Business and Public Services Technologies Division

# Course Syllabus

**Course**: EDU 250:Teacher Licensure Preparation, Section 0001, SU 2021

**Instructor**: Kathleen Worsdale
**Office Location**: Online at Teams
**Telephone**: (919) 866-5433
**E-mail**: kworsdale@waketech.edu
**Office Hours**:

Mon—Thurs. 9:00-12:00 and 1:00-3:00

Additional appointments available upon email request.

**Class Meeting Times**: Online via Blackboard.

**Monthly Synchronous meetings will take place in Teams. Day and time TBD following survey completion.**

## Required Text/Supplies

### Textbook(s)

No Textbook Required

### Supplies/Software

Consistent and reliable Internet access

Blackboard access

Student email access

Microsoft Office

--available to all students through the [My Wake Tech portal (opens in new window)](https://my.waketech.edu) [plain text link: https://my.waketech.edu]

## Course Usage of Blackboard

Copies of the course syllabus and major assignments may be found on Blackboard. You are responsible for regularly checking the online resources, which are accessed through [Wake Tech’s Blackboard site (opens in new window)](https://blackboard.waketech.edu).
[plain text link: https://blackboard.waketech.edu]

## Course Description

This course provides information and strategies necessary for transfer to a teacher licensure program at a senior institution. Topics include entry level teacher licensure exam preparation, performance-based assessment systems, requirements for entry into teacher education programs, the process to become a licensed teacher in North Carolina, and professionalism including expectations within the field of education. Upon completion, students should be able to utilize educational terminology and demonstrate knowledge of teacher licensure processes including exam preparation, technology-based portfolio assessment, and secondary admissions processes to the school of education at a senior institution

## Student agreement-responsibilities

When enrolling in the class the student enters into an agreement with the instructor, part of that agreement is purchasing the required materials and having the appropriate technology to complete the course.  It is not the instructor's responsibility to give you extensions because you have been unable to purchase the required materials.

## Program Learning Outcomes

1. Graduates will demonstrate proficiency in the application of foundational competencies for an early childhood educator.

2. Graduates will demonstrate proficiency in core knowledge learning grounded in child development.

3. Graduates will demonstrate proficiency in crafting an early childhood identity that reflects self-awareness about their commitment to the profession, applying ethical standards, and the ability and “grit” to continually improve the quality and effectiveness of one’s practice.

## Student Learning Outcomes

Upon completion of this course students will be able to:

**Student Learning Objectives**

1. Describe

 the teacher licensure process in North Carolina.

1. Discuss strategies for success as a university student including ethics, professionalism and student teaching expectations.
2. Prepare for the Praxis Core tests in Reading, Writing, and Math.
3. Identify the components of the portfolio assessment process including educational terminology, engaging children, reflective practice, and the related costs associated with this step in the teacher licensure process.

## Course Prerequisite

Take One: ENG-111 and MAT-143/ or ENG-111 and MAT-152/orENG-111 and MAT-171

## Credit Hours:

3 credit Hours

## Assignments and Grading Policy

Weighted Grade Distribution:

* Class Assignments – 50% (reflections, observations, other assignments)
* Journal Writings - 25%
* Discussion Board – 15%
* Attendance – 10%

Description of all different assignments will be posted in the blackboard modules

Final Grade Scale for Wake Technical Community College:

* 90-100 A
* 80-89 B
* 70-79 C
* 60-69 D
* Below 60 F

## Final Exam Date/Time/Location:

Online exam date TBD

## College Policies and Campus Resources

### Email Policy

Wake Tech requires that every student use the provided my.waketech.edu e-mail account for all school related correspondence. Your instructors will not respond to e-mail from any other source. Do not forward my.waketech.edu e-mail to other accounts. Replies sent from most forwarded e-mail will not appear to come from your my.waketech.edu account and will not be acknowledged by your instructor. This is a strictly enforced school policy. Please review e-mail information carefully. If you have questions or concerns regarding your Wake Tech e-mail, contact Distance Education Support for guidance.

