

SYLLABUS GUIDELINES

Kansas State University ***College of Education***

July 2016

This file includes guidelines about content that should be in course syllabi.

This file includes information in the following sections:

1. The Syllabus Checklist pages 2-3
2. Course Syllabus Statements from the College of Education page 4
3. Course Syllabus Statements from the Provost pages 5-7
4. Displaying Course Goals pages 8-9
5. The Conceptual Framework for the College of Education pages 10-12
(10 standards and 5 dispositions)

The Syllabus Checklist

Directions: Use this checklist as a guide to include all the needed parts in a syllabus for courses offered by the College of Education.

Header

- Course number and title (top line)
- Kansas State University
- College of Education
- Name of the department
- Semester

Instructor Information

- Name, office number, telephone numbers (your office & departmental office), email address, and office hours.

Course Information

- Catalog description, credit hours, meeting dates and times, and classroom location.

Vision, Mission, and Conceptual Framework Statements *(see page 4)*

- For your information, the standards and dispositions in the college's conceptual framework are displayed on *pages 10-12*.

Course Goals

- Display the course goals along with references to the conceptual framework standards and dispositions as well as reference to program standards.
- Two examples to display this content are provided *(see pages 8-9)*.

Textbook

- List any required textbook or other materials. For the textbook, include the author, book title, year and edition, and publisher.

Class Instructional Strategies

- Examples include small- and large-group discussion, lectures, case study analysis, web-based investigations, and field experiences.

Course Requirements and Information Related to How the Course Grade is Determined

Bibliography

- Bibliography should reflect current research including but not limited to the Knowledge Base that supports the Conceptual Framework.

Class Schedule Organized in Relation to Content and Meeting Dates

Policies

- Attendance Policy
- Other policies such as late assignments, extra credit, redoing assignments, etc.
- The following policies are **required** by the K-State Provost to be included in course syllabi (*see page 5*):
 - Academic Honesty Statement
 - Academic Accommodations for Students with Disabilities Statement
 - Expectations for Classroom Conduct
- The following are **optional** policies for syllabi, as indicated by the K-State Provost (*see pages 5-7*):
 - Copyright Notification
 - Campus Safety
 - Academic Freedom Statement
 - Safe Zone Statement

Course Syllabus Statements from the College of Education

REQUIRED SYLLABUS STATEMENTS

Vision, Mission, and Conceptual Framework Statements

Vision

"Preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world."

Mission

Our mission is fulfilled through:

- the delivery of exemplary instruction to students at the undergraduate and graduate levels;
- production, interpretation, and dissemination of sound and useful research and scholarship;
- leadership, collaboration, and service within the profession; and
- promotion, understanding, and celebration of diversity.

Conceptual Framework

The Conceptual Framework serves as the guide for fulfilling our vision of preparing educators to be knowledgeable, ethical, caring decision makers for a diverse and changing world. The College of Education strives to address three major areas in preparing the teachers of tomorrow: general education, content area studies, and professional studies.

The Conceptual Framework organizes 10 *standards* in professional studies into the following four categories:

1. *The Learner and Learning*
2. *Content Knowledge*
3. *Instructional Practice*
4. *Professional Responsibility*

The Conceptual Framework also includes the following *dispositions*:

1. *Values Learning and Professional Development*: Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
2. *Commits to Professional, Ethical, and Legal Conduct*: Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
3. *Values Positive, Caring, and Respectful Relationships*: Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
4. *Embraces Diversity, Equity, and Fairness*: Recognizes and values human differences and is committed to meet the educational needs of all students.
5. *Commits to Wise and Reflective Practice*: Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

