules on Canvas for Homework Assignments.***

* ***Dates Available*** *indicate that the assignments are open for submissions.*
* ***Date Due*** *indicates when the late policy occurs beyond that date and time; and*
* ***Close Date*** *implies that students* ***cannot*** *enter a late assignment beyond that day and time.*
* *You will receive* ***TODO*** *Alerts when something is assigned, usually the reading for the week.*

\*Course Calendar Schedule EDUC 290 W

|  |  |  |  |
| --- | --- | --- | --- |
| Week | **Available Modules Open****Fridays 9am-** | **Instructional Homework Assignment/ Due Dates:**  **Tuesdays & Thursdays** | **On-line Discussions (DB)**  **Due Fridays**  |
| 1 | How to start?What Data is Collected? Why? **Incorporate Danielson Clusters****- D-5: Successful Learning** | **Plan of Action****Syllabus Quiz** | Aug 22Aug 24 | Introductions Discussion -Self | Aug 25 |
| 2 | **Education Program Department** **- D-1: Learning Outcomes**  | Ed Program Data Collection**Survey Assignment –**  | Aug 29 | **No Discussion**  | Sept 1 |
| **3** | **PRAXIS Tests, Cut-off Scores per University**When is PRAXIS needed? **Essay Confirmation Assignments** **EDUC 204 Essay****- D-6: Professionalism**  | POST EDUC 201 Essay: ABE-Goes on Weebly tooPOST DSIB Essay or “I Believe” essay-Goes on Weebly too | Sept 5Sept 7 | PRAXIS Requirements and Planning Discussion  | Sept 8 |
| **4** | **Information EDUC 205 Essay,** **- D-6: Professionalism****Think Like a Teacher** | **Individual Differences Student Profile- Goes on Weebly too**  | Sept 12 | E-Portfolio Discussion  | Sept 15 |
| **5** | **EDUC 201: Letter of Recommend (Evaluation Performance) and Timecard** **- D-5: Successful Learning****Philosophy Statement: EDUC 290**Ideas about teaching? Learning? How can you get ready to transfer? | Philosophy **Learning Statement Assignment** POST IDSP essayEDUC 202: LOR | Sept 19Sept 21 | Video Clip Discussion Mock Interview QuestionsReview University Information | Sept 22 |
| **6** | **CSI Graduation Application & Commencement** When do you graduate? Will you walk? **- D-6: Professionalism**Are all your credits, correct?  | **Review Application Deadlines for University Entrance and Program Entrance****Transcripts & Graduation Audit**  | Sept26Sept 28 | **No Discussion** Graduation numbers & names are sent to graduation office and department chair by me.  | Sept 29 |
| **7** | Are you ready for employment?**- D-6: Professionalism****- D-4: Intellectual Engagement** | **Cover Letter for Job Application Assignment Create/post Teaching.** | Oct 3 | Questions to Ponder Discussion  | Oct 6 |
| **8** | **PRAXIS Tests, Cut-off Scores per University****- D-1: Learning Outcomes****- D-5: Assessment & Feedback** | PRAXIS Information | Oct 10 | **No Discussion** | Oct 13 |
| **9** | **CSI Availability Information****Pick College****- D-6: Continuous Professional Learning** | Contact University of your choice Praxis Assignment | Oct 17 | **No Discussion** | Oct 20 |
| **10** | **Professional Resume** **- D-6: Professionalism****- D-4: Intellectual Engagement****Post Cover Picture** | Resume Builder | Oct 24 | Reason for Choosing Education Discussion  | Oct 27 |
|  | **Registration**  |
| **11** | **Inspiration and Cover Picture****- D-2: Learning Environment****- D-3: Classroom Environment****- D-4: Intellectual Engagement** | **Portfolio Information Assignment**Picture on Weebly | **Oct 31** | **No Discussion** | Nov 3 |
| **12** | What is the inquiry approach to teaching?**- D-1: Instruction Decision-Making****- D-2: Learning Environment** | [**Inquiry Approach to Teaching**](https://cohort21.com/nicolebrooksbank/2018/02/12/i-read-i-learned-i-reflected/) It is all very clear  | Nov 7 | Columbus Holiday 11-10 | Nov 10 |
| 13 | **- D-6: Professionalism** |  | Nov 14 | Research “Inquiry Teaching" Discussion | Nov 17 |
|  | **Thanksgiving Week Break**  | Nov 25 |
| 14 | **- D-6: Professionalism** | Weebly Requirements | Nov 28 | Course Evaluation | Dec 1 |
| 15 | **Course Evaluation****-Whole Danielson’s Framework for Teaching**  | **Completion of Weebly & see Rubric** | Dec 5 | Weebly E-Portfolio Submit | Dec 7 |
| 16 |  | Course Closed | Dec 14 |  |  |

*\*****Due to unforeseen events, it may be necessary for the course calendar to be altered.***