Oregon State University  
Course Syllabus: SED 581 and SED 592, Fall 2012

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Professional Development and Practicum in Mathematics; Professional Development and Practicum in Science</th>
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</thead>
</table>
| Course Number | SED 581  
SED 592 |
| Credits: | Three (3), taught online through Blackboard instruction requiring student interaction for 11 weeks of the term |
| Instructor: | Maggie Niess, niessm@onid.orst.edu, 541-737-1818  
Emily van Zee, vanzee@science.oregonstate.edu, 541-737-1880  
Katherine Robertson, roberkat@onid.orst.edu, 541-737-4376 |

Course Description

SED 581, Professional Development and Practicum in Mathematics, and SED 592, Professional Development and Practicum in Science are the capstone project requirements for the MS in Mathematics Education and MS in Science Education. The generic course description is: Developing and implementing a program for continuing learning and evaluation in mathematics/science education.

These courses provide the capstone experience for the Master’s in Science degree in Mathematics Education and Science Education. For the K-12 online MS program the capstone involves the development, implementation and evaluation of a professional development project. Program coursework SED 597 and SED 580 provide the preparation of the proposal for the Capstone. SED 581/592 is the course for the implementation, evaluation and completion of the Capstone. This entire three-course experience builds upon your prior coursework and embodies the goals that led you to enroll in the Master’s program. The knowledge and skills are applied in the capstone project and associated portfolio that is effectively communicated to its target audience.

The capstone project should contribute to the practice of mathematics/science teaching with 21st century technologies. The project report must communicate effectively the findings and results to an audience of practitioners. The project content must be well researched, relevant to its target audience, reliable and academically defensible. The examining committee must agree that with little modification the project report or project materials have the potential to be released to the public by, for example, a state agency, non-governmental organization, museum, school, private consultancy, and/or university extension or outreach service.

SED 581 is required for the MS in Mathematics Education and SED 592 is required for the MS in Science Education in the K-12 online program. SED 581 is required for adding a mathematics endorsement for inservice teachers while SED 592 is required for adding a science endorsement for in-service teachers. Thus they are PTCE courses in the Science and Mathematics Education program for inservice teachers.

Student Learning Outcomes

Participants will demonstrate the ability to:
1. Design a portfolio that effectively demonstrates the plans, implementation and evaluation of a professional development project for teachers.
2. Use appropriate methodologies to implement and evaluate the project.
3. Communicate findings effectively to intended audiences through the website and in written form.

Course Outline: Professional Development Practicum Capstone

This capstone practicum is conducted in an educational setting where the graduate student researcher is expected to develop, implement and evaluate a professional development program designed for continued learning and evaluation in mathematics or science education. The student researcher delivers the personally designed professional development program and conducts the evaluation of the effects of the professional development in meeting specific goals and objectives. During the professional development delivery, the student researcher is also engaged in research focused on assessing the impact of the professional development with respect to the goals and objectives.
The professional development project must be well researched (relying on a needs assessment and analysis that assures the proposed project is relevant to its target audience). The professional development implemented plans and impact on the intended audience must be reliable and academically defensible, through application of well-documented research and evaluation methodologies. The evaluation of the professional development is guided by the goals and objectives (the outcomes for participants in the professional development). Throughout the professional development, the student researcher gathers data and reflects on the effectiveness of the actions, tracking the activities and the results of the actions. This iterative process is meant to allow active revision of methods incorporated in the professional development. Ultimately, through this action, the student researcher collects important data for the description and the defense of the effectiveness of the professional development processes.

The sum of all the work is captured and presented in a capstone portfolio. The portfolio must communicate effectively the theoretical and research-based framework for the professional development plan, along with the findings, results and/or educational materials in a professional manner to be presented to appropriate leaders, teachers, administrators. This portfolio provides a clear demonstration and presentation of the design, implementation and evaluation of the professional development for improvement in mathematics or science education. The professional development discussion includes the professional development evaluation, analysis and extension of the results of the implementation.

Two courses precede access to the SED 581 or SED 592 course. In those two courses the student is expected to have completed the following:
- SED 597 Portfolio (both written and on the student’s website)
- SED 580 Portfolio (both written and on the student’s website)

At the conclusion, the student’s capstone portfolio contains two major forms of communication:
- Written Capstone Portfolio
- Website Capstone Portfolio

The final capstone includes the following sections:

Pretext pages:
- Title page
- Abstract of the capstone project
- Approval page**
- Acknowledgements
- Table of Contents
- List of Figures
- List of Tables
- List of Appendices
- Chapter 1. Introduction
- Chapter 2. Literature Review
- Chapter 3. Methods
- Chapter 4. Results
- Chapter 5. Discussion of the results
- References
- Appendices

This outline provides a sample of how the participants will proceed in meeting the requirements for capstone professional development project through SED 581/SED 592.

<table>
<thead>
<tr>
<th>Week</th>
<th>Action</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Progress report + Update and revision of the Introduction – Chapter 1; update on website; community reflection</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Progress report + Written Capstone formatted to include Chapters 1-2; community reflection</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Progress report + Written Capstone formatted to include Chapters 1-3;</td>
<td>25</td>
</tr>
</tbody>
</table>
community reflection

Progress report + Written Capstone formatted to include Chapters 1-3 plus appropriate Appendices; proposed outline for chapter 4; community reflection

Peer review Chapters 1-3 with Appendices; community reflection

Progress report – Written Capstone formatted to include Chapters 1-4 (as much of 4 as reasonable); updating and reviewing your Reference section and Appendices; community reflection

Progress report – Written Capstone formatted to include Chapters 1-4; update Appendices and make sure all are cited in the chapters in one way; proposed outline for chapter 5; community reflection

Peer review Chapters 1-4 plus part of chapter 5 (if only outline), references and Appendices; community reflection

Progress report – Revisions to Written Capstone in entirety; community reflection

Completed Portfolio: Written; Website; Final Reflection

Grading Scale and Procedures

Rubrics are provided for work throughout the course. The final Capstone Portfolio Evaluation will use this rubric

<table>
<thead>
<tr>
<th>Capstone Portfolio Evaluation</th>
<th>Possible: 100</th>
<th>24-25</th>
<th>22-23</th>
<th>20-21</th>
<th>19-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Capstone: Written</strong></td>
<td>Responds to all expectations in exceptional manner. Clearly presented for determining the Capstone activities</td>
<td>Responds to all expectations. Clearly presented for determining the Capstone activities</td>
<td>Responds to all expectations but some of them are not complete. Presented so that reader is able to determine the Capstone activities</td>
<td>1 or more expectations left incomplete and need to be completed for credit</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Portfolio as a complete document communicates clearly and concisely with correct English conventions in grammar and spelling. Portfolio as a whole follows page, spacing and font directions. Information is displayed in an easy to read manner. Provides review on time and in an easy to transfer manner. Follows APA</td>
<td>Portfolio as a complete document communicates clearly with correct English conventions in grammar and spelling. Portfolio as a whole follows page, spacing and font directions. Information is displayed in an acceptable manner. Provides review on time and in an easy to transfer manner. Follows APA</td>
<td>Portfolio as a whole communicates somewhat clearly and concisely with some errors in English conventions. Portfolio as a whole follows page, spacing and font directions. Information is displayed adequately. Review is on time but presents some difficulty for transferring the information. Mostly follows APA</td>
<td>Portfolio as a whole does not communicate clearly, concisely, or with correct English conventions. Portfolio as a whole does not follow page, spacing and font directions. Is not displayed adequately. Is not submitted on time. Varying attention to APA.</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis &amp; synthesis</strong></td>
<td>Portfolio as a whole demonstrates deep synthesis and analysis of assigned readings in relation to all topics. Ideas well defended with readings and context of the professional development</td>
<td>Portfolio as a whole demonstrates deep synthesis and analysis of assigned readings in relation to all topics. Ideas defended with readings and context of the professional development</td>
<td>Portfolio as a whole includes meaningful comments with some but not complete support from readings OR context of the professional development</td>
<td>Portfolio as a whole does not demonstrate understanding of basic concepts in the assigned readings. Analysis and synthesis are weak or limited. References to the readings and context are limited.</td>
<td></td>
</tr>
<tr>
<td><strong>Reflection</strong></td>
<td>Portfolio as a whole reflects a deep understanding of how all of the materials affect and are affected by the context of one’s own teaching AND students’ learning. Makes thoughtful connections with substantive and meaningful references.</td>
<td>Portfolio as a whole reflects an understanding of how all of the materials affect and are affected by the context of one’s own teaching AND students’ learning. Makes connections with substantive and meaningful references.</td>
<td>Portfolio as a whole reflects the context of how all of the materials affect and of ones own teaching AND student’s learning. Makes connections with references.</td>
<td>Portfolio as a whole omits the context of one’s own teaching OR students’ learning OR connections with substantive and meaningful references.</td>
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<td>---</td>
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<td></td>
</tr>
<tr>
<td><strong>Possible:</strong> 50</td>
<td>48-50</td>
<td>45-47</td>
<td>42-44</td>
<td>0-41</td>
<td></td>
</tr>
<tr>
<td><strong>Capstone: Website Display</strong></td>
<td>Capstone display clearly mirrors the sections in the written version of the Capstone. Displays are all clearly displayed with the template instructions removed in all of the sections. All sections are available and links all work.</td>
<td>Capstone display mirrors the sections in the written version of the Capstone. Displays are all displayed with the template instructions removed in all of the sections. All sections are available and links all work.</td>
<td>Capstone display mirrors the sections in the written version of the Capstone. Displays are all displayed with the template instructions removed in all of the sections. All sections are available and links all work.</td>
<td>Variations in the following: Capstone display does not clearly display the sections in the written version of the Capstone. Templates for the sections still include the instructions and are in various levels of completion. Some sections are not available and/or links are not accurate.</td>
<td></td>
</tr>
<tr>
<td><strong>Possible:</strong> 50</td>
<td>12-12.5</td>
<td>11-11.5</td>
<td>10-10.5</td>
<td>0-9.5</td>
<td></td>
</tr>
<tr>
<td><strong>Final Reflective Essay</strong></td>
<td>Responds to all expectations in an exceptional fashion</td>
<td>Responds to all expectations</td>
<td>Responds to all expectations but some of them are not complete</td>
<td>1 or more expectations not attended to adequately</td>
<td></td>
</tr>
<tr>
<td><strong>Academic Contribution</strong></td>
<td>Responses communicate clearly and concisely with correct English conventions in grammar and spelling. Correctly uses APA</td>
<td>Responses communicate clearly and concisely with mostly correct English conventions in grammar and spelling. APA mostly correct</td>
<td>Responses communicate somewhat clearly &amp; concisely with some errors in English. Some errors with APA expectations</td>
<td>Communication lacks clarity and conciseness with variations in meeting English conventions and APA expectations</td>
<td></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>Responses demonstrate deep synthesis and analysis of readings and discussions in relation to all topics. References are clear with accurate citations and references. Deep discussion of the impact of the MS program on the resulting Capstone Project</td>
<td>Responses demonstrate synthesis and analysis of assigned readings and discussions in relation to all topics. References are clear with some citations and references. Discussion of the impact of the MS program on the resulting Capstone Project</td>
<td>Responses include meaningful comments with some support from readings and discussions OR inappropriate citations. Some discussion of the impact of the MS program on the resulting Capstone Project</td>
<td>Responses lack varying levels of meaningful comments with lack of appropriate support from readings and discussions OR lack of appropriate citations. Little discussion of the impact of the MS program on the resulting Capstone Project</td>
<td></td>
</tr>
<tr>
<td><strong>Analysis &amp; synthesis</strong></td>
<td>Responses reflect a deep understanding of how the professional development</td>
<td>Responses reflect an understanding of how the professional development</td>
<td>Responses reflect an understanding of how the professional development</td>
<td>Responses vary in an understanding of how the professional development</td>
<td></td>
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</tbody>
</table>
work has impacted the author’s development throughout the Master’s program

work may have impacted the author’s development throughout the Master’s program

Grading of Assignments:

Letter grades will be assigned as follows:

- A: exceptional performance
- B: graduate level competence
- C: below acceptable graduate level work
- D: serious deficiencies

Grading is criterion-referenced, with no curve.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Grade</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>≤ 100%</td>
<td>C+</td>
<td>≤ 80%</td>
</tr>
<tr>
<td>A</td>
<td>&lt; 98%</td>
<td>C</td>
<td>≤ 78%</td>
</tr>
<tr>
<td>B+</td>
<td>≤ 90%</td>
<td>C-</td>
<td>&lt; 74%</td>
</tr>
<tr>
<td>B</td>
<td>&lt; 88%</td>
<td>D</td>
<td>&lt; 70%</td>
</tr>
<tr>
<td>B-</td>
<td>≤ 84%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C+</td>
<td>≤ 80%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C</td>
<td>&lt; 78%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C-</td>
<td>&lt; 74%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D+</td>
<td>≤ 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>&lt; 70%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D-</td>
<td>≤ 60%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>&lt; 60%</td>
<td></td>
<td></td>
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</tbody>
</table>

Grading is criterion-referenced, with no curve.

All assignments have due dates. Since this course is an online course, the times for submission on those due dates is no later than midnight the identified date. If you need to request an extension for an assignment, a request must be made to the instructor by email prior to the due date. Late points may be deducted at the instructor’s discretion.

A letter grade (A, A-, B+, B, B-, C+, C, C-, D+, D, D-, F) is awarded if the student completes all work, including the final project.

Extensions: Students may request an extension or an incomplete because of illness or other extenuating circumstances if they have been doing acceptable work prior to the request. The instructor will define the requirements and timelines to complete the course. Please Note: Instructors are not obligated to give extensions.

Withdrawal: The OSU policy for student withdrawal requests is governed by the OSU policies that you find at http://ecampus.oregonstate.edu/services/policies-and-regulations.htm. The university provides its tuition reduction schedule for 2009-2010 at http://oregonstate.edu/fa/businessaffairs/student/tuition-reduction-schedule-20092010. Grant funds cannot be used to pay the tuition and fees if a student withdraws from the course prior to completion.

Norms for the Online Course

Maintain a consistent presence in the course room where you make meaningful contributions to the discussions, reviews and other interactions. Your contributions are considered in the scoring rubric used in grading each assignment.

Norms for learning in this class

Although this class uses an online, asynchronous mode, the plan is to establish a learning community such that participants can share ideas and support each other as they are exploring the course ideas. Rather than face-to-face discussions as in a traditional class, participants will use electronic means for engaging in the discussions. Participants are expected to interact consistently through each week of the course in the process of collaborating with each other throughout the Capstone process. The result will be an assignment that is due on Saturday of each week.

- If you are unable to submit an assignment on time, you need to request an assignment extension from the instructor prior to the due date. Under typical circumstances, the late work will be due no later than the Monday following the Saturday due date. However, you and the instructor will negotiate the terms and whether late penalties will be assessed.
Readings will rely on all readings throughout the program plus expectations for extending beyond these readings. Consider the OSU Library, your own library and the Internet as a beginning.

Discussions and Assignments: Engage in discussion with your classmates throughout this course. Keep in mind that you are in a graduate level class and that the interactions are among professionals from different learning environments. In these discussions we hope to see the following:

- **Synthesize and analyze the ideas** in the readings, discussions, etc. rather than summarizing what you have read and discussed. Synthesis means to draw the ideas together, not just repeating the ideas. Analysis means to separate a whole idea into its constituent parts for individual study. In both, you are constructing new knowledge that has not been specifically presented.

- **Support your positions** using the appropriate literature provided through your readings and your literature search for empirical support for your positions. Be sure to include this information in your daily discussions, as that will aid others’ understandings.

Weekly assignments are provided to guide your analysis and synthesis of the ideas in the course. Each week these weekly assignments will include a **capstone update** and **evolving pieces of your final project**. Typically there will be additional pieces that are developed through interaction with your classmates in assigned groups. In any essay responses, you should use the American Psychological Association (APA, Version 6) conventions. Reference the learned literature in defending your positions. In support of your writing, follow these guidelines when writing different major sections in your Capstone:

- A major section should have
  - An **introduction** designed to attract the reader's attention and give an idea of the essay's focus.
  - The **body** that is not bulleted but is a purposeful discussion of the main points of the essay. While in many assignments, key questions have been posed for discussion in the essay, the body should not be directed by answering the questions, rather interweaving the response to the questions while elaborating on the main points of the essay.
  - A **conclusion** that brings closure, summing up your points or providing a final perspective on your topic.

- General steps in writing your major sections:
  1. Decide on the topic
  2. Prepare in outline or diagram of your ideas
  3. Write your thesis statement
  4. Write the body
     a. Identify the main points
     b. Identify the subpoints
     c. Elaborate on the subpoints
  5. Write the introduction
  6. Write the conclusion
  7. Add finishing touches

Give each chapter a title (using APA Heading Level 1) and then organize the next subsection where you use APA Heading Level 2 for main section, APA Heading Level 3 and 4 for subpoints.

Be sure to provide appropriate references throughout the chapters and in particular, when you make a claim, defend that claim with appropriate references from the readings and your exploration of the literature. In some cases it helps to reference your personal contexts but be sure to extend beyond your personal situation. Share your ideas and extend your knowledge to incorporate ideas from different learning
environments. The ideas will be much richer as a result.

- **Community of learners’ reflective essay** is the place where you discuss how you interacted with your colleagues. Throughout the program you have been consistently provided with multiple papers about the value of this type of reflection. **Now that you are moving toward the completion of your program, we are changing the design of this activity.** Yes, throughout the term you will be asked to complete a community of learners’ reflection. But, you, the students in the course will generate the questions. If you are assigned to provide the reflection question for the week, you are to submit the question to the Discussion Board in the appropriate thread in the forum titled *Community Reflection Question*. This question must be submitted by Wednesday of the week you are assigned.

In general, you should submit at least one question that you think the community should reflect upon. The question should consider the activities you are engaged in through the course and should ask for deep reflection about the community interactions and the work during the week. You should be considering the impact of developing a shared knowledge through the community interactions. What is the impact of a shared knowledge? How does a shared knowledge impact the individual knowledge that is also being developed? The questions should be related in some way to the work during the week or past week.

Each week all members of the class (**including the author of the questions**) will respond to the question by **replying to the question thread by Saturday**. The instructors will consider the responses in the points for the week using the reflection part of each scoring guide. **Students will also submit their response to the weekly question in the AssignmentWeekX.doc that is also submitted on Saturday.**

- **References** section contains the full reference citations for all references in the assignment.

- **Communication** supports each other’s learning by providing feedback on their ideas that is more than “Good job.” Share what makes it a good job, why it has meaning for you and how it is helpful in framing your individual understanding of the ideas. Think in terms of helping one another improve each other’s work. Since the class is conducted over a 10-week period, it is essential that you establish and maintain a **consistent class presence, each day of the week**. You will have multiple ways of inserting your voice in the class using the multiple links that you see when you enter the class site.

**SED 581 for Mathematics Education**

![SED 581](image)

**SED 592 for Science Education**

![SED 592](image)
The initial links in each course in the left hand corner provide access to the course:

- **Announcements**: This link provides important announcements for each week of the course. You will see announcements of group assignments and other important weekly tasks.
- **Course Information**: This link is where you should begin the course, where you find the syllabus and a variety of other documents and materials that will help you begin the course.
- **Weekly Expectations**: This link directs you to the expectations for this course on a weekly basis.
- **Discussion Board**: This link takes you to the *Whole Class Discussion Board for ONLY SED 581*. When the expectations call for discussion for both SED 581 and SED 592, you will be directed to an organization.
- **Communication**: This link provides many tools you can use to communicate. In particular you can use Send email to everyone (instructors and both math and science classmates by selecting all) or you can select a specific individual. You can also see the Groups that are currently available for your interactions. Periodically, group assignments are identified with expectations for you to work collaboratively or cooperatively on the completion of assignments. You will be assigned a group with the expectation that you work together in the completion of the weekly assignments.
- **Contacts**: This link shows you the professors who are working with you this term. You can see their contact information here.
- **My Grades**: This link is available for you to gain feedback on your weekly assignments. Check your grades and obtain the instructor feedback at regular intervals throughout the term.

- **Organization**: Since there are two courses involved in the Capstone experience (SED 581 and SED 592), we have created an organization where students can interact with each other across the
specific course. All students in both SED 581 and SED 592 are entered into the organization that we called Science and Mathematics Professional Development Capstone (org_331421_Fall2012). You will find this organization is available in your Blackboard screen.

This image shows what you will see when you launch it. We put both banners (SED 581 banner and SED 592 banner) in the banner area so you can recognize the organization.

This organization is where you will interact as a total group, using the Discussion Board. This Discussion Board is where the weekly Community Reflection Questions are posted and where each of your respond to the weekly question.

The key with access to these various means of communication is to maintain a consistent class presence where you are a part of establishing and maintaining a community of learners in this course. The weekly scoring rubrics will assess your activity in this expectation.

**Learning Resources**

**Library Program Guide.** This link provides access to information that will be useful in the program – information on accessing the library, finding books, citing sources, evaluating sources, web sites, and other information. [http://ica.library.oregonstate.edu/subject-guide/1605-Mathematics-Science-Education](http://ica.library.oregonstate.edu/subject-guide/1605-Mathematics-Science-Education)

**Oregon State University Library:** Click on Find Books and Articles. Click on e-journals for access to electronic journals. To search for resources relevant to a topic of interest or by a particular author, click on data bases and select “education” from menu. From the large array of education data bases, a good place to start is ERIC (Educational Resource Information Center). Enter author’s name to find papers by an individual or enter one of an array of descriptors to find papers about a particular topic. (See also Google Scholar).
Mathematics Standards


- Oregon Mathematics Crosswalk to the CCSS. The Oregon Department of Education released the mathematics crosswalk to the Common Core State Standards (CCSS) for grades K-HS. This document is the beginning in helping Oregon educators begin to understand the changes in content between the Oregon and CCSS mathematics standards. Documents that will be coming next will include an Excel version of the crosswalk, and initial impact analysis summarizing grade level changes in the CCSS. The ODE webpage will be updated as additional materials become available. Oregon/CCSS Crosswalk webpage: [http://www.ode.state.or.us/search/page/?id=3211](http://www.ode.state.or.us/search/page/?id=3211)


- Curriculum Focal Points for Pre-kindergarten through Grade 8 Mathematics: This document explains NCTM’s attempt at unburdening the elementary mathematics curriculum. See if you can identify ideas that have been recommended for eliminating and thus unburdening the elementary mathematics curriculum. [http://www.nctm.org/standards/focalpoints.aspx?id=282](http://www.nctm.org/standards/focalpoints.aspx?id=282)


- Oregon Mathematics Adopted K-8 Standards [http://www.ode.state.or.us/search/page/?=1148](http://www.ode.state.or.us/search/page/?=1148)

- Standards for Introductory College Mathematics Before Calculus: Crossroads in Mathematics. These standards primarily address community college and college level mathematics prior to calculus. [http://www.imacc.org/standards/](http://www.imacc.org/standards/)

Science Standards


- For the history of how these were revised and adopted see: [http://www.ode.state.or.us/news/announcements/announcement.aspx?=4273](http://www.ode.state.or.us/news/announcements/announcement.aspx?=4273)


- National Science Teachers Association: [www.nsta.org](http://www.nsta.org)

Technology standards

- National Educational Technology Standards for Students (NETS, Students, 2007). These standards challenge educators’ thinking about students’ learning with technology. ISTE standards for students help to measure
proficiency and set goals for the knowledge, skills, and attitudes needed to succeed in today’s Digital Age.

- **National Educational Technology Standards for Teachers (NETS, Teachers, 2008).** These standards challenge educators’ thinking about teacher’s knowledge and implementations with technology. ISTE standards for teachers help to measure proficiency and set goals for the knowledge, skills, and attitudes needed for teachers in today’s Digital Age. [http://www.iste.org/standards/nets-for-teachers.aspx](http://www.iste.org/standards/nets-for-teachers.aspx)

- **Framework for 21st Century Learning.** The Partnership for 21st Century Skills has developed a unified, collective vision for 21st century learning that can be used to strengthen American education. The key elements of 21st century learning are represented in a graphic along with descriptions. The graphic represents both 21st century skills student outcomes (as represented by the arches of the rainbow) and 21st century skills support systems (as represented by the pools at the bottom of the graphic). [http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120)

- **ICT Literacy Map – Math – Map**

- **ICT Literacy Map – Science – Map**

In collaboration with several content area organizations, the Partnership for 21st Century Skills developed a series of ICT Literacy Maps illustrating the intersection between Information and Communication Technology (ICT) Literacy and core academic subjects including English, mathematics, science and social studies (civics/government, geography, economics, and history). The maps enable educators to gain concrete examples of how ICT Literacy can be integrated into core subjects such as mathematics and science, while making the teaching and learning of core subjects more relevant to the demands of the 21st century. [http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33](http://www.21stcenturyskills.org/index.php?option=com_content&task=view&id=31&Itemid=33)

- **National Board for Professional Teaching Standards:** [http://www.nbpts.edu/](http://www.nbpts.edu/)

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### Student Support and Expectations

#### Statement of Expectations for Student Conduct
[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm)

#### Academic Integrity

Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](http://oregonstate.edu/admin/stucon/achon.htm), or contact the office of Student Conduct and Mediation at 541-737-3656.

#### Conduct in this online classroom

Students are expected to conduct themselves in the course (e.g., on discussion boards, email postings) in compliance with the university's regulations regarding civility. Students will be expected to treat all others with the same respect, as they would want afforded themselves. Disrespectful behavior to others (such as harassing behavior, personal insults, inappropriate language) or disruptive behaviors in the course (such as persistent and unreasonable demands for time and attention both in and out of the classroom) is unacceptable and can result in sanctions as defined by Oregon Administrative Rules [Division 015 Student Conduct Regulations](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm).

#### Course Completion Policy

A student who registers for a Distance Learning course is assigned a "start date" and an "end date." It is the student's responsibility to note due dates for assignments and to keep up with the course work. If a student falls behind, she/he must contact the instructor and request an extension of her/his end date in order to complete the course. It is the prerogative of the instructor to decide whether or not to grant the request.

#### Statement Regarding Students with Disabilities

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098. [http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm)
Plagiarism and Expectations for Student Conduct

You are expected to submit your own work in all your assignments, postings to the discussion board, and other communications, and to clearly give credit to the work of others when you use it. Academic dishonesty will result in a grade of “F.” Any student whose work indicates a violation of the OSU Academic Misconduct Policy (cheating, plagiarism) can expect penalties as described in the Dean of Students’ webpage:
http://oregonstate.edu/admin/stucon/achon.htm

The following link provides information on writing in general and specific guidance on proper citation techniques.
http://cwl.oregonstate.edu/

Civility Policy

The Office of Student Conduct & Community Standards supports the mission of the university by providing programs and services designed to meet the educational and developmental needs of students in relation to community standards, civility, accountability, diversity, respect and truth. For details see:
http://ecampus.oregonstate.edu/orientation/success/conduct.htm

Netiquette

Do not use ALL CAPITALS when speaking to someone electronically! This is rude. As you will see after you have been working electronically for a while, all capital letters feel as if someone were shouting at you. Do not write in all bold letters, either. This is rude because it is very hard to read after awhile.

Be cautious with irony, humor, and satire. Do not jump to conclusions about others' communications and try to mark yours appropriately. The :-) (or smiley) is one tool for this purpose? Remember: You cannot see the people you are communicating with, and they cannot see you. Because you cannot rely on visual cues, you need to exercise an additional measure of care when you communicate online.

If you are truly angry, take a break before responding; get some perspective.

Contribute; do not just consume. Remember that the Internet is largely composed of volunteers. If you only take and never give, you are not adding to the diversity that makes the Internet as rich as it is.

Be sure to spend some time with a new group. Read their messages and catch the flow of conversation before you contribute.

Minimize clutter on the Internet. Think twice before you fire off a message, and keep your messages short and to the point. This is also called "not wasting bandwidth."

Be polite. Dialogue on a friendly basis.

Financial Aid Policy

If you are receiving financial aid of any kind, it is your responsibility to protect your eligibility to receive financial aid by meeting the requirements of this class.

Change of Contact Information

Please use the student online services at http://oregonstate.edu/students/onlineservices if you have a change in any of your contact information, including name, phone number, and address.

TSPC/PTCE Expectations

Conceptual Framework, Knowledge Base, and National and State

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: http://oregonstate.edu/education/accreditation/

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4

Oregon TSPC Standards Addressed
The Oregon TSPC Standards embedded in this course include the following:
- Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
- Standard 2: Establish a classroom climate conducive to learning.
- Standard 3: Engage students in planned learning activities.
- Standard 5: Exhibits professional behaviors, ethics, and values.