### Student Code of Conduct, Rights and Responsiblities

It is the student's responsibility to abide by Wake Tech's [Student Code of Conduct (opens in a new window)](http://handbook.waketech.edu/files/studentrights.pdf)
[plain text link: http://handbook.waketech.edu/files/studentrights.pdf]

## Academic Penalties

The following academic penalties will be imposed by the instructor.

### First Offense:

Instructors suspecting an academic integrity violation will initiate a discussion with the student to further evaluate the potential occurrence(s) and clarify the academic integrity policy with said student. Students are strongly encouraged to keep all copies of work, including drafts, in their original format in order to preserve the originality of the documents, such as electronic time stamps. If the instructor determines that no violation took place, the student will be thoroughly debriefed and the matter will be closed with no further action necessary. Should a breech in academic conduct be evident, the instructor will enact formal procedures. The following penalties for a first offense will be enacted:

* The loss of a grade on that assignment or test.
* If the offence is deemed severe, loss of credit in that class with the grade of “F” for the course and a loss of rights to attend remaining class sections. In addition, the Dean of Students shall be given written notice of any academic penalty.
* Student will receive written notification and may be requested to meet with the instructor.

### Second Offense:

A second offense may occur in one of two ways:

* Within the same course after receiving written notification from the instructor of that course.
* If evidence presents itself that an academic integrity violation occurred in another course and the student received written notification regarding academic integrity policies, that behavior will be considered a second violation.
* The following policies for a second offense will be enacted:
* The loss of credit in that class with a grade of “F” for the course and a loss of rights to attend remaining class sections.
* The Dean of Students shall be given written notice of any academic penalty.

### Resources

The following resources provide clarity regarding what is and is not cheating or behavior indicative of plagiarism.

* [Academic Integrity (opens in new window)](http://integrity.mit.edu/) explains that accepted levels of collaboration can vary greatly 'from class to class, even within the same department...". [plain text link: http://integrity.mit.edu/]

## Attendance Policy

It is the student’s responsibility to abide by the [Wake Tech Attendance Policy (opens in a new window)](http://catalog.waketech.edu/pdfs/WakeTechCatalog.pdf) [http://catalog.waketech.edu/pdfs/WakeTechCatalog.pdf]

Wake Technical Community College has an attendance requirement of 90%. The policy states “Students are expected to be in attendance at least 90% of all scheduled class hours. If the student misses more than 10% of the scheduled classes, it is the instructor’s option to withdraw the student from the class OR drop the student one grade level (for example, an average of an “A” would become a “B”.

### Attendance for EDU 216

If you miss 2 consecutive classes or 14 days (online for 2 consecutive modules) you will be automatically withdrawn from the course. Attendance counts for 10% of your final grade. In order to earn the full 10%, you are only allowed to miss 2 classes (this includes seated and online). Missing more than 2 classes will impact your final grade. Attendance will be taken based on your initial discussion board post that must be submitted by end of day on Monday. This will allow you and your classmates time to respond to two additional posts for full discussion board credit. Criteria for discussion board entries are located in DB rubric.

Two weeks of consecutive absences will lead to withdrawal from the course and you can petition the teacher for reinstatement. Reinstatement is at the discretion of the teacher.

Example:

Online – two weeks with no collaboration or discussion board post.

Assignments must be turned in on time; all due dates and times are Eastern Standard Time and will be posted in Blackboard. Assignments submitted after the due date and times will be accepted as long as communication with your instructor has occurred prior to the due date. Unusual circumstances that are documentable (e.g. serious illness) should be discussed with the instructor and, at the instructor’s discretion, alternative arrangements may be arranged.