Course Syllabus Statements from the Office of the Provost

<http://www.k-state.edu/provost/resources/teaching/course.html>

REQUIRED SYLLABUS STATEMENTS

Academic Honesty

Kansas State University has an Honor System based on personal integrity, which is presumed to be sufficient assurance that, in academic matters, one's work is performed honestly and without unauthorized assistance. Undergraduate and graduate students, by registration, acknowledge the jurisdiction of the Honor System. The policies and procedures of the Honor System apply to all full and part-time students enrolled in undergraduate and graduate courses on-campus, off-campus, and via distance learning. The honor system website can be reached via the following URL: www.k-state.edu/honor. A component vital to the Honor System is the inclusion of the Honor Pledge which applies to all assignments, examinations, or other course work undertaken by students. The Honor Pledge is implied, whether or not it is stated: "*On my honor, as a student, I have neither given nor received unauthorized aid on this academic work.*" A grade of XF can result from a breach of academic honesty. The F indicates failure in the course; the X indicates the reason is an Honor Pledge violation.

Academic Accommodations for Students with Disabilities

Students with disabilities who need classroom accommodations, access to technology, or information about emergency building/campus evacuation processes should contact the Student Access Center and/or their instructor. Services are available to students with a wide range of disabilities including, but not limited to, physical disabilities, medical conditions, learning disabilities, attention deficit disorder, depression, and anxiety. If you are a student enrolled in campus/online courses through the Manhattan or Olathe campuses, contact the [Student Access Center](http://www.k-state.edu/student-access-center) at accesscenter@k-state.edu, 785-532-6441; for Salina campus, contact the [Academic and Career Advising Center](http://www.k-state.edu/academic-career-advising-center) at acac@k-state.edu, 785-826-2649.

Expectations for Classroom Conduct

All student activities in the University, including this course, are governed by the [Student Judicial Conduct Code](http://www.k-state.edu/student-judicial-conduct-code) as outlined in the Student Governing Association [By Laws](http://www.k-state.edu/by-laws), Article V, Section 3, number 2. Students who engage in behavior that disrupts the learning environment may be asked to leave the class.

OPTIONAL SYLLABUS STATEMENTS

Copyright Notification*

Copyright 20xx ([your name here]) as to this syllabus and all lectures. During this course, students are prohibited from selling notes to or being paid for taking notes by any person or commercial firm without the express written permission of the professor teaching this course. In

addition, students in this class are not authorized to provide class notes or other class-related materials to any other person or entity, other than sharing them directly with another student taking the class for purposes of studying, without prior written permission from the professor teaching this course.

* You may wish to inform students regarding copyright of your lecture materials or that you do not permit student note taking for subsequent posting on commercial websites. You also may wish to orally draw attention on the first day of classes to any such statements that you include in your syllabus. In addition to giving the notice of copyright, you should take steps to assure that your lectures are fixed in a tangible medium of expression, and hence protectable under the copyright laws. For this purpose, you can make detailed lecture notes, use detailed overheads, slides or online presentation slides, or record your lectures. These steps will strengthen your right to claim copyright in your lectures and will notify students of restrictions on their use. If you have lecture notes posted on a website, you may wish to protect them with a copyright notice as well. You can simply add the following information to any lecture materials or to your website: Copyright 20xx (your name here).

*You also may wish to inform students that the K-State Student Conduct Code prohibits any illegal or unauthorized taking, selling, or distribution of class notes. Students violating this provision will be subject to discipline under the conduct code, including but not limited to possible expulsion from K-State.

Campus Safety

Kansas State University is committed to providing a safe teaching and learning environment for student and faculty members. In order to enhance your safety in the unlikely case of a campus emergency make sure that you know where and how to quickly exit your classroom and how to follow any emergency directives. To view additional campus emergency information, go to the University's main page, www.k-state.edu, and click on the Emergency Information button.

Academic Freedom Statement

Kansas State University is a community of students, faculty, and staff who work together to discover new knowledge, create new ideas, and share the results of their scholarly inquiry with the wider public. Although new ideas or research results may be controversial or challenge established views, the health and growth of any society requires frank intellectual exchange. Academic freedom protects this type of free exchange and is thus essential to any university's mission.

Moreover, academic freedom supports collaborative work in the pursuit of truth and the dissemination of knowledge in an environment of inquiry, respectful debate, and professionalism. Academic freedom is not limited to the classroom or to scientific and scholarly research, but extends to the life of the university as well as to larger social and political questions. It is the right and responsibility of the university community to engage with such issues.