## Disability Support Services

Disability Support Services is available for students who require academic accommodations due to any physical, psychological, or learning disability. To determine eligibility, contact the office at 124 Holding Hall or call 866-5670 (TDD 779-0668). [Disability Support Services web page (opens in a new window)](http://disabilityservices.waketech.edu/) [http://disabilityservices.waketech.edu/]

## ILC-Individualized Learning CEnter

The Individualized Learning Center (ILC) offers professional tutoring in a wide variety of courses. Our services are available without charge to Wake Tech students at each campus location and online. [ILC website (opens in a new window)](http://www.waketech.edu/student-services/individualized-learning-center/locations-hours). [http://www.waketech.edu/student-services/individualized-learning-center/locations-hours]

## Student Concerns

For a student complaint or grievance, BPST Division instructors follow the guidelines in the Wake Tech Student Handbook.

* The first step for resolving the situation is generally for the student to communicate concerns or complaints with the instructor, outside of class time.
* As a follow-up step, the student may contact the Department Head or Associate Department Head, if applicable
	+ Karen Ray at [kiray@waketech.edu](file:///C%3A%5CUsers%5CKathy%5CDownloads%5Ckiray%40waketech.edu)
* If the matter remains unresolved, the student should contact the Dean of the Business and Public Services Technologies Division. Students need to be prepared to explain the particular area of disagreement with the decision of the instructor and Department Head/Director to the BPST Dean, Dr. Catherine Lassiter (919-866-7106, HO156E, cblassiter@waketech.edu)

## Student Conduct

Student Code of Conduct, Academic Integrity Policy, Final Course Grade Appeal Form, Discrimination and Due Process (DRGC), Student Conduct Grievance Request Form, Title IX & Sexual Misconduct Complaints (Other Complaints) and Student Complaint Report Form can be found by clicking on the link below. You will be prompted to sign-in using your student ID and password.

[Student Code of Conduct Home Page (opens in a new window)](http://www.waketech.edu/student-services/catalog/student-code-conduct-rights-and-responsibilities)

[http://www.waketech.edu/student-services/catalog/student-code-conduct-rights-and-responsibilities]

Assignment Notes:

EDU 250 course has required reading assignments that are provided by the instructor. Information from these supplementary readings will be used for responses in the Journal writing assignments as well as in the Written assignments that accompany each lesson.

The Blackboard journal and the discussion board will be used weekly in this course. Additional written assignments that require your reflection and written response using information from the readings throughout the course will be assigned. Be sure to take note of all instructions included in the lessons to assure that you meet assignment criteria.

Be sure to review the Grading Guide located earlier in the Syllabus.

**Important Dates to Remember:**

**May 30th Memorial Day July 4th Independence Day**

**June 30th Last day to withdraw with a W July 29th Last Day of class**

Course Schedule EDU250

**Note**: **The agenda below is a preliminary; meaning that I reserve the right to change any of the information included therein at my discretion.  This includes but is not limited to: Textbook, reading assignments, homework assignments, test dates, lecture dates etc.**

| Week | Date | Topics, Readings | Assignment |
| --- | --- | --- | --- |
| 1 | May 19th/May 21 | Welcome to EDU 250. Are you prepared? | * Welcome Discussion board and
* Teacher Temperament Self-evaluation.
 |
| 2 | May 21-May 28 | * Eligibility in North Carolina

Supplementary Readings;* The Journey of the Teacher
* *Becoming a Teacher a Never-Ending Journey*

(Linda Darling-Hammond)* *Preparing Teachers for a changing World;What Teachers should learn and be able to Do (Darling-Hammond)*
 | * Discussion Board
* Journal Writing:

Eligibility and learning about stages of professional journey* Written Assignment

 My Journey as a Teacher |
| 3 | May 28th-June 4th | * Choosing a College
* Understanding EPP

Supplementary Readings:* Thoughts on Teacher Preparation

(Darling-Hammond)* A Good Teacher In Every Classroom: Preparing the Highly Qualified Teachers Our Children Deserve

(The Nat’l Academy of Education Committee on Teacher Education* Criteria for an EPP PPT
* Choosing a College PPT
 | * Discussion Board

Moving from here to there. What more do you need to know to make an informed decision?* Journal Writing: What was the key message of lesson resources? How will what I learned in this lesson impact my decision about the college that I choose to attend?
* Choices, Choices, Choices…Compare and contrast the three programs that you have identified as possible next step institutions based on the criteria that has been shared with you in the lesson resources. Identify the school that you feel would be your choice and explain why this school will be a good fit using the information from the lesson as supportive evidence.
 |
| 4 | June 4th-June 11th | * Application Process PPT
* Timeline for a CC student PPT
* University vs Program Applications
* 10 Steps to choosing a right college (Hopkins 2019)
 | * Discussion Board

2-3-4 Ahas* Journal Writing
* Practice Application and reflection
 |
| 5 | June 11th-June 18th | * College Essay

Resources Include:* How to Read a College Application PPT
* College Essay Guy Values Exercise
* How to Write Your Best College Essay PPT
* Sample Personal Essays (what do they include)
 | * Discussion Board
* Value Exercise Document
* Practice College Essay
 |
| 6 | June 18th-June 25th | * Required Assessments in North Carolina

Resources include:* Teaching and leading Assessment Requirements for Educators in NC PPT
* Praxis Information Bulletin
* North Carolina Professional Teaching Standards
* Code of Ethics
* Tests required for Specific Licensure Areas (PPT)
* Comparison chart of PPAT and edTPA
 | * Discussion Board

**"**For Every student in North Carolina, A knowledgeable, skilled compassionate teacher...a star in every classroom."* Journal Writing:

In this lesson, our discussion led off with the quote, " For every student in North Carolina, a knowledgeable, skilled compassionate teacher...a star in every classroom."  As I asked in the discussion,  what is measured by a pencil and paper or computer based test?  What do the results of these assessments tell a person about your ability to be a star in every classroom?   When you finally graduate and enter a classroom of your very own, you will be evaluated regularly for the first few years by your supervisor and perhaps even a mentor.  These individuals will be using the NC Professional Teaching Standards as a guideline for your observations.  In your journal this week, I would like for you to write about the information that you learned from these resources.  Explain the contents of these resources and what you think this information will mean for you as an educator?How will you use these resource as a professional tool that will guide you and help you to grow as an educator?  How is this resource reflective of teacher preparation, teacher evaluation and professional development? Make sure that your journal entry covers all prompt points above and that your entries include details from both the information from the resource and the Assessment requirements for NC educators powerpoints. |
| 7 | June 25th-July 2nd |  Resources Include:* Praxis Preparation PPT
* Prepare for your Praxis Get started today PPT
 | * Discussion Board- 3-5 questions that you would ask alumni about the Core Battery Praxis
* Journal Entry-Outlining your Study Plan and contacting the ILC
 |
| 8 | July 2nd-July9th |  Resources Include* Differences between Praxis I and Praxis II
* Praxis II PPT
* Praxis II Early Childhood Education Praxis II PPT
* Developmental Stages of Teachers (Stroot etal)
* Code of Ethical Conduct and Statement of Commitment
* North Carolina Code of Ethical Conduct Policy QP-C\_014
 | * Discussion Board

Check in/ My Take-aways, Ahas and Questions * Journal Writing: Aha, this is the Why of The Teacher Preparation Course
 |
| 9 | July 9th-July 16th | * edTPA/PPAT portfolio preparation

Resources Include:* Assessing Principal Preparation Program Quality: Lessons From the Field
* Teacher Performance Assessment PPT
* edTPA for North Carolina
* edTPA videos:

Task I Planning for Instruction and AssessmentTask II: Instructing and Engaging Students in LearningTask 3: Assessing Student Learning* Understanding the edTPA rubric
* Effective Teacher Professional Development (Darling-Hammond etal)
 | * Discussion Board
* Journal Connecting lesson resources back to the prompt and supportive evidence including information from resources provided throughout this lesson and the course.
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| 10 | July16-July27th | * College Success Topics
 | Discussion Board: Transition Success* Journal Entry Reflection to progression poem prompts
* Dear Future Student Letter
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