Safe Zone Statement (If you are a SafeZones Ally, you may add the following.)

I am part of the SafeZone community network of trained K-State faculty/staff/students who are available to listen and support you. As a SafeZone Ally, I can help you connect with resources on campus to address problems you face that interfere with your academic success, particularly issues of sexual violence, hateful acts, or concerns faced by individuals due to sexual orientation/gender identity. My goal is to help you be successful and to maintain a safe and equitable campus.

The Conceptual Framework

Kansas State University
College of Education

July 2016

The first 10 items are Conceptual Framework *standards* which are identical to the KSDE Professional Education standards. Items 11-15 are the Conceptual Framework *dispositions*.

THE LEARNER AND LEARNING

- 1. Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate, relevant, and rigorous learning experiences.
- 2. Learning Differences.** The teacher uses understanding of differences in individuals, languages, cultures, and communities to ensure inclusive learning environments that enable each learner to meet rigorous standards.
- 3. Learning Environment.** The teacher works with others to create learning environments that support individual and collaborative learning, includes teacher and student use of technology, and encourages positive social interaction, active engagement in learning, and self-motivation.

CONTENT KNOWLEDGE

- 4. Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates content-specific learning and literacy experiences that make the discipline accessible and relevant to assure mastery of the content.
- 5. Application of Content.** The teacher understands how to engage learners through interdisciplinary lessons that utilize concept based teaching and authentic learning experiences to engage students in effective communication and collaboration, and in critical and creative thinking.

INSTRUCTIONAL PRACTICE

- 6. Assessment.** The teacher understands how to use multiple measures to monitor and assess individual student learning, engage learners in self-assessment, and use data to make decisions.

7. **Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, technology, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
8. **Instructional Strategies.** The teacher understands and uses a variety of appropriate instructional strategies and resources to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in relevant ways.

PROFESSIONAL RESPONSIBILITY

9. **Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. **Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, support staff, and community members to ensure learner growth, and to advance the profession.

DISPOSITIONS

11. **Values Learning and Professional Development.** Dedicated to acquiring and applying new ideas about content, pedagogy, and students.
 - Demonstrates a positive attitude toward learning through intellectual curiosity, interactions with students, and participation in professionally related experiences
 - Actively and continuously seeks ideas and resources to expand pedagogical content knowledge
 - Exhibits curiosity and a spirit of intellectual inquiry
 - Effectively applies new knowledge and skills to professional practice
12. **Commits to Professional, Ethical, and Legal Conduct.** Committed to obeying the law and abiding by institutional, state, and national professional and ethical standards.
 - Adheres to local, state, and federal rules and laws
 - Complies with university and school district policies and procedures
 - Follows the Kansas Educator Code of Conduct
 - Exhibits good judgment when making professional and ethical decisions
13. **Values Positive, Caring, and Respectful Relationships.** Committed to interacting with students, colleagues, and community members with care, compassion, and respect.
 - Exhibits caring, compassion, and respect for students, colleagues, and families
 - Fosters positive relationships with students to promote learning
 - Exhibits teaching behaviors reflecting the belief that all students can learn
 - Has high expectations for all students
14. **Embraces Diversity, Equity, and Fairness.** Recognizes and values human differences and is committed to meet the educational needs of all students.

- Demonstrates an understanding and appreciation for differences among people and the ability to interact with people from diverse backgrounds
- Uses a range of instructional practices to meet the diverse educational needs of all students
- Advocates for the fair and equitable treatment of all students
- Interacts with sensitivity to community and cultural norms

15. Commits to Wise and Reflective Practice. Dedicated to careful reflection on instructional decisions and takes actions to improve professional competence.

- Reflects on one's teaching and develops plans to improve professional practice
- Seeks, accepts, and uses constructive feedback to improve performance
- Modifies teaching behavior when provided with new information or experience
- Exhibits creativity and innovation when attempting to improve professional